



PORTICO
ACADEMY TRUST

opening doors, unlocking potential

Safeguarding Policy

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<p>Signature of Chair of Trustees</p> <hr/> <p>Date</p> <hr/>	<p>Signature of Chief Executive Officer</p> <hr/> <p>Date</p> <hr/>
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KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED SAFEGUARDING LEAD:	DEBBIE HENLEY (Principal) debbiehenley@portersgrange.southend.sch.uk Tel: 01702 468047
DEPUTY DESIGNATED SAFEGUARDING LEAD(S):	MARK AGGUS (Vice Principal) markaggus@portersgrange.southend.sch.uk KAREN THOMAS (Pupil and Family Well-being Lead) karenthomas@portersgrange.southend.sch.uk
DESIGNATED SAFEGUARDING TRUSTEE:	FRANCIS GRETTON fgretton4@googlemail.com
CHAIR OF TRUSTEES	BOB HELLEN bobhellen0@gmail.com

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

MASH+ Children's Social Care, Southend Borough Council: Where schools have concerns for the safety and welfare of a child or young person. OUT OF OFFICE HOURS: To make URGENT referrals	01702 215007 mash@southend.gov.uk (unsecure) 0345 606 1212
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Portico Academy Trust Safeguarding and Child Protection Policy

Context

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Academy staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Academy staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Academies should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Keeping Children Safe in Education DfE)

The document 'Keeping Children Safe in Education' and the supplementary advice must be read in conjunction with this policy.

The Portico Academy Trust takes seriously its responsibility under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of all children and to work together with other agencies to ensure adequate arrangements are in place within our learning community to identify, assess, and support those children who are suffering harm. This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, and related guidance. This includes:

[LSCB SET Procedures-April 2017 pdf](#)
[Keeping Children Safe In Education](#)
[Keeping Children Safe In Education Part 1](#)
[Working Together to Safeguard Children 2017.pdf](#)
[Disqualification Under The Childcare Act](#)
[Prevent-duty-departmental-advice-v6.pdf](#)
[Counter-terrorism-and-security-bill](#)
[Multi Agency Statutory Guidance on FGM](#)
[What to do if You're Worried a Child is Being Abused.pdf](#)
[Sexting In Schools.pdf](#) UKCCIS
[LSCB SET-CSE-STRATEGY-2015-2016-FINAL](#)
[LSCB Allegations of abuse.html](#)
[LSCB How-to-report-abuse.html](#)
[LSCB Interagency working.html](#)
[LSCB Child-Death.html](#)
[LSCB Training links.html](#)
[LSCB Children serious-case review.html](#)
[LSCB Safer Recruitment.html](#)
[LSCB E-safety.html](#)
[LSCB Private-fostering.html](#)
[LSCB Early Help and Family Support Assessment \(EHFSA\).html](#)
[LSCB DBS safeguard recruit.html](#)
[Children Missing Education – statutory guidance.pdf](#)

This policy should be read in conjunction with the following academy policies: E-Safety Policy; First Aid and/or Intimate Care Policy; Positive Handling and/or Physical Contact Policy; Safer Recruitment Policy; Staff Code of Conduct; Whistleblowing Policy.

There are three main elements to our Safeguarding and Child Protection Policy:

Prevention

- By ensuring that we practice safe recruitment in checking the suitability of all staff and volunteers who work with children
- Through establishing and maintaining a safe and positive environment and the teaching and pastoral support offered to pupils
- By raising awareness of child protection issues and equipping children with the skills needed to keep them safe

Protection

- By following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to child protection concerns

Support

- To pupils who have / may have been abused or neglected (in line with his / her Child Protection Plan, if appropriate)

1. Aims / Objectives'

- The Portico Academy Trust takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (the Children Act 1989)
- This policy applies to all pupils, staff, parents, governors, volunteers, students and visitors.

- 1.1 To maintain children's welfare as our paramount concern.
- 1.2 To create a culture of vigilance, where the welfare of all pupils is promoted and where timely and appropriate safeguarding action is taken.
- 1.3 To provide an environment in which children feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.
- 1.4 To provide support and guidance so that children have a range of trusted adults who they feel confident to approach if they are experiencing difficulties.
- 1.5 To protect children from harm and ensure that they are taught in a way that is consistent with the law and our values, promoting respect for all others.
- 1.6 To use the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision-making so that children have a range of strategies to ensure their own protection and understand the importance of protecting others.
- 1.7 To ensure all staff are able to recognise the signs and symptoms of abuse and are aware of the procedures and lines of communication.
- 1.8 To monitor and support children who have been identified as vulnerable, keeping confidential records which are stored securely and shared appropriately with other professionals.
- 1.9 To make parents/carers aware of the policies and practices for safeguarding and ensure that, wherever possible, every effort is made to establish open and honest working relationships.
- 1.10 To develop effective and supportive liaison with parents/carers and other agencies, ensuring pupils receive the right help at the right time.

2. Roles and Responsibilities

- 2.1 All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. There are, however, key people within academies and Local Authorities who have specific responsibilities under child protection procedures. The names of those in our academy carrying out these responsibilities are listed in Appendix 1.
- 2.2 The Designated Safeguarding Lead (DSL) in the academy has responsibility for managing child protection referrals, safeguarding training and raising awareness of all safeguarding and child protection policies and procedures. It is their role to ensure that everyone in the academy (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They should be a source of advice and support for other staff in relation to child protection matters. It is the role of the DSL to make appropriate and timely referrals to Children's Services in accordance with the current procedures. If, for any reason, the DSL is unavailable, a Deputy DSL (DDSL) has been identified who will act in their absence.
- 2.3 The Trust and Leadership Teams within each academy are responsible for ensuring that the academy follows recruitment procedures that help to deter, reject or identify people who might abuse children (*see policy on Safer Recruitment for further information*).
- 2.4 The Designated Governor for Safeguarding and Child Protection ensures there is an effective Safeguarding and Child Protection Policy in place and that this is updated annually. Governors and Trustees must not be given details relating to individual child protection cases, or situations, to ensure that confidentiality is not breached.
- 2.5 The Headteacher / Principal / Head of School / DSL and Designated Governor will undertake an annual Safeguarding Audit in line with their responsibilities under S.175 (*S.157 for Independent academies*) of the Education Act 2002. Safeguarding updates are also provided to each academy's Governing Body as part of the Headteacher / Principal / Head of School's report.
- 2.6 The academy will publish its Safeguarding and Child Protection Policy on its website.
- 2.7 The academy will actively promote online safety on its website and signpost stakeholders to information that will help keep children safe online.
- 2.8 The Local Authority for each academy provides a Designated Officer (Local Authority Designated Officer – LADO) who is available to offer advice and support and to ensure that training is available for the academy's DSL.

3. Procedures

- 3.1 When new staff, volunteers or regular visitors join our Trust they are informed by the appropriate academy of the safeguarding arrangements in place. They are given access to a copy of the academy's Safeguarding Policy, advised who the DSL (and Deputy) is and informed how to share concerns with them.

- 3.2 Staff are also given access to Keeping Children Safe in Education (KCSIE) Information For All School Staff (DfE, July 2015) and What To Do If You're Worried a Child is Being Abused HMG, March 2015), which gives helpful advice about how to respond to child protection concerns or disclosures. Staff are given a hard copy of Part 1 of KCSIE.
- 3.3 All staff are kept informed about safeguarding and child protection responsibilities and procedures through induction, briefings and regular awareness training.
- 3.4 Concerns for a child may come to the attention of staff, volunteers or other adults in a variety of ways, for example through observation of behaviour including behavioural change), injuries or disclosure. Any adult who has a concern for a child, however insignificant this might appear to be, must discuss this with the DSL or a designated person as soon as is practicable. More serious concerns, such as allegations or disclosures of abuse, must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a disclosure of abuse to a member of staff or volunteer they should follow the guidance below:

Allow the child to make the disclosure at their own pace and in their own way.

Avoid interrupting, except to clarify what the child is saying.

Do not ask leading questions or probe for information that the child does not volunteer.

Reassure the child that they have been heard and explain what you will do next and to whom you will talk.

Record the conversation as soon as possible on the Safeguardsoftware website.

Is this software secure?

All data is encrypted in transit and at rest. To access safeguard at a safeguarding level, the staff will (by default) be asked to verify themselves. This is done with two factor authentication and the staff will use a unique 6 digit number generated by a personal device and which is personal to them. This identifies the member of staff who has recorded the concern.

SafeGuardsoftware complies with EU regulations and is located on servers located in a secure datacenter. The datacenter that is used complies to international standards ISO 27001:2005, ISO 27002 and ISO 27005. The software company undergo regular independent security audits to ensure their service remains safe.

Staff have the ability to raise their concerns electronically (including drawing body maps) at the time. This gives much more accurate information and details of concerns are more factual when logged at the time of the concern.

Training has been provided for all staff and this will form part of our Safeguarding and Child Protection Induction Pack for new starters.

The electronic concern when sent will be emailed to the DSL's for their attention. The DSL or designated person are responsible for auctioning the emailed concern and will decide on the appropriate action.

In all but the most exceptional cases, parents/carers will be made aware of the concerns felt for a child at the earliest possible stage.

Seek support and advice for yourself if appropriate.

It is important to remember that any issues are confidential and staff should be informed on a 'need to know' basis only.

- 3.5 The DSL, or the Deputy, will immediately refer cases of suspected abuse or allegations to Social Services. A telephone referral to Social Services must be confirmed in writing within 48 hours.
- 3.6 The Early Help Family Support Assessment (EHFSA) relevant to each academy's Local Authority should be used to support a child protection referral. A completed EHFSA form contains all the information required for a child protection referral and should be sent to Social Services. In cases where there have been mounting concerns about a child, it is likely that an EHFSA will already have been completed prior to a child protection referral. A telephone referral to Social Services – in cases where there are immediate safeguarding concerns should be confirmed in writing within 48 hours, using the EHFSA form to provide the information required. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure, plus any advice given. This written confirmation must be signed and dated by the referrer.
Southend academies EHFSA form and guidance is available on the Southend LSCB website and Southend Learning Network.
- 3.7 The academy will always undertake to share our intention to refer a child to Social Services with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from Social Services or Essex Police.
- 3.8 If a member of staff continues to have concerns about a child and feels the situation is not being addressed, or does not appear to be improving, the staff member concerned should press for re-consideration.
- 3.9 Parents and carers are informed about our academies duties and responsibilities under child protection procedures on admission and on the academy website.

4. Records and Monitoring (making a referral)

- 4.1 Well-kept records are essential to good child protection practice. The academies that form the Portico Academy Trust are clear about the need to record any concern about a child or children, the status of such records and when these records should be passed over to other agencies.
- 4.2 The DSL needs to confirm adequate training is provided annually to ensure any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location of the incident. The source of the information should be recorded, as well as a note of other people involved, for example, as witnesses, and there should be a clear distinction between fact and professional opinion. All records will be entered using the Safeguardsoftware programme and dated, detailing the name and position of the person making the record, and include the action taken. This information will be available to the DSL (or Deputy DSL) who will then decide on appropriate action. The member of staff sending the concern electronically will be 'signing' as their email login will be the signature.
- 4.3 All child protection records are stored remotely, securely and confidentially, and are accessible through the DSL (or Deputy). The academy should retain the record for as long as the pupil remains at the academy. When a pupil with a child protection record reaches statutory academy leaving age, the last academy attended should keep the child protection file for 35 years after the last entry to allow for an access to records request by the child as an adult. (See Records Retention Policy).

- 4.4 If a pupil transfers from our school to another, their child protection records will be forwarded to the new educational setting without delay, separate from their main pupil file. Care will be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. We keep a copy of the child protection information until we have confirmation from the receiving school that they have received it. Once we have this confirmation, our copy is deleted, other than copies of the specific records that are pertinent to our school (i.e., not CP Conference reports that are held elsewhere), unless there is a specific reason for us to keep it, which will be recorded (for example, we still have siblings in the school and the records relate to them too, or there is an ongoing complaint or request for access to records). We will also keep a record of having received confirmation from the receiving school and of the date when we have deleted our copy.

If the feeder school receiving child protection files is not a user of Safeguardsoftware then the information will be printed out (either in paper copy or as a CTF file) and sent confidentially to the receiving school.

5. Attendance at Core Groups, Conferences etc. (supporting pupils at risk)'

- 5.1 It is the responsibility of the DSL to ensure that the academy is represented at any Child Protection Conference called for children on the academy roll, or previously known to them. A report will be made available to the Conference Chair, 48 working hours in advance of the conference, and shared with the parents/carers before the day of the conference. Whoever attends the conference will be fully briefed on any issues or concerns the academy has and be prepared to contribute to the discussions at the conference and express a view, at the end of the meeting, as to whether the child/ren) should be made subject to a Child Protection Plan.
- 5.2 Notes should be taken at all meetings and shared with staff on a 'need to know' basis. If in any doubt, consult with the DSL.
- 5.3 If a child is made subject to a Child Protection Plan, or a Child in Need Plan, it is the responsibility of the DSL to ensure the child is monitored regarding their academy attendance, progress, welfare and presentation. If the academy is part of the Core Group, the DSL will ensure that the academy is represented and provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the Core Group Meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the child's Social Worker immediately and then record that they have done so and the actions agreed.
- 5.4 If there is an unexplained absence of a child subject to a Child Protection Plan, the child's Social Worker must be notified immediately.

6. Confidentiality

6.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, nor should they agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the DSL and may require further investigation by appropriate authorities.

6.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held treated confidentially.

7. Training and Support for Designated Safeguarding Leads

- 7.1 The DSL and Deputy DSL will undergo updated child protection training at least every two years, in accordance with Keeping Children Safe in Education *DfE, September 2016*.

The DSL is responsible for ensuring that all staff and volunteers receive appropriate safeguarding training to equip them to carry out their responsibilities for child protection effectively. Training is conducted every year, with annual refresher training and sessions for new staff and volunteers as appropriate, which forms part of their induction.

A record of all Child Protection training will be kept.

- 7.2 The DSL or Headteacher / Principal / Head of School / Head of School, in the first instance, will provide support and supervision to staff involved in child protection issues. An Academy can also provide external supervision and the Headteacher / Principal / Head of School can signpost to outside agencies for professional support/supervision.

8. Categories of Abuse and Specific Safeguarding Issues (Appendix 6)

- 8.1 All adults should be aware of the [definitions and signs and symptoms of abuse](#).
- 8.2 Each Academy within the Trust will recognise that there are a number of specific safeguarding issues about which staff need to be aware, including Child Sexual Exploitation (CSE), bullying (including cyberbullying), domestic violence, drugs, E-Safety (including sexting), fabricated/induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence/Violence Against Women and Girls (VAWG), mental health, private fostering, radicalisation, teenage relationship abuse, trafficking.
- 8.3 Whilst each academy within the Trust will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to- date guidance and practical support in relation to these issues. Government guidance is available on the [GOV.UK](http://www.gov.uk) website and organisations such as the NSPCC (<http://www.nspcc.org.uk>) provide specialist information.

9. Allegations against staff

- 9.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.
- 9.2 The academy works in accordance with statutory guidance in respect of allegations against an adult working with children in a paid or voluntary capacity.
- 9.3 Each academy within the Trust has processes in place for reporting any concerns about a member of staff or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher / Principal / Head of School (or the Deputy Headteacher in their absence). This role is distinct from the DSL as the named person should have sufficient status and authority in the academy to manage employment procedures. Staffing matters are confidential and the academy must operate within statutory guidance around Data Protection. Where the concern involves the Headteacher / Principal / Head of School, it should be reported direct to the CEO and Chair of Governors.

- 9.4 Where an allegation against a member of staff has been received, the Headteacher / Principal / Head of School, senior named person, or the Chair of Governors must inform the Local Authority Designated Officer and CEO within one working day. Where the allegation is against the Headteacher / Head of School, the CEO / Chair of Governors will consult with the Designated Officer.
- 9.5 The LADO has overall responsibility for oversight of the procedures for dealing with allegations against staff members. Wherever possible, contact with the LADO should be made immediately, as they will then advise on how to proceed and whether the matter requires police involvement. This will include advice on speaking to pupils, parents and HR. The CEO / Chair of Governors will manage these procedures alongside the disciplinary process in liaison with the academy's HR Advisor.
- 9.6 In accordance with 'Keeping Children Safe in Education' *DfE, (September 2016)* details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, the record should be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer. However, cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references.

10. Monitoring and Evaluation

- 10.1 The Headteacher / Principal / Head of School and Designated Governor undertake an annual Safeguarding Audit in line with their responsibilities under section 175 and 157 of the Education Act 2002.
- 10.2 This policy is reviewed annually.

PROCEDURES

All action is taken in accordance with the following guidance

- The SET (Southend, Essex and Thurrock) Safeguarding and Child Protection Procedures (2015) (revised July 2017), a copy of which is available on desktop of DSL's and published on line <http://www.safeguardingsouthend.co.uk/>
- Keeping Children Safe in Education and Disqualification under the Childcare Act, 2006
- Working Together to Safeguard Children
- The Prevent duty
- Multi-Agency Practice Guidelines: Female Genital Mutilation - Chapter 9 (Guidelines for School, Colleges and universities).

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school's Child Protection Policy, advised who our Designated Safeguarding Lead (and Deputy) is and informed how to share concerns with them.

Staff are also given access to Keeping Children Safe in Education - information for all school and college staff and What To Do If You're Worried a Child is Being Abused, which gives helpful advice about how to respond to child protection concerns or disclosures.

All Staff are kept informed about safeguarding and child protection responsibilities and procedures through induction, briefings and regular awareness training.

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation, or suspects that abuse may have occurred, **must** report it immediately to the Designated Safeguarding Lead or,

in their absence, the Deputy Designated Safeguarding Lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

The Designated Safeguarding Lead, or the Deputy, will immediately refer cases of suspected abuse or allegations to Children's Services (First Contact Team), Southend Borough Council (contact numbers are on the cover sheet of this document) and in accordance with the procedures outlined in the SET procedures. A telephone referral to Children's Service must be confirmed in writing within 48 hours.

The Early Help Family Support Assessment (EHFSA) should be used to support a child protection referral. The EHFSA form and guidance is available on www.southendchildrenspartnership.org.uk and on the Southend LSCB website and Southend Learning Network. A completed EHFSA form contains all the information required for a child protection referral and should be sent to the First Contact Team. In cases where there have been mounting concerns about a child, it is likely that an EHFSA will already have been completed prior to a child protection referral. A telephone referral to the First Contact Team – in cases where there are immediate safeguarding concerns - should be confirmed in writing within 48 hours, using the EHFSA form to provide the information required. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral, the name of person who initially received the disclosure, plus any advice given. This written confirmation must be signed and dated by the referrer.

The school will always undertake to share our intention to refer a child to Children's Services with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from Children's Services or Essex Police.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed, or does not appear to be improving, the staff member concerned should press for re-consideration.

Safeguarding contact details are prominently displayed in the school to ensure that all staff have unfettered access to safeguarding support.

Parents and Carers are informed about our school's duties and responsibilities under child protection procedures on admission, in the school brochure and on the school website.

TRAINING AND SUPPORT FOR ALL STAFF

All staff will undergo updated child protection training at least every year, in accordance with Keeping Children Safe in Education, the Headteacher, Principal, Head of School, all staff members and Governors will undergo child protection training, which is updated annually, to equip them to carry out their responsibilities for child protection effectively. A record of all Child Protection training will be kept.

The school will ensure that the Designated Safeguarding Lead (and Deputy) also undertakes training in inter-agency working and other matters, as appropriate.

The Headteacher, Principal, Head of School, in the first instance, will provide support and supervision to staff involved in child protection issues.

All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Handbook / Code of Conduct. All staff and volunteers are required to read key policies, including the Safeguarding Policy and Code of Conduct, and sign to record they have read and understood them. Temporary staff who work with children are made aware of each academy's arrangements for child protection and their responsibilities.

PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, nor should they agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held treated confidentially.

RECORDS AND MONITORING

All schools in the Portico Academy Trust are signed up to using SafeguardSoftware, a computerised system for logging and storing any safeguarding concerns.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location of the incident. The source of the information should be recorded, as well as a note of other people involved, for example, as witnesses, and there should be a clear distinction between fact and professional opinion. All records will be uploaded to Safeguardsoftware. This information will be emailed to the Designated Safeguarding Lead (or Deputy) who will then decide on appropriate action.

ATTENDANCE AT CHILD PROTECTION CONFERENCES, CORE GROUP MEETINGS OR CHILD IN NEED MEETINGS

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at any Child Protection Conference called for children on the school roll, or previously known to them. A report will be made available to the Conference Chair, 48 working hours in advance of the Conference, and shared with the parents/carers before the day of the Conference. Whoever attends the Conference will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the Conference and express a view, at the end of the meeting, as to whether the child(ren) should be made subject to a Child Protection Plan.

If a child is made subject to a Child Protection Plan, or a Child in Need Plan, it is the responsibility of the Designated Safeguarding Lead to ensure the child is monitored regarding their school attendance, progress, welfare and presentation. If the school is part of the Core Group, the Designated Safeguarding Lead will ensure that the school is represented and provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the Core Group Meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's Key Worker **immediately** and then record that they have done so and the actions agreed.

If there is an unexplained absence of a child subject to a Child Protection Plan, the child's Key Worker must be notified **immediately**.

SUPPORTING PUPILS AT RISK

Portico Academy Trust is committed to ensuring that our pupils receive the right help at the right time.

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered, harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may be withdrawn, or display abusive behaviours towards other children.

Our school will endeavour to support all pupils through:

- The curriculum; to encourage our pupils to stay safe and to develop healthy relationships, self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school's behaviour management policies.
- A consistent approach from all staff which will endeavour to ensure that our pupils know that some behaviour is unacceptable, but that s/he is valued.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop open, honest and supportive relationships with parents, always with the child's best interest as paramount.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that children with behavioural difficulties and disabilities are most vulnerable to abuse. Therefore, staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that, in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and may be in need of support or protection.

SPECIFIC SAFEGUARDING ISSUES

Our school recognises that there are a number of specific safeguarding issues about which staff need to be aware, including child sexual exploitation (CSE), bullying (including cyberbullying), domestic violence, drugs, E safety (including sexting), fabricated/induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, teenage relationship abuse, trafficking.

Whilst school will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues. Government guidance is available on the GOV.UK website and organisations such as the NSPCC (www.nspcc.org.uk) provide specialist information.

The PREVENT Duty / Counter Terrorism Act

From 1 July 2015 all schools registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the PREVENT duty. It applies to a

wide range of public-facing bodies. Bodies to which the duty applies must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers. Under Section 26 of the Counter Terrorism and Security Act HMG, 2015), academies are required to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty and seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat posed by those who promote these views

- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health.

The Prevent Duty requires each academy to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.

- be safe spaces in which children/young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

The Portico Trust works in accordance with the Prevent Duty and follows departmental advice for academies on preventing children from being drawn into terrorism. Prevent is not about criminalising a vulnerable person but about supporting them. The purpose is to protect children from harm and ensure they are taught in a way that is consistent with the law and our values.

Awareness of Prevent, and the risks it is intended to address, are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Prevent referrals should be reported in line with all other safeguarding procedures using a *Concern Form*. Any concerns that one of our pupils is at risk in this respect will be referred to Social Services.

Essex Police can be contacted to discuss any concerns at: PREVENT@essex.pnn.police.uk

All staff and volunteers have access to a Workshop to Raise Awareness of Prevent (WRAP) as part of their safeguarding training. Each academy will have its own WRAP number.

Disqualification Under the Child Care Act

The Childcare (Disqualification) Regulations 2009 ("the 2009 Regulations") are made under section 75 of the Childcare Act 2006 ("the 2006 Act") and set out the circumstances in which an individual will be disqualified for the purposes of section 75 of the Act. Section 76(2) of the 2006 Act, provides that a person who is disqualified under the 2009 Regulations may not provide relevant childcare provision or be directly concerned in the management of such provision (see paragraphs 6 and 15 below). Under section 76(3) schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the settings set out at paragraph 6. An employer commits an offence if they contravene section 76(3) except if they prove that they did not know, and had no reasonable grounds for believing, that the person they employed was disqualified. [Disqualification under the Childcare Act](#)

How To Report Abuse

All professionals must make a referral, within one day, to Southend on Sea children's social care if there are signs that a child or an unborn baby:

Is suffering significant harm through abuse or neglect;

Is likely to suffer significant harm in the future.

Where practicable, concerns should be discussed with the parent and agreement sought for a referral to children's social care unless seeking agreement is likely to:

Place the child at risk of significant harm through delay or the parent's actions or reactions;

Lead to the risk of loss of evidential material. [LSCB How-to-report-abuse.html](#)

Sexting

What is 'sexting'? In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police. [Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People](#)

Inter-Agency Working

Child protection guidance states "everyone who works with children has a responsibility for keeping them safe... no single professional can have a full picture of a child's needs and circumstances". As such, multi-agency working is necessary when assessing a child's wellbeing or meeting to draw up a child protection plan. Representatives may attend to offer their input about the best kind of care for the child, and those with a professional interest may include:

Midwives or health visitors

Paediatricians or school nurses

Nursery or school staff

The police or the probation service

Local authority and social care staff

NSPCC or other voluntary organisations

Professionals representing the needs of the parents

Professionals with expert knowledge of the situation

[LSCB Interagency working.html](#)

Training for Staff

You can download the current LSCB & SAB Training Programme [here](#), and a training application form [here](#). All safeguarding children and/or adults training which has been quality assured by the Boards will display their logos

You can find a list of training facilitators who have been quality assured by the Boards [here](#)

The Boards also offer a programme of multi-agency training, combining directed or face-to-face learning and e learning options.

If you have any queries regarding safeguarding children and/or adults training; or want your organisation's training or training facilitators quality assured, please contact the Safeguarding Boards' Business Team [here](#) [LSCB Training links.html](#)

Child Death / Serious Case Review

In the case of an unexpected child death in their local area, the LSCB is responsible for collecting and analysing information that relates to the case in order to identify lessons to be learnt and possibly uncover

any matters of concern affecting the safety of children in the area. It is not the responsibility of the Child Death Overview Panel (CDOP) to attempt to discover the cause of death; this remains the responsibility of the coroner or doctor who signs the medical certificate. The family of the child should foremost be assured that the purpose of the inquiry is not to apportion blame for the death but to identify how relevant agencies can perform more effectively in future. [LSCB Child-Death.html](#)

When it is known or suspected that a child has died or been seriously harmed due to abuse or neglect, the LSCB in their area may conduct a serious case review (SCR). This allows the LSCB to review inter-agency working and identify any learning that can be taken from the incident. The LSCB is also encouraged to undertake SCRs in cases where a child has not been seriously harmed as a way of identifying and sharing examples of good practice.

[LSCB Children serious-case review.html](#)

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE [SET-CSE-STRATEGY-2015-2016 FINAL](#)) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Our school is committed to raising awareness of CSE. We have an identified CSE Champion Andrea Esp who has received training in this area and attends the LSCB Champions' Forum. Our school uses the LSCB Risk Assessment Toolkit and reports any information to Essex Police on a report form, as well as referring to First Contact Team or for Early Help and Family Support Assessment (EHFSA), as appropriate.

Female Genital Mutilation (FGM)

All staff in each academy must be alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. Female genital mutilation (FGM) is a collective term for illegal procedures, which include the removal of part or all external female genitalia, or other injury to the female genital organs for nonmedical reasons. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the SET procedures and in chapter 3 (pages 16-17) of the FGM Multi-Agency Practice Guidelines: Female Genital Mutilation (HMG 2015) that can be found on the GOV.UK website. There is a legal obligation for any suspicion of intended, or actual, FGM to be referred to Children's Services and/or the Police.

[Multi Agency Practice Guidelines: Female Genital Mutilation](#)

Private Fostering

Each academy makes sure that privately fostered children are properly and safely cared for. Local Authorities are under a legal duty to ensure the welfare of a privately fostered child is being promoted and safeguarded, and are therefore required to undertake assessments of proposed or actual private fostering arrangements. As such, we always inform the Local Authority when we are notified about such an arrangement or become aware of one.

A private fostering arrangement is one that is made privately that is to say without the involvement of a Local Authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of full blood, half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

LSCB Private-fostering.html

Allegations Involving A Member Of Staff

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse. LSCB Allegations of abuse.html

The school works in accordance with statutory guidance and the SET procedures (2017) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information regarding this.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the Designated Child Protection Lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher, Principal, Head of School, it should be reported direct to the Chair of Governors.

The SET procedures require that, where an allegation against a member of staff has been received, the Headteacher, Principal, Head of School, senior named person, or the Chair of Governors must inform the Local Authority Designated Officer (LADO) (see cover sheet of this document for contact details) within one working day. Where the allegation is against the Headteacher, Principal, Head of School, the Chair of Governors will consult with the LADO.

The LADO has overall responsibility for oversight of the procedures for dealing with allegations against staff members. Wherever possible, contact with the LADO should be made immediately, as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school will manage these procedures alongside the school's disciplinary process in liaison with the school's HR Advisor.

In accordance with 'Keeping Children Safe in Education' (DfE, July 2015) details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, the record should be retained at least until the accused has reached normal pension age, or for a period of 10 years from the date of the allegation if that is longer. However, cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references.

Child Missing Education (CME)

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. It is the responsibility of each academy to ensure all children are accounted for and attending regular education. Where there is any concern regarding the whereabouts of a child the Child Missing Education Policy must be followed and the child's long term absence notified to the LA. It is good practice to follow up the move of a child to another school to ensure they have arrived at the destined school.

[Children Missing Education – statutory guidance.pdf](#)

Safer Recruitment

Every agency that is part of a LSCB has made a commitment to safer recruitment. For partner agencies, safer recruitment rules affect those staff members whose duties include several specific tasks known as 'regulated activities'. These include:

Teaching, training, or instructing children, or supervising someone doing so.

Caring for or supervising children, or managing someone doing so.

Providing personal care - such as assistance with eating, washing, or toileting - to a child.

Providing medical care, whether physical or mental, including surgical and palliative care.

Providing guidance to children about their physical, emotional, or educational wellbeing.

Driving a vehicle for the use of children and their carers.

Acting as a childminder or foster carer.

[LSCB Safer Recruitment.html](#)

E-Safety

As technology evolves, the internet provides new challenges as well as new opportunities. Rather than blocking, filtering, and avoiding online services for children for fear of potential risks, the LSCB instead works to identify strategies and promote initiatives that can help children avoid online exploitation, abuse or bullying. Issues affecting online safety can be placed in one of four broad categories:

Contact, which may be inappropriate or unwelcome, and can include grooming, arranging to meet strangers, or online exploitation.

Conduct, which can include cyber-bullying, exposure to material that incites violence or hatred, incitement to dangerous activities, and other online antisocial behaviour.

Content, which may include exposure to age-inappropriate or socially unacceptable material and can include images and video uploaded by others or by the user themselves.

Commerce, which can include gambling, inappropriate commercial advertising, phishing, identity theft, or other online scams. [LSCB E-safety.html](#)

Early Help and Family Support Assessment (EHFSA)

An EHFSA can be completed with the parent/carers and child by any service or setting that they already have contact with i.e. child's pre-school, nursery, school, children's centre, Health Visitor, GP etc. This will look at the circumstances surrounding the child, identifying strengths and needs and with the parent/carers consent be discussed with other professionals to see how they may be able to support.

When completing the Early Help Assessment a Lead Professional will be allocated who will act as a point of contact to avoid children and their parents/carers becoming overwhelmed with information from lots of different sources. This lead professional will normally be someone the child and parent/carers already know and feel comfortable with.

EHFSAs are typically for 0-19 year olds but will be extended to 25 year olds for those with Special Educational Needs. The EHFSAs were previously known as a CAF (Common Assessment Framework). If you are a professional you can find more information [here](#) or obtain a copy of the Early Help Family Support Form [here](#). Families can find more information on the Early Help Assessment [here](#). [LSCB Early Help and Family Support Assessment \(EHFSA\).html](#)

Disclosure and Barring Service (DBS)

If you dismiss or remove a person from regulated activity (or may have done so had they not left) because they have harmed or posed a risk of harm to a child or to an adult with additional care and support needs, then you have a LEGAL duty to refer the person to the DBS.

[LSCB DBS safeguard recruit.html](#)

WHISTLEBLOWING

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school's Code of Conduct / Whistleblowing policy.

Any staff member can press for re-consideration of a case if they feel a child's situation does not appear to be improving. They must refer their concerns to Children's Services directly, if they continue to have concerns for the safety of a child.

USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

POLICY REVIEW

The Governing Body is responsible for ensuring;

- the annual review of this policy.
- that the list of key contacts on the cover sheet is kept up to date.

We recognise there are a number of policies that are relevant to safeguarding and promoting children's welfare.

List of Appendices

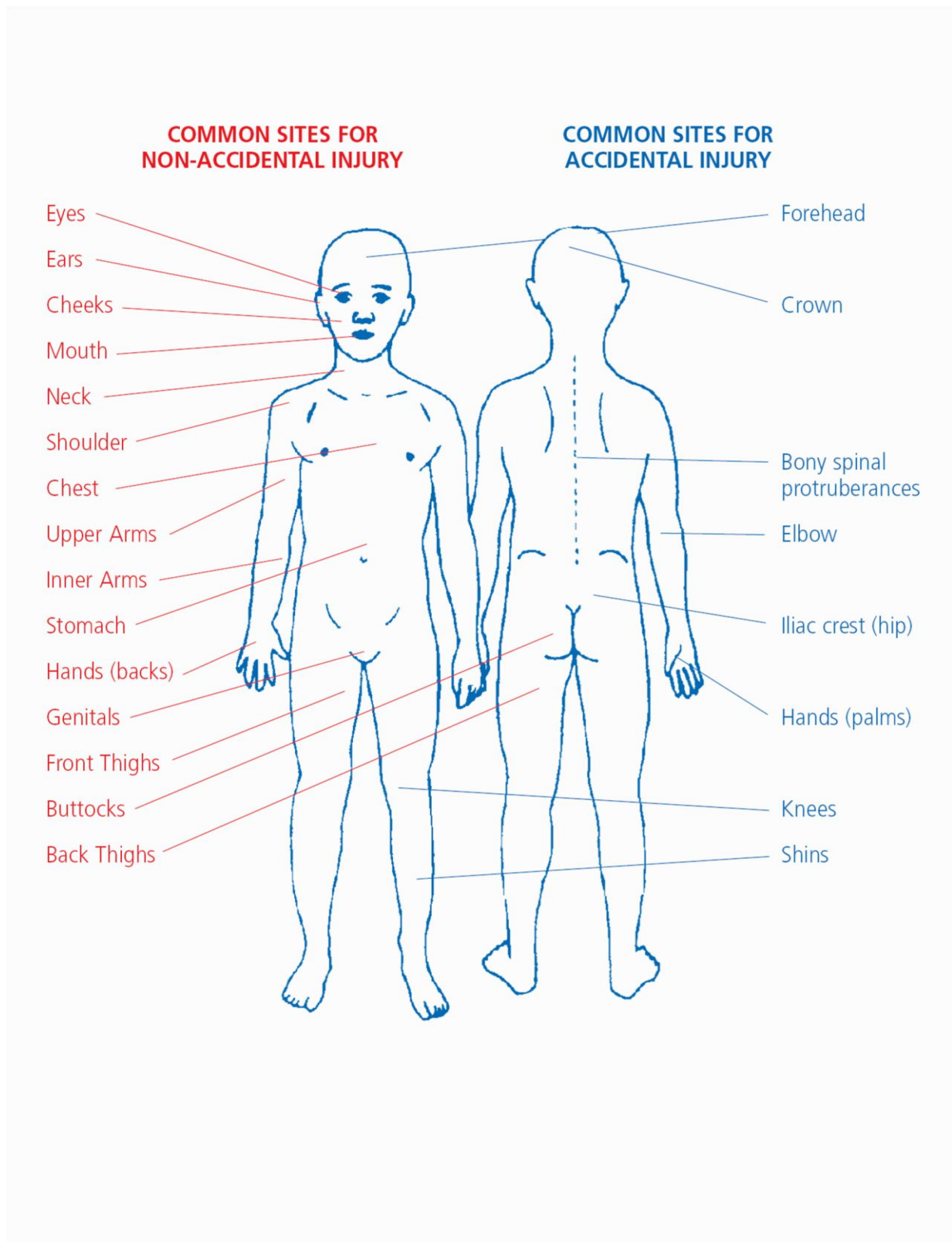
Appendix 1	Contact Information
Appendix 2	Body Maps
Appendix 3	Request for Information
Appendix 4	Feedback Form
Appendix 5	PREVENT Referral Form
Appendix 6	Safe use of Images Guidance
Appendix 7	In The Event Of A Missing Child At An Academy

Appendix 1 Contact Information

	Portico Academy Trust	Friars Primary School	Hamstel Infant School and Nursery	Hamstel Junior School	Porters Grange Primary School	West Leigh Junior School
Designated Safeguarding Lead	Cheryl Woolf 01702 987890	Chris McClay 01702 294837	Lisa Clark / Andrea Esp 01702 468461	Chris Farrell / Claire Heron 01702 468048	Debbie Henley/Mark Aggus 01702 468047	John Lear 01702 478593
Deputy Designated Lead s)		Linda Snow Joy Sharkey Rebecca Oakes	Laurie Soane	Karen Halls	Karen Thomas	Sally Halls Candy London
Safeguarding Governor		Jackie Heron	Maurice Sweeting	Ron Wright	Ros Sanders	Jo Neill
Local Authority Designated Officer (LADO)	Allison Francis 01702 534539 allisonfrancis@southend.gov.uk					
LA Contact	Sharon Langston - 01702 534591 To refer a child / CP concern – 01702 215007 safeguardingforchildren@southend.gov.uk					
Social Services	Social Services First Contact 01702 534495 / 534496 fct@southend.gov.uk (unsecure) fct@southend.gcsx.gov.uk (secure) First Contact Duty Team Practice Manager (for Consultation) 01702 212442 Out of Office number -0345 606 1212 (new/cheaper option)					
Out of Hours	0845 606 1212 01245 492127					
Anti Terrorist Hotline	0800 789321 SBFIMU@essex.pnn.police.uk PREVENT@essex.pnn.police.uk					

Appendix 2a

Reference guidance for use of a Body Map: common sites or non-accidental and accidental injuries

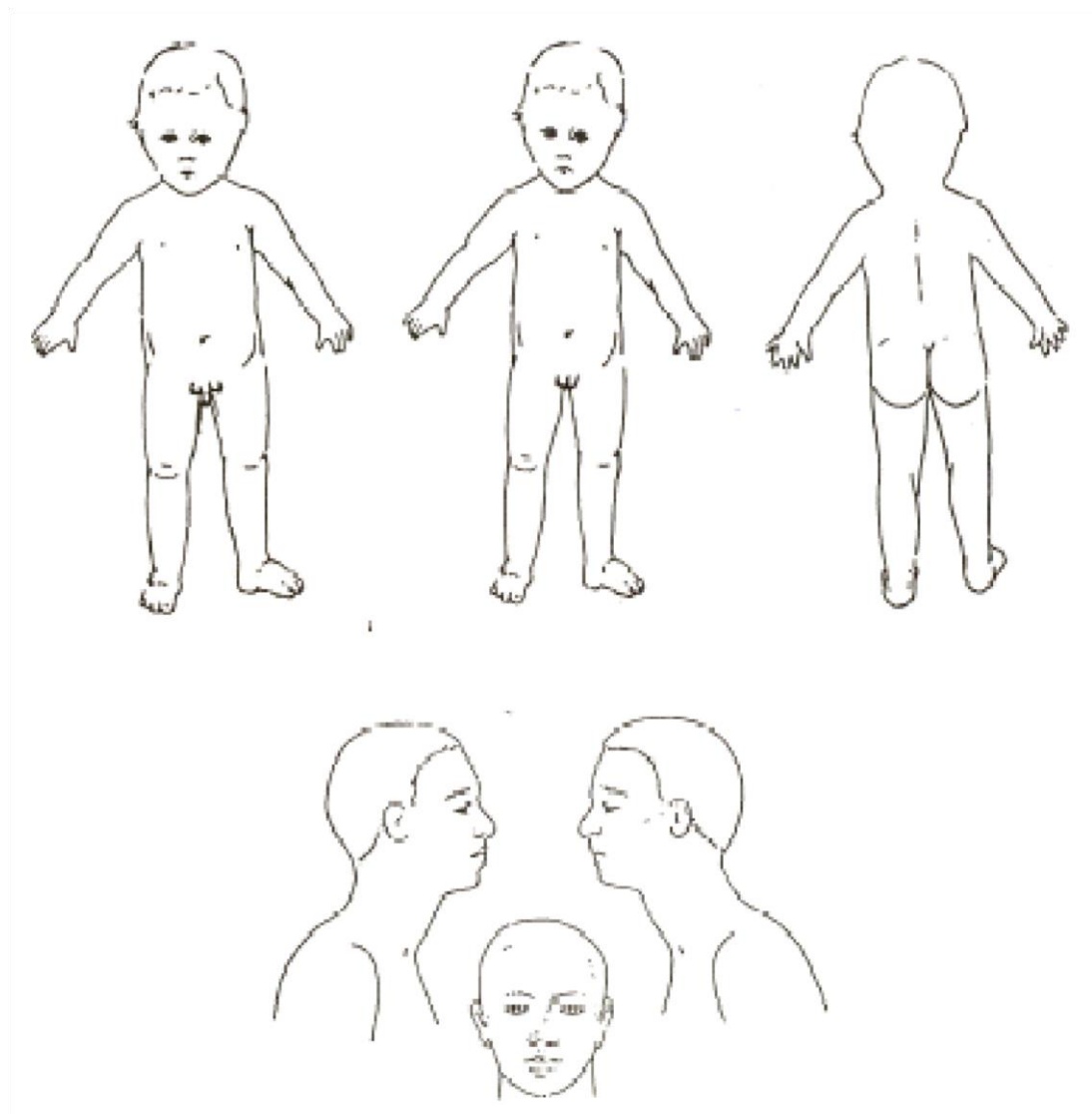


Appendix 2b

Body Map for Recording Concerns (0-3 Years Old)

1

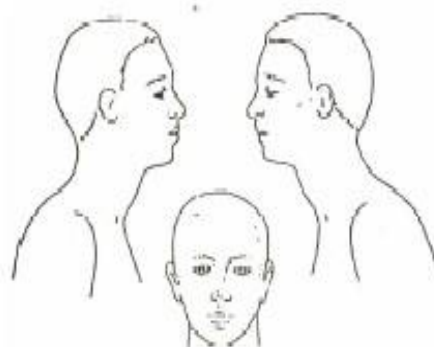
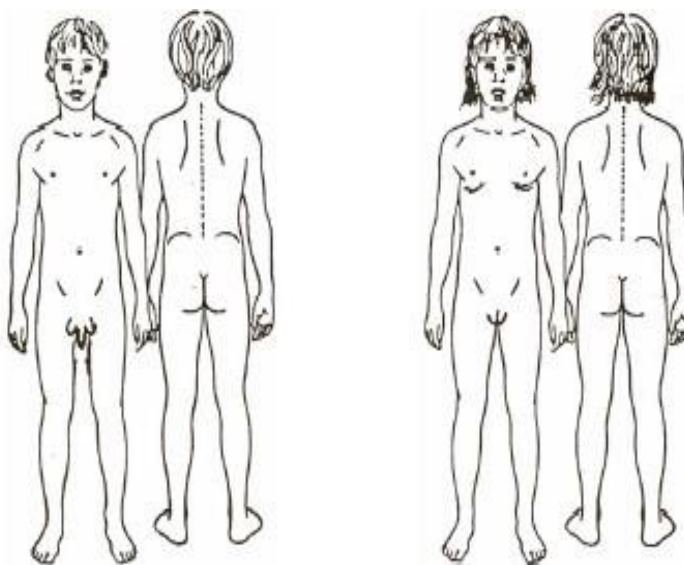
Illustrate any concern regarding physical injury on this sheet and provide a Concern form with further information. Indicate the position of any bruising, cuts or abrasions and approximate age where possible. Show size, shape and colour of marks observed. Do not remove clothing for the purpose of this.



Appendix 2c

Body Map for Recording Concerns (4-19'Years'Old)"

Illustrate any concern regarding physical injury on this sheet and provide a Nagging Doubt form with further information. Indicate the position of any bruising, cuts or abrasions and approximate age where possible. Show size, shape and colour of marks observed. Do not remove clothing for the purpose of this.



Appendix 3

Person Vulnerable to Radicalisation (VTR)

Referral Form

Sept 2015



RESTRICTED WHEN COMPLETE

Section 1: Person referring to complete

Please expand boxes as required)

Subject's Full Name include all known alias/maiden if relevant)	
Date and place of birth	
Full Address	
Telephone	
Spouse/Partner/Parents/Guardian Names/D.O.B	
Children/Siblings Names /D.O.B	
Ethnicity	
Religion	
Reason or Referral	

Background and risk issues - see Guidance Notes (include chronology if known)

Faith / Ideology:

Personal / emotional & Social:

Risk / Protective factors:

Desire for Change:

Referrer's full name, role, contact details & date submitted.

_____ Date: _____

Partner system checks Please expand boxes as required)	
Police nc. PNC, PND	Detail: Completed by: Date/time:
Adult Services	Detail: Completed by: Date/time:
Children's Services	Detail: Completed by: Date/time:
Education	Detail: Completed by: Date/time:
Housing	Detail: Completed by: Date/time:
General Health	Detail: Completed by: Date/time:
Mental Health	Detail: Completed by: Date/time:
Other (please state)	Detail: Completed by: Date/time:

FIMU ACTIONS: FIMU to enter on to FIMU system.	FIMU officer: _____ Date: Time:
De-confliction checks by FIMU Any shareable information to be added under 'section 3' police checks.'	Conflict If yes, stop VTR process; referral to pursue No conflict If No, email to Prevent for CMIS entry, information gathering stage, submission to Channel Chair and signposting. FIMU assessment by: _____
PREVENT ACTIONS: Submitted to Channel Chair	 Information gathering stage, initial VAF and submission to Channel Date: Panel area: _____ VAF completed and attached date and by who): _____
CHANNEL CHAIR ACTIONS: Is the referral being brought to panel or signposted to specific department or agency?	 Submit to Channel panel Signposting and Rational: _____ Decision to close referral made by: _____ Date:
Referrer notified	By: Date/Time:

Section 3: Partner complete agency checks'

This process must only take place after SB deconfliction checks.

Section 2: Essex Special Branch to complete

Once completed, email to: SBFIMU@essex.pnn.police.uk

GUIDANCE NOTES

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

Faith / ideology

- Are they new to a particular faith / faith strand?
- Do they seem to have naïve or narrow religious or political views?
- Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?
- Have there been specific examples or is there an undertone of “Them and Us” language or violent rhetoric being used or behaviour occurring?
- Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?
- Are there particular grievances either personal or global that appear to be unresolved / festering?
- Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

- Is there conflict with their families regarding religious beliefs / lifestyle choices?
- Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?
- Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?
- Is there history in petty criminality and / or unusual hedonistic behaviour alcohol/drug use, casual sexual relationships, and addictive behaviours)?
- Have they got / had extremist propaganda materials (DVD’s, CD’s, leaflets etc.) in their possession?
- Do they associate with negative / criminal peers or known groups of concern?
- Are there concerns regarding their emotional stability and or mental health?
- Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

- What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? e.g.; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.
- Is there any evidence of others targeting or exploiting these vulnerabilities or risks?
- What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

Desire for change

- Do they have the ability to change with / without support? Why / Why not?
- How motivated are they to make steps towards changing their attitudes and behaviour? How sustainable do you think their motivation / desire is?

The Constabulary collects and uses personal information so that it can carry out its legal and legitimate functions as defined by legislation, common law and best practice. Information is used to:

- Prevent and detect crime
- Apprehend and prosecute offenders
- Protect life and property
- Maintain law and order and give assistance to members of the public

Information is handled in accordance with the Data Protection Act 1998, which sets out 8 Data Protection Principles of good information handling practice governing the fair and lawful processing, maintenance and security of data. Please ensure that in processing the attached information, you undertake to ensure the principles are complied with. Further information can be found at: www.essex.police.uk

Appendix 4

Safe use of Images Guidance

We recognise that photographs and video recordings for academy and family use are important, although the potential misuse of images means that everyone has a shared responsibility to ensure that individual and parental rights are respected, and that vulnerable individuals are protected from risk. The taking of photographs or videos at academy events is not a breach of the Data Protection Act and is permitted by the Portico Academy Trust. However, all parents/carers are reminded about their role in keeping every child safe by not publishing images online, particularly on social networking sites. This paragraph is reiterated or paraphrased at every academy event where parents may wish to take photographs or videos. Parents and carers taking photographs and video recordings is not permitted during normal routines e.g. in classrooms, on academy visits, unless otherwise agreed.

Photographs taken for official use in academy or to be shared with a wider audience either through the press or online, may be subject to the provisions of the Data Protection Act. Permission from those with parental responsibility for a child is needed before photographs are taken for publication.

Parents are asked to complete a form on admission to the academy and records of children whose images must be protected are maintained by the office. It is the responsibility of the member of staff taking or publishing the photos to find out about children whose images should not be used. If parents disagree over consent, it will be treated that consent has not been given.

When images are recorded for academy use and/or publication it is important that pupils are suitably dressed and care must be taken during PE lessons, particularly when children are swimming. All images should be screened by the photographer for acceptability and any image that could be used inappropriately should be deleted or destroyed. Images of groups are sometimes more appropriate than individual children, as are images from behind as this makes the children less identifiable.

Images should also be inclusive, showing boys and girls from different backgrounds and abilities. In publications where the pictures have captions, it is good practice to only include first names, although local press will insist on publishing surnames. An academy may keep photographs and video recordings as evidence of children's learning and as a record of academy events. Digital images are stored on servers, cloud based storage and on staff laptops/iPads.

Anyone identified taking unauthorised images of children should be reported to the Police.'

Use of Mobile Phones

All staff may have a personal mobile phone in their possession at work. However, mobile phones should not be switched on during contact time with children, only during break times and away from children. In an emergency a call should be directed through the academy switchboard and a message will be relayed ASAP to the person concerned. Staff should not use their phones for other purposes. However, it is acceptable to use mobile phones whilst on trips in order to make contact with academy or other adults involved with the trip. If photos are to be published on Twitter and all parents and carers have given permission), photos may be taken and uploaded, but should be deleted within 24 hours and must never be stored on a phone.

Children are not permitted from bringing mobile phones into an academy. Children must not take photographs or use the internet on their phones or any other personal device e.g. tablet, watch. Phones are not permitted on academy trips under any circumstances.

Parents are entitled to use their phones to make and receive calls, although this should be in public spaces and not in classrooms or other areas where children might be. '

Appendix 5a

IN THE EVENT OF A MISSING CHILD AT AN ACADEMY

1. Notify staff immediately and request support, reporting when and where the child was last seen. Remember to focus on the needs of any children remaining in your care.
2. Alert the Headteacher / Head of School. If the Headteacher / Principal / Head of School is unavailable, contact one of the senior members of staff.
3. Carry out a quick search and look for possible breaches in security check whether the missing child is hiding, attending an intervention group or after academy club etc). Do not pursue a child if they have intentionally left the academy grounds.
4. After 5-10 minutes a decision by a senior member of staff should be made in order to phone the child's parents/carers (and other contact numbers if appropriate) to see if they can be accounted for.
5. In the event that the child still has not been located dial 999 and report the child as missing (Essex Police: 0300 333 4444). You will need access to their record file and you will be asked to provide a physical description.
6. Staff may continue to search the academy grounds and local area if a child is reported missing, but should not pursue the child. All staff involved in the search should carry mobile phones/radios so they can be contacted/make contact if the child is found.
7. If a parent is reporting their child missing outside of the normal academy day, make sure that someone is at home to let them in if they arrive and to take phone calls.
8. If after academy hours, the academy and parent / carer will need to work in partnership to ring round class friends to see if anyone saw the missing child leaving academy/whether they went home with a friend.
9. Ensure the office phone lines are kept free to receive calls and someone is there to coordinate.

NB. Academies should use their discretion based on the child's individual needs/circumstances.

Appendix 5b

IN THE EVENT OF AN UNCOLLECTED CHILD AT ACADEMY

1. Check pupil records in office and phone child's parents/carers. Phone other contacts if necessary after fifteen minutes.
2. Alert the Headteacher / Head of School. If the Headteacher / Principal / Head of School is not available, contact one of the senior leaders.
3. Ask the child if they know of any other telephone numbers for parents/carers or other family members we could contact.
4. Child can be taken to a relative's home and left with a responsible person listed on the contact sheet). However, two staff need to travel with the child for safeguarding reasons.
5. Follow the academy's normal procedures for uncollected children e.g. take the child to main Reception Office.

Essex Emergency Social Services can be contacted on 0845 6061212.

Do not leave a child unaccompanied either at academy or at home.'

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Appendix 5c

IN THE EVENT OF A MISSING CHILD ON AN ACADEMY VISIT

1. As soon as it is noticed that a child is missing, the member of staff should carry out a quick visual search and report the child missing to the group leader, stating when and where they were last seen.
2. The entire group should be brought together and a headcount carried out to ensure that the missing child has not joined another group during the visit and that other children are not missing.
3. An appropriate number of staff should remain with the whole group (dependent on age among other factors), while others begin searching the area and enlisting the help of any staff at the venue.
4. If the child is not found within 5-10 minutes, the Managing Critical Incidents procedure should be followed.
5. Make contact with the Headteacher / Principal / Head of School or senior member of staff at the earliest opportunity as it may be appropriate for academy to make the initial call to the Emergency Planning Officer:

Southend Keith Holden 07769 700 408

Essex Police can be contacted on 0300 333 4444 to report a child as missing. You will need access to the child's record file and you will be asked to provide a physical description.

Staff may continue to search the area. All staff involved in the search should carry mobile phones/radios so they can be contacted/make contact if the child is found.

Appendix 5d

IN THE EVENT OF A MISSING NURSERY AGED CHILD FROM THE NURSERY

1. Notify all staff immediately and request support, reporting when and where the child was last seen.
2. The Nursery Manager (or senior member of staff) will organise a search of the building and outdoor areas, checking for any possible breaches in security e.g. an open gate.
3. Gather all the children together and check the register to ensure no other children are missing.
4. Phone the child's parents/carers and other contact numbers (if appropriate) to explain the situation.
5. Dial 999 and report the child as missing Essex Police: 0300 333 4444). You will need access to the child's record file and you will be asked to provide a physical description.
6. Staff may continue to search the grounds and local area. All staff involved in the search should carry mobile phones/radios so they can be contacted/make contact if the child is found.
7. If a parent is reporting their child missing, make sure that someone is at home to let them in if they arrive and to take phone calls.
8. Ensure the office phone lines are kept free to receive calls and someone is there to coordinate.