



PORTICO
ACADEMY TRUST

opening doors, unlocking potential

Hamstel Junior School Child Protection Policy

Date Written/Reviewed: Updated September
2025
Next Review Date: July 2026
Person Responsible: Chris Farrell



Signature of Headteacher: 
Date: 1.09.25



KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED SAFEGUARDING LEAD:	Chris Farrell (Head Teacher) office@hjs.porticoacademytrust.co.uk
DEPUTY DESIGNATED SAFEGUARDING LEAD(S):	Jo Williams (Child and Family Support Officer) Karen Hall (Deputy Head Teacher) Tim Goddard (Assistant Head Teacher)
DESIGNATED SAFEGUARDING TRUSTEE:	ROS SANDERS c/o Portico House

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

CSPOC Children’s Social Care, Southend Borough Council: Where schools have concerns for the safety and welfare of a child or young person.	01702 215007 Option 1 C-SPOC@southend.gov.uk (unsecure)
OUT OF OFFICE HOURS: To make URGENT referrals	0345 606 1212

INDEX

KEY CONTACTS	Page 2
INDEX	Page 3
1. CONTEXT	Page 4
2. INTRODUCTION	Page 4
3. SCHOOL COMMITMENT	Page 5
4. STATUTORY FRAMEWORK	Page 6
5. ROLES AND RESPONSIBILITIES	Page 7
6. PROCEDURES	Page 8
7. TRAINING AND SUPPORT	Page 10
8. PROFESSIONAL CONFIDENTIALITY	Page 10
9. RECORDS AND MONITORING	Page 11
10. INTERAGENCY WORKING AND ATTENDANCE AT CONFERENCES AND CORE GROUP MEETINGS	Page 12
11. SUPPORTING PUPILS AT RISK	Page 12
12. TYPES OF ABUSE & SPECIFIC SAFEGUARDING ISSUES	Page 13
13. ALLEGATIONS OR CONCERNS ABOUT PEOPLE WORKING WITH CHILDREN	Page 18
14. USE OF REASONABLE FORCE	Page 19
15. WHISTLEBLOWING	Page 19
16. USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS	Page 19
17. ADDITIONAL SAFEGUARDING ARRANGEMENTS DURING COVID-19	Page 19

CHILD PROTECTION POLICY FOR HAMSTEL JUNIOR SCHOOL

1. CONTEXT

1.1 Schools and their staff form part of the wider safeguarding system for children.

'Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes in contact with children and their families has a role to play. In order to fulfil their responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all time, what is in the best interests of the child.' ([Keeping Children Safe in Education, 2025](#))

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes in contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

1.2 This Child Protection Policy is for all staff, parents, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with:

- ['Keeping Children Safe in Education' \(DfE, 2025\) Part one](#) of which is provided to all staff, including **Annex A** to staff who work directly with children
- The school Behaviour Policy
- The school Code of Conduct
- *'What to do if you're worried a child is being abused'* (HMG, 2015)
- The safeguarding response to children missing or absent from education
- The role of the Designated Safeguarding Lead (**Annex C** of *KCSIE, 2025*).

The policy should also be read in conjunction with other related policies, including: Portico Safeguarding Policy, Safer Recruitment Policy, Anti-Bullying Policy, Health and Safety Policy, Educational Visit Policy, Online Safety Policy, Staff Code of Conduct, Whistleblowing Policy and Designated Looked After Child Policy.

1.3 Safeguarding and promoting the welfare of children, which includes everyone under the age of 18, is defined in (*'Keeping Children Safe in Education'* DfE, 2025) as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

2. INTRODUCTION

2.1 Hamstel Junior School 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"* (Children Act 1989).

2.2 Section 175 of the Education Act 2002 places a statutory responsibility on the Trust to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

2.3 This policy applies to all pupils, staff, parents, trustees, volunteers, students and visitors to our school.

2.4 There are three main elements to our Child Protection Policy:

Prevention

- By ensuring that we practise 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).

2.5 This school recognises it is an agent of referral and not of investigation.

3. SCHOOL COMMITMENT

Our school is committed to keeping children safe and aims to:

- Create a culture of vigilance where the welfare of our pupils is promoted and where timely and appropriate safeguarding action is taken.
- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to.
- Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating. This includes identifying emerging problems and those children who may benefit from early help.
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and to develop healthy and safe relationships.
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others.
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.

- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations.
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.
- Promote positive mental health and resilience. Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs.

We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

4. STATUTORY FRAMEWORK

4.1 There is government guidance set out in ['Working Together to safeguard children' \(2023\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. In Southend these arrangements sit under the Southend Safeguarding (Child) Partnership (SS(C)P). The statutory partners are Southend Borough Council, Essex Police and the Clinical Commissioning Group covering Southend.

4.2 Section 175 of the Education Act 2002 places a statutory responsibility on the governing body/Trust to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

4.3 In Southend, all professionals must work in accordance with the ['SET Procedures June 2025'](#) (Southend, Essex and Thurrock Safeguarding and Child Protection Procedures, 2025).

Our school also works in accordance with the following legislation and statutory guidance and advice; this is not an exhaustive list):

'Keeping Children Safe in Education' (DfE, 2025)

'Working Together' (2025)

Education Act 2002

'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' (DfE, September 2021)

Children Act 1989

Children Act 2004

Children and Social Work Act 2017

Counter-Terrorism and Security Act (HMG, 2015)

Female Genital Mutilation Act 2003 (s.74 - Serious Crime Act 2015)

Serious Crime Act 2015 (Home Office, 2015)

Sexual Offences Act (2003)

Data Protection Act (2018)

Education (Pupil Registration) Regulations 2006

'Guidance for safer working practice for adults who work with children and young people in education' (May 2019 v2)

'Behaviour and Discipline in Schools: Advice for Headteachers and school staff' (DfE January 2016)

'Searching, Screening and Confiscation: Advice for Headteachers, staff and governing bodies' (DfE, January 2018)

'Use of Reasonable Force: Advice for Headteachers, staff and governing bodies' (DfE July 2013)

'Preventing and Tackling Bullying' (DfE, July 2017)

'Preventing Youth Violence and Gang Involvement' (Home Office, 2015)

'Criminal Exploitation of Children and Vulnerable Adults: County Lines guidance' (Home Office, 2018)

'Children Missing Education' (DfE, 2016)

'Teaching Online Safety in Schools' (DfE, 2019)

5. ROLES AND RESPONSIBILITIES

5.1 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. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads) are shown on the cover sheet of this document.

5.2 The Trust ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

5.3 The school publishes its Safeguarding and Child Protection Policies on the school website.

5.4 The Designated Safeguarding Trustee (named on the front cover of this document) takes leadership responsibility for safeguarding arrangements in our school. The Trust ensure that, as well as the Designated Safeguarding Trustee, there is a named Designated Safeguarding Lead and at least one Deputy Safeguarding Lead in place (named on the front cover of this document).

5.5 The Trust ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

5.6 The Trust ensure that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

5.7 The Trust ensure that our pupils are taught how to keep themselves safe, including online, through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school has been working in accordance with government regulations that make the subjects of Relationships Education and Health Education mandatory. We ensure that that appropriate filters and monitoring systems for online usage in school are in place. The school actively

promotes online safety on its website, dedicated sessions in the curriculum and online safety week. The school regularly signposts information to parents that will help keep children safe online.

5.8 The Trust and School Leadership Team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's Safer Recruitment policy for further information). It ensures that volunteers are appropriately supervised in school.

5.9 The Headteacher works in accordance with the requirements upon all school staff. In addition, ensures that all safeguarding policies and procedures adopted by the Trust are followed by all staff.

5.10 The Designated Safeguarding Lead in school has ultimate lead responsibility for child protection. Their role includes managing child protection referrals, working with other agencies, undertaking specific safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) has access to these procedures and that they are used appropriately. They act as a source of advice and support for other staff on child protection matters and ensure that timely referrals are made to Children's Services (C-SPOC) or for Early Help Family Support Assessment Team, as appropriate) in accordance with current SET procedures. They work with the Local Authority and other agencies as required and ensure that information is shared appropriately.

5.11 If, for any reason, the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Leads, who are trained to the same standard as the Designated Safeguarding Lead, will act in their absence.

5.12 All staff in our school have a responsibility to provide a safe learning environment in which our children can learn. Any child may benefit from early help and all staff members are aware of the local early help process and our role in it. They are also aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to social care and/or the police, if there is a need to do so. If staff have any concerns about a child's welfare, they should act on them immediately and speak with the Designated Safeguarding Lead (or a deputy). They should not assume that others have taken action.

6. PROCEDURES

6.1 Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help assessment when additional needs of children are identified and contributing to inter-agency plans which provide additional support through a Child in Need or a Child Protection Plan.

6.2 All staff members have a duty to identify and respond to children who may be in need of help or protection. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, suspects that abuse may have occurred, or is concerned about a child's welfare, **must** report it immediately to the Designated Safeguarding Lead or, in their absence, one of the Deputy Designated Safeguarding Leads. This is so that discussion can take place regarding whether any support for the child can be managed internally via the school's own pastoral support process, or if an early help assessment is indicated, or a referral to Children's Social Care and/or the Police. The school may seek advice from social care about a concern, if we are unsure how to respond.

6.3 Where a child has been absent for more than 3 days with no reason given the school will consider a home visit; similarly prior to a school holiday if the child has not be attending for the whole week.

6.4 The contact details for the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads are prominently displayed in the school to ensure that all members of the school community have access to safeguarding support. In the absence of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads, the matter should be brought to the attention of the most senior member of staff. If, for any reason, nobody is available, this should not delay appropriate action being taken. Any individual may refer to social care/police where there is suspected or actual risk of harm to a child.

6.5 All action is taken in accordance with the following guidance and advice:

- The '[SET Procedures \(2025\)](#) (Southend, Essex and Thurrock Safeguarding and Child Protection Procedures), an electronic copy is saved on the school file system.
- '*The Early Help Family Support Practitioner Toolkit (Threshold Document)*', which can be downloaded from <http://www.southendchildren.org>
- '*Keeping Children Safe in Education*' (DfE, 2025)
- '*Disqualification under the Childcare Act*', 2006 (DfE, Aug 18)
- '*Working Together to Safeguard Children*' (2025)
- '*The Prevent Duty: Departmental advice for schools and childcare providers*' (DfE, Aug 2015)
- '*Revised Prevent Duty Guidance: for England and Wales*' (HMG, April 2019)
- '*Multi-agency statutory guidance on Female Genital Mutilation*' (HMG, Oct 18)
- '*What to do if you're worried a child is being abused*' (HMG, 2015)
- '*Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers*' (HMG, July 2018)

6.6 The Designated Safeguarding Lead (or a Deputy) will immediately refer cases of suspected abuse, or allegations, to Southend Children's Social Care- Children Single Point of Contact or C-SPOC (contact numbers are on the cover sheet of this document) and in accordance with the procedures outlined in the [SET procedures May 2022](#)*SET procedures (2019)*'.

6.7 If the child is in immediate danger, or at risk of immediate harm, concerns will be referred by telephone to Children's Social Care and/or the Police. A telephone referral to Children's Social Care must be confirmed in writing within 48 hours, using the EHFA form to provide the information required.

6.8 The Early Help Family Support Assessment (EHFA) should be used to support a child protection referral. (The EHFA form and guidance is available on www.southendchildrenspartnership.org.uk and on the Southend Safeguarding (Child) Partnership (SS(C)P) website and Southend Learning Network. A completed EHFA form contains all the information required for a child protection referral and should be sent to C-SPOC. 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.

6.9 The school will always undertake to share our intention to refer a child to social care 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 Social Care or Essex Police about when it is appropriate to share information with parents/carers. Parents and carers are

informed about our school's duties and responsibilities under child protection procedures on admission and on the school website.

6.10 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 discuss this with the Designated Safeguarding Lead, who will press for re-consideration of the case to ensure that the child's situation improves.

6.11 Whilst all staff should speak to the Designated Safeguarding Lead (or a Deputy) with regard to any concerns about Female Genital Mutilation (FGM), there is a specific legal duty on teachers. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher has a statutory duty to report this personally to the Police. See 12.12, below, and Annex A in *'Keeping Children Safe in Education'* (DfE, 2025) for more details.

6.12 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 Child Protection Policy, advised who our Designated Safeguarding Lead and Deputies are and informed of their role and how to share concerns with them. Staff are also given a copy of the Staff Code of Conduct, the School Behaviour Policy and made aware of the safeguarding response to children who go missing from education. Staff are also given a copy of *'Keeping Children Safe in Education'* (DfE, 2025) which includes Annex A: *'Further information about specific forms of abuse and safeguarding issues (for staff who work directly with children)'*. They also have access to *'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.

7. TRAINING AND SUPPORT

7.1 The Designated Safeguarding Lead (and Deputies) will undergo updated Child Protection training specifically for Designated Safeguarding Leads at least every two years, in accordance with *'Keeping Children Safe in Education'* (DfE, 2025). In addition to formal training, the Designated Safeguarding Leads will keep up to date with safeguarding developments and refresh their knowledge and skills regularly, but at least annually.

7.2 All staff members and Trustees receive appropriate safeguarding and child protection training, which is regularly updated. In addition, all staff members receive safeguarding and child protection updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records are kept of all child protection training.

7.3 The school will ensure that the Designated Safeguarding Lead and Deputies also undertake training in inter-agency working and other matters, as appropriate.

7.4 The Headteacher, in the first instance, will provide support and supervision to staff involved in child protection issues.

7.5 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 Code of Conduct.

8. PROFESSIONAL CONFIDENTIALITY

8.1 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. A member of staff must never guarantee

confidentiality to anyone about a safeguarding concern (including parents/carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities.

8.2 Information on individual child protection cases may be shared by the Designated Safeguarding Lead or Deputy with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so. Any information shared with a member of staff in this way must be held treated confidentially.

9. RECORDS AND MONITORING

9.1 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 shared with other agencies.

9.2 Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act (2018) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are safeguarding concerns. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

9.3 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. 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 child protection issues and safeguarding concerns are recorded electronically on the school's safeguarding software – *Smoothwall SafeGuard*. All records will be dated, detailing the name and position of the person making the record, and will include the action taken. This information is then presented to the Designated Safeguarding Lead (or Deputy), who will decide on appropriate action and record all discussions and decisions made, and the reason for those decisions.

9.4 Any hard copy records related to Child Protection are kept in an individual child protection file for that child, which is separate from the pupil file. All child protection records are stored securely (i.e. in a locked filing cabinet) and confidentially in the Child and Family Support officers' office and are accessible through the Designated Safeguarding Lead or Deputies. Digital records will be password-protected. Child protection records will be retained for 25 years after the pupil's date of birth, or until they transfer to another school/educational setting.

9.5 In line with statutory guidance, if a pupil transfers from our school to another school/educational setting, 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 file until we have confirmation from the receiving school that they have it. Once we have this confirmation, our copy is shredded, 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, if 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. When a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

9.6 For records of allegations involving a member of staff, please see paragraph 13.7 below.

10. INTERAGENCY WORKING AND ATTENDANCE AT CHILD PROTECTION CONFERENCES, CORE GROUP MEETINGS OR CHILD IN NEED MEETINGS

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

10.2 If a child is made subject to a Child Protection Plan, or a Child in Need, or Care Plan, the Designated Safeguarding Lead will ensure that the child is monitored regarding their school attendance, emotional well-being, academic 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 provide appropriate information and contribute 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, or injury to a child subject to a Child Protection Plan, the child's Key Worker must be notified **immediately**.

11. SUPPORTING PUPILS AT RISK

11.1 Our school is committed to ensuring that our pupils receive the right help at the right time. Staff are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

11.2 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. We will seek advice and support from other agencies as appropriate.

11.3 We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in care, or previously in care, or those requiring mental health support. We work with social care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

11.4 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 that 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 special educational needs and/or 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.

11.5 Promoting positive mental health and resilience in school

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors that increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience. It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

12. TYPES OF ABUSE & SPECIFIC SAFEGUARDING ISSUES

12.1 *'Keeping Children Safe in Education'* (DfE, 2025) defines abuse in the following way:

'Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.'

12.2 *'Keeping Children Safe in Education'* refers to four categories of abuse:

- Physical
- Emotional
- Sexual and
- Neglect

12.3 Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware that environmental factors may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). We understand that abuse, neglect and safeguarding issues are rarely 'stand-alone' events and that, in most cases, multiple issues will overlap. Staff are aware of safeguarding issues

that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, including pupils absent from education for repeated or prolonged periods and sexting put children in danger.

12.4 Our school recognises that there are a number of specific safeguarding issues about which staff need to be aware, including:

- children missing from education*
- children missing from home or care
- child sexual exploitation (CSE)*
- domestic violence
- drugs
- online safety including use of AI
- fabricated/induced illness
- faith abuse/exploitation
- female genital mutilation (FGM)*
- forced marriage
- gangs and youth violence
- violence against women and girls (VAWG)
- mental health*
- children with special educational needs and disabilities*
- private fostering*
- prevention of radicalisation*
- trafficking
- child on child abuse/exploitation*, which may include bullying (including cyberbullying)
- online abuse/exploitation
- filtering and monitoring of in school IT systems
- gender-based abuse
- sexting or sexually harmful behaviour including harassment
- sexual violence
- sextortion
- a child who has had multiple suspensions and are at risk of being permanently excluded from school
- a child who has seen/heard or experienced the affects of domestic violence

Further information regarding some of these issues (as indicated*) can be found below and these issues are also addressed in Annex A of *'Keeping Children Safe in Education'* (DfE, 2025)

12.5 Whilst the 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 links are provided from *'Keeping Children Safe in Education'* (DfE, 2025). Other organisations also provide specialist information such as:

- NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>
- TES <https://www.tes.com/teaching-resources> and
- MindEd <https://www.minded.org.uk/course/view.php?id=402>

12.6 Child on Child abuse, including sexual harassment, abuse or violence

Our school recognises that some children may abuse their peers and any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the

same procedures. Child-on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence/sexual harassment, 'up-skirting' 'sexting' or initiation/hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. All staff are trained in the signs to look out for and all pupils are supported to report concerns about harmful sexual behaviour.

We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Child-on child abuse and sexual harassment will never be tolerated or passed off as 'banter' or 'part of growing up'. Our school understands the different gender issues that can be prevalent when dealing with peer-on-peer abuse. There is further information in the schools Anti-Bullying Policy, Behaviour Policy and PSHE curriculum documents. Child-on-child abuse including allegations or sexual harassment, abuse or violence is recorded within its own logging system on Safeguard.

The school will use the guidance set out in:

- *'Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies'* (DfE, July 2017) (<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>)
- *'Sexting in school and colleges: Responding to incidents and safeguarding young people'* (UKCIS, 2017)
- *'Sexual violence and sexual harassment between children in schools and colleges'* (DfE, September 2021)

12.7 Mental Health

Our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need. The school has a government validated Mental Health Senior Lead and two Mental Health Champions trained to support staff and pupils.

12.8 Children with SEND

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- That they may be more prone to peer group isolation than others;
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs;
- Communication difficulties in overcoming these barriers.

Further information can be found:

- [SEND code of practice 0-25years](#)
- [Supporting children with medical conditions](#)
- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND.

12.9 Children Missing from Education (CME)

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks. This aspect also includes those pupils who are absent from education particularly on repeated occasions or for prolonged periods of time. We work with parents and other partners to keep children in school whenever possible. Parents should always inform us of the reason for any absence. Where contact is not made, or there has been unexplainable and/or persistent absences from education a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.

Our school complies with 'Children Missing Education' (DfE, September 2016), and 'Southend-on-Sea Borough Council Early Help and Family Support Children Missing Education Guidance' (January 2019). Our school must inform the Local Authority of any pupil who has been absent for a continuous period of 10 days or more without a good reason, and the school has satisfied all avenues of enquiry and is unsuccessful tracing the pupil.

Our school also complies with the regulations regarding Elective Home Education (Regulation 12 of the 'Education (Pupil Registration) (England) Regulations 2006' as amended 2016) and Southend's guidance <http://www.southendlearningnetwork.co.uk/Services/4834>. Our school notifies the Elective Home Education Team via secure email to eh@southend.gov.uk at the earliest opportunity and, when relevant, immediately provides a copy of the parents' written notification to home educate and the date they came off roll. Further information regarding CME can be found in the Portico Safeguarding Policy.

12.10 Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse which can happen to boys and girls from any background or community.

'It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology'. 'Working Together to Safeguard Children' (HMG, 2018))

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate. Our school is committed to raising awareness of CSE and will use the guidance set out in 'Child Sexual Exploitation Definition and a Guide for Practitioners' (DfE, February 2017)

12.11 Child Criminal Exploitation (CCE) & Serious Violence

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children

to carry drugs and money from urban areas to suburban and rural areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.

All staff are aware of indicators that may signal that children are at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been 'approached by, or is involved with, individuals associated with criminal networks or gangs.

12.12 Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside school. All staff are aware of contextual safeguarding and the fact that they should consider whether wider environmental factors present in a child's life are a threat to their safety and/or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family. Our school considers ACES (Adverse Childhood Experiences) when looking at the whole child and particularly when considering whole school support.

12.13 Domestic Abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

12.14 So-called 'Honour-Based Violence' (including Female Genital Mutilation and Forced Marriage)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse. As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police personally of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with '*Multi-Agency Statutory Guidance on Female Genital Mutilation*' (HMG, April 2016) and existing local safeguarding procedures.

Our staff are alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. 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 (2025)*' and in the above guidance that can be found on the GOV.UK website.

A Forced Marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

12.15 Prevention of Radicalisation

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, 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 requires schools 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.

CHANNEL is a national programme that focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

Our school works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns, as appropriate. Where we have concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to Social Care and/or the Channel Panel. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

See: ‘*The Prevent Duty*’ (DfE, Aug 2015) and the ‘*Revised Prevent Duty Guidance: for England and Wales*’ (HMG, April 19).

12.16 Private Fostering

As a school we must make 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 will 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 or half 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.”

12.17 Looked After Children (LAC)

Our school has a Designated Teacher for pupils who are LAC. The Designated Teacher attends LAC Reviews, PEP meetings and liaises with the child’s Social Worker and Independent Reviewing Officer (IRO) and with the Local Authority Virtual School Headteacher, who is responsible for the progress of children looked after. A previously looked after child remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. Please refer to our [Designated Looked After Policy](#). [The statutory guidance for LAC children](#).

12.18 Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

12.19 Sextortion

'Sextortion' is a type of online blackmail. It's when criminals threaten to share sexual pictures, videos, or information about you unless you pay money or do something else you don't want to.

Our staff are aware that if this is reported that it must immediately be passed to the DSL or DDSL, police or CEOP. Once this has been established then steps must be taken to safeguard the child so schools to liaise with C-SPOC, police and parents. It is important that the child is supported emotionally and practically through school or outside agencies. Through PHSE lessons discussions take place on the dangers of online safety and sextortion risks and how to report any suspicious activity. We regularly keep up to date parents through our weekly newsletter and website information on being safe online.

12.20 Artificial intelligence (AI)

New technologies, like Gen AI, come with a number of opportunities for children and young people. Potential benefits of Gen AI include that it can deliver tailored and personalised learning systems for children; these can adapt and evolve to remain customised to a child's changing learning style, to deliver the most impactful possible learning experience.

Children can be placed at risk by being deliberately targeted with the outputs of Gen AI. The creation and deployment of AI-generated voice and image outputs can facilitate a range of harms. Malicious actors can use image generators to de-age their photos and change their gender in order to create fake child profiles; these, in turn, can be used to approach or connect to children online for the purposes of grooming, sexual harassment or sextortion. Adults and children can create deepfake personas using voice and video generation technology, and use these to present themselves as potential friends or romantic partners to prospective victims (similar to how real-time deepfake technology is used in adult romance scams).

All staff are made aware of the dangers of children using AI tools and how to spot signs of abuse of these tools towards child and by children.

12.21 Filtering and Monitoring on School devices and Networks

At Hamstel, we have two separate filtering programs. Both are pushed out to all devices via group policy. Fortinet is the first, which is mainly used for Students at this stage, where staff are able to request categories and keywords to be blocked for children. The IT Manager **Iain Nash** has full access to this filtering system. The reports are run every 30 days automatically and are emailed to a secure

email address which the IT Manager monitors and will be sending these emails out to Headteachers of the respective schools that are correlate to the reports.

We use Sophos Web Control for the staff. This ensures that any website category that they shouldn't be visiting, is blocked. For example: Gambling, Alcohol and Explicit Websites. The IT Technician Lewis Gibbard has full control of this web filter and has implemented this policy to continue to follow the Acceptable Use Policy and the e-Safety policy. Reports can be pulled at any time upon request. However, reports are run every 7 days and will be sent to the Headteacher. In addition, server security is also applied to have full protection of the Servers, which contain sensitive information and will be protected from any Malware, Trojans or Worms. This is also the responsibility of the IT Technician Lewis Gibbard to ensure that Sophos is fully updated and scans are completed every 14 days.

13. ALLEGATIONS OR CONCERNS ABOUT PEOPLE WORKING WITH CHILDREN

13.1 All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct.

13.2 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 allegations are made about members of staff.

13.3 The school works in accordance with statutory guidance and the '[SET procedures \(2025\)](#)' 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.

13.4 The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). This includes 'low level concerns' (Part 4 of KCSIE, 2025). Any concerns about the conduct of a member of staff will be referred to the Headteacher who has responsibility for managing employment issues. Where the allegation concerns an agency member of staff, the Headteacher will liaise with the agency, while following due process. Where the concern involves the Headteacher it should be reported direct to the Chair of Portico Academy Trust who will consult with the Local Authority Designated Officer (LADO).

13.5 The SET procedures require that, where an allegation against a member of staff is received, the Headteacher, senior named person, or the Chair of Portico Academy Trust must inform the Local Authority Designated Officer (LADO) within one working day. For people working with children in Southend, the LADO is Allison Francis, who can be contacted on 01702 534539. There is also the Child Protection Adviser, Sharon Langston, who can be contacted on 01702 534591. The email contact is safeguardingforchildren@southend.gov.uk

13.6 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 she 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, if appropriate, in liaison with the Portico's HR Manager.

13.7 In accordance with '*Keeping Children Safe in Education*' (DfE, 2025), 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.

14. USE OF REASONABLE FORCE

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. The Department for Education believes that the adoption of a 'no contact policy' at a school can leave staff unable to fully support and protect their pupils and students. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

15. WHISTLEBLOWING

15.1 Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

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

15.3 We want all members of staff and the wider community to feel able to raise concerns about poor or unsafe practice and feel confident that any concern will be taken seriously by the school leadership team. However, for any member of staff who feels unable to raise these concerns internally, or where they feel their concerns have not been addressed, they may contact the NSPCC whistleblowing advice line on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk. Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

16. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

16.1 Where services or activities are provided separately by another body, using the school premises, the Trust will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection. These services or providers are expected to meet the guidance in [Keeping Children Safe in Out of School Settings](#). If the school receives allegations to an incident that happened when an individual or organisation was using their school premises for the purpose of running activities for children, the school will follow its own safeguarding procedures and policy, including informing the LADO.

We recognise there are a number of policies that are relevant to safeguarding and promoting children's welfare. These include the following:

- Anti-Bullying (including internet and mobile phone bullying)
- Artificial intelligence
- Attendance
- Behaviour
- Children Missing from Education
- Disability and Equality

Drugs and Substance Misuse
Designated Teacher for Looked After Children
Educating Children with Medical Needs
Educational Visits
Equality Compliance
First Aid
Health and Safety
Looked After Children
Management of Allegations made against Staff
Online Safety
PHSE curriculum
Racial Equality
Recruitment and Selection
Safeguarding
Sex & Relationships Education
Staff Handbook (Guidance on Conduct including the use of mobile 'phones and social media)
Use of Positive Handling and Restraint/Physical Intervention
Visitors' Policy
Whistleblowing

Acknowledgement:

We acknowledge the Essex County Council model Child Protection Policy that contributed to the development of this model policy.