



Hamstel Junior School

Safeguarding and Child Protection Policy

Reviewed: September 2026

Review Period: Annually

Next Review: September 2027

Persons Responsible: Chris Farrell





Key Contacts in School	
Designated Safeguarding Leads	Chris Farrell
Deputy Safeguarding Leads	Jo Williams Karen Hall Tim Goddard
Designated Safeguarding Trustee	Ros Sanders c/o Portico House

KEY CONTACTS SOUTHEND-ON-SEA LOCAL AUTHORITY	
Local Authority Designated Officer LADO)	(Phone: 01702 534539) Email: lado@southend.gov.uk
LA Contact	safeguardingforchildren@southend.gov.uk
C-SPOC	Social Services – Children’s Single Point of Contact (C-SPOC) Email: C-SPOC@southend.gov.uk Phone: 01702 215007 (Option 1)
Out of Hours	0345 606 1212
Anti-Terrorist Hotline	0800 789321 SBFIMU@essex.pnn.police.uk
Channel helpline	Prevent@essex.police.uk PREVENT@essex.pnn.police.uk 020 7340 7264

INDEX

KEY CONTACTS	Page 2
1. CONTENTS	Page 3
2. CONTEXT	Page 4
3. INTRODUCTION	Page 5
4. SCHOOL COMMITMENT	Page 5
5. STATUTORY FRAMEWORK	Page 7
6. ROLES AND RESPONSIBILITIES	Page 8
7. PROCEDURES	Page 11
8. TRAINING AND SUPPORT	Page 12
9. PROFESSIONAL CONFIDENTIALITY	Page 14
10. RECORDS AND MONITORING	Page 14
11. INTERAGENCY WORKING AND ATTENDANCE AT CONFERENCES AND CORE GROUP MEETINGS	Page 16
11. SUPPORTING PUPILS AT RISK	Page 16
12. TYPES OF ABUSE & SPECIFIC SAFEGUARDING ISSUES	Page 18
13. ALLEGATIONS OR CONCERNS ABOUT PEOPLE WORKING WITH CHILDREN	Page 28
14. USE OF REASONABLE FORCE	Page 29
15. WHISTLEBLOWING	Page 30
16. USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS	Page 30
17. LIST OF ADDITIONAL POLICIES RELATED TO SAFEGUARDING	Page 30

HAMSTEL JUNIOR SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY



1. CONTEXT

- 1.1 Hamstel Junior School, along with the five schools within Portico Academy Trust and their staff form part of the wider safeguarding system for all children.

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. **‘Children’** means everyone under the age of 18. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.’ *‘Keeping Children Safe in Education’* (DfE, September 2026)

‘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 into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.’ *‘Keeping Children Safe in Education’* (DfE, September 2026)

- 1.2 This Safeguarding and Child Protection Policy is for all staff, parents, volunteers and the wider school community associated with Hamstel Junior School.

It forms part of the safeguarding arrangements for our school and should be read in conjunction with:

- *‘Keeping Children Safe in Education’* (2026), Part One of which is provided to all staff.
- The Behaviour Policy
- The Code of Conduct
- *‘Working Together to Safeguard Children 2023, Updated June 2025’*
- *‘What to do if you’re worried a child is being abused’* (HMG, 2015)
- The safeguarding response to Children Missing from Education (CME)
- Annex B: Role of the designated safeguarding lead (*KCSIE, 2026*)
- Section 3 of the EYFS statutory Framework. (For schools with children aged 0-5)

The policy should also be read in conjunction with other related policies, including: Safer Recruitment Policy, Physical Intervention Policy, Anti-Bullying Policy, Health and Safety Policy, First Aid Policy, Educational Visit Policy, Online Safety Policy, Whistleblowing Policy, Social Media Policy, Designated Looked After Child Policy and Video/Photography 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, 2026) 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 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
- 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 school 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 Hamstel Junior School.
- 2.4 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).

2.5 Hamstel Junior School recognises it is an agent of referral and not of investigation.

3. SCHOOL COMMITMENT

- 3.1 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 our 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 Family 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 about 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), race, gender, age, disability, and sexual orientation.
- Make parents/carers aware of the schools' 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. Hamstel Junior 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.

3.2 The school understands there are risk factors which can 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.

3.3 It is vital that our school works 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 the 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 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), previously the LSCB. The statutory partners are Southend Borough Council, Essex Police and the Southend Clinical Commissioning Group.
- 4.2 Section 175 of the Education Act 2002 places a statutory responsibility on the school 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).

Hamstel Junior 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, 2026)

'Working Together 2023' (Updated June 2025)

Education Act 2002

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)

Meeting digital and technology standards in schools and colleges (May 2023, updated March 2025)

Serious Crime Act 2015 (Home Office, 2015)

Sexual Offences Act (2003)

Data Protection Act (2018)

Education (Pupil Registration) Regulations 2006

Guidance on Private Fostering (DFES 2005)

'Guidance for safer working practice for adults who work with children and young people in education' (Safer Recruitment Consortium – February 2022)

'Behaviour in schools: Advice for Headteachers and school staff 2024' (DfE February 2024)

'Searching, Screening and Confiscation: Advice for schools 2022' (DfE, September 2022)

'Use of Reasonable Force: Advice for Headteachers, staff and governing bodies' (DfE July 2013, updated for March 2026)

Positive environments where children can flourish (Ofsted Oct 2021)

'Approaches to Preventing and Tackling Bullying' (DfE, June 2018)

'Preventing Youth Violence and Gang Involvement' (Home Office, 2013)

‘Criminal Exploitation of Children and Vulnerable Adults: County Lines guidance (Home Office, Updated 20th October 2023)

‘Children Missing Education’ (DfE, Updated 8th September 2025)

‘Teaching Online Safety in Schools’ (DfE, January 2023)

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 Hamstel Junior School with these specific responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead) are shown on the key contact sheet of this document.
- 5.2 The Trust ensures that the policies, procedures and training in Hamstel Junior School is effective and always complies with the law. 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 this Safeguarding and Child Protection Policy on our website alongside *‘Keeping Children Safe in Education’* (DfE 2026)
- 5.4 The Designated Safeguarding Trustee (named in the key contacts of this document) takes leadership responsibility for safeguarding arrangements in our school. The Trust ensures that, as well as the Designated Safeguarding Trustee, there is a named Designated Safeguarding Lead and at least one Deputy Safeguarding Lead in place in each school (named on key contacts of this document).
- 5.5 The Trust ensures that we contribute 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 ensures that all staff members undergo safeguarding and child protection training at induction and then at least yearly, or when necessary updates are received. The school ensures that this training includes staff’s roles and responsibilities in relation to filtering and monitoring and cyber security training. 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 ensures that the 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 2021, 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 and signposts to information that will help keep children safe online.

- 5.8 The Trust and School Leadership Team are responsible for ensuring the school follows safer recruitment procedures that help to deter, reject, or identify people who might abuse children. We adhere to statutory responsibilities to check adults working with children and have recruitment and selection procedures in place (see the Trust's Safer Recruitment policy for further information). It ensures that volunteers are appropriately supervised in schools.
- 5.9 The Headteacher will work in accordance with the requirements upon all school staff. In addition, they ensure that all safeguarding policies and procedures adopted by the school or trust are followed by all staff.
- 5.10 The Designated Safeguarding Lead has ultimate lead responsibility for child protection. Their role includes managing child protection referrals, working with other agencies, understanding the filtering and monitoring systems and processes in place, 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 in accordance with current SET procedures. They ensure child protection files are kept up to date with records that include for each concern, a clear and comprehensive summary, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome. 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. Should there be an exceptional circumstance where both deputies are also unavailable then the other senior leaders will take responsibility to ensure they can receive safeguarding concerns and act on them without delay. They know how they can access support from the Trust if necessary.
- 5.12 All staff in Hamstel Junior School have a responsibility to provide a safe environment, including online, in which the children can learn. Any child may benefit from early help and all staff members are aware of the local universal services, community -based early help and Family Help processes and their role in it. They are also aware of signs of abuse and neglect so they can identify children who may need help or protection. All staff members are aware of and follow relevant school policies and processes 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 acted.

5.13 The Designated Safeguarding Leads (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code. PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on our CPOMS system.

If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned^[1] before questioned about an offence^[2], or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police;
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

^[1] The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

^[2] A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to

search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

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 need help or protection. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. 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 The contact details for the Designated Safeguarding Lead/s and the Deputy Designated Safeguarding Lead/s 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, appropriate action should not be delayed from being taken. Any individual may refer to social care/police where there is suspected or actual risk of harm to a child.
- 6.4 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)
 - Southend Continuum of Need Threshold Document – 'Right Help, Right Service, Right Time.' (March 2025)
 - '*The Early Help Framework*' (Southend- Oct 2023)
 - '*Keeping Children Safe in Education*' (DfE, 2026)
 - '*Disqualification under the Childcare Act 2006*' (DfE, Aug 18)
 - '*Working Together to Safeguard Children 2023*' (Updated March 2025)
 - '*The Prevent Duty: Departmental advice for schools and childcare providers*' (DfE, Aug 2015)
 - '*Revised Prevent Duty Guidance: for England and Wales*' (HMG, Updated March 2024)

- ‘Multi-agency statutory guidance on Female Genital Mutilation’ (HMG, Updated July 2020)
- ‘What to do if you’re worried a child is being abused’ (HMG, 2015)
- ‘Information Sharing: Advice for practitioners providing safeguarding services’ (HMG, Updated May 2024)

All the above can be found at [Downloads–children | Safeguarding Southend Partnership](#)

- 6.5 The Designated Safeguarding Lead (or a Deputy) will immediately refer cases of suspected abuse, or allegations, to Children’s Social Care (C-SPOC), Southend Borough Council (contact numbers are on the cover sheet of this document) and in accordance with the procedures outlined in the ‘SET procedures (2025)’.
- 6.6 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 followed up immediately using the C-SPOC Request for Service form to provide the information required.
- 6.7 The Children’s Single Point of Contact Request for Service form should be used to support a child protection referral. (The form and guidance is available at [Downloads–children | Safeguarding Southend Partnership](#).) A completed C-SPOC form contains all the information required for a child protection referral and should be sent to C-SPOC@southend.gov.uk. Essential information will include the pupil’s name, address, date of birth, family composition, the reason for the referral, whether the child and 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.
- 6.8 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 website.
- 6.9 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.
- 6.10 Whilst all staff should speak to the Designated Safeguarding Lead (or a Deputy) about 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 by calling 101, (unless there is an immediate risk to life or likelihood of serious immediate harm when they should call 999)

See page 149, Annex A in *'Keeping Children Safe in Education'* (DfE, 2026) and <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting> for more details.

- 6.11 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 the school's Safeguarding and Child Protection Policy, advised who our Designated Safeguarding Lead and Deputies are and informed of their role and how to share concerns with them. They are also made aware of our online safety policy, including the expectations and applicable roles and responsibilities in relation to filtering and monitoring systems and procedures within the school and trust wide. 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, 2026) which includes Part One, and Annex A: *'Further information'*. 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.
- 6.12 When staff identify websites or search terms which require blocking via our filtering system, this is raised as a ticket via the helpdesk which sits on every staff member's desktop. A log of block requests is then kept outlining the details including the reason for the request. The same procedure applies to unblocking websites and search terms. However, in addition, monthly reviews are conducted of the list of unblocked sites and terms to ensure that they should remain unblocked. Attempts to access blocked websites and search terms triggers an alert that is sent to the IT manager. This information is then passed to the DSL in the appropriate school. Schools ensure that users are identifiable through user logins and methods of assigning devices to enable quick identification of the pupils responsible.
- 6.13 Trustees with an oversight for filtering and monitoring will receive regular reports on incidents across the trust. Trustees review this annually with Trust staff, DSLs and school senior leaders, to check it is working appropriately on all internet connected devices and in all relevant locations. Records of these checks are completed and kept by each school.

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, 2026). 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 regular and appropriate safeguarding and child protection training. This training includes amongst other things, online safety, cyber security and understanding the expectations, applicable roles and responsibilities in relation to filtering and monitoring. All new staff receive induction training which includes reading relevant policies, understanding the role of the DSL and who the DSL's are and the safeguarding response to children who go missing in education. 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 DSL's, in the first instance, will provide support and supervision to staff involved in child protection issues. This may include the chance to discuss cases, the chance to raise any worries or concerns and regular check ins to ensure staff feel fully supported to deal with these sensitive concerns.
- 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 and 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, 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 – *CPOMS*. 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, the reason for those decisions, actions taken and the outcome.
- 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.
- 9.7 Following requests to block or unblock search terms and websites, a log is kept of the details of each request. This includes the person requesting the change and the reason behind it. Our IT technician in school also logs their monthly checks to ensure that filtering and monitoring processes are working correctly.
- 9.8 The trustee responsible for filtering and monitoring receives regular reports outlining the number and nature of filtering and monitoring incidents and schools report annually on the effectiveness of safeguarding systems and procedures to trustees. Records of the annual review of the filtering and monitoring system are stored in each individual school.

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 families and help to 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, as well as facing educational barriers to attendance, learning, behaviour and poor mental health and therefore 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, young carers, 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, 2026) defines abuse in the following way:

'Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. 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. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse..' (Paragraph 24)

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

- Physical
- Emotional
- Sexual
- Neglect

12.3 Our school is aware of the indicators of abuse, neglect and exploitation 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, being absent from education for prolonged periods and/or on repeat occasions and some online behaviours 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 absent from education
- children missing from education*
- children missing from home or care
- child on child sexual violence and sexual harassment
- child criminal exploitation (CCE) and child sexual exploitation (CSE)*
- consensual and non-consensual making or sharing of nudes or semi-nudes
- county lines*
- domestic violence
- drugs

- online safety
- fabricated/induced illness
- faith abuse
- female genital mutilation (FGM)*
- financial exploitation
- forced marriage
- gangs and youth violence
- violence against women and girls (VAWG)
- mental health* (including parental mental health)
- children with special educational needs and disabilities*
- private fostering*
- prevention of radicalisation*
- trafficking
- child on child abuse*, which may include bullying (including cyberbullying)
- online abuse
- gender-based abuse
- harmful sexual behaviour
- homelessness*
- serious violence*
- stalking

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, 2026)

12.5 Whilst the schools 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, 2026). Other organisations also provide specialist information such as:

- NSPCC- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

12.6 Child-on-Child Abuse

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, and is a safeguarding issue for both victim and perpetrator. This may include bullying (including cyber bullying), physical abuse, physical assault and harm or the threat of harm

with a weapon, harmful sexual behaviour, sexual violence/sexual harassment, misogyny/misandry, consensual and non-consensual making or sharing of nudes and semi-nudes including those generated by AI, causing someone to engage in sexual activity without consent, upskirting or initiation/hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will look for early indicators and behaviours and will take swift action to intervene where this occurs.

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 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 child-on-child abuse. There is further information in the schools Anti-Bullying Policy, Behaviour Policy and PSHE curriculum documents.

The schools will use the guidance set out in:

- KCSIE 2026, Part 5
- *'Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies'* (DfE, June 2018)
- *Approaches to preventing and tackling bullying (June 2018)*
(<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>)
- *'Sharing nudes and semi-nudes' UK Council for Internet Safety (Updated march 2024)*

12.7 Mental Health

Our school is 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. We are aware that mental health problems can, in some cases develop into safeguarding concerns. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy following the procedure outlined in section 6 above. We understand it is not our role to diagnose mental health problems, referrals will be made where appropriate to trained professionals. The Trust will ensure any mental health support or interventions offered are evidenced as safe, effective, and appropriate for the need and phase of education.

[Promoting children and young people's mental health and wellbeing - GOV.UK](#) (DfE last updated Nov 2023)

We have several staff trained in Mental Health First Aid.

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 barriers and difficulties in managing or reporting these challenges risks that they do not understand what is happening to them is abuse.
- The need for intimate care or that these children are isolated from others.
- That these children are more likely to be dependent on adults for care, and
- These children may have issues or cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so.

Our school understands these children may require extra pastoral support and attention, including support with communication. Further advice and information can be found in the documents:

- SEND Code of Practice 0 to 25 years,
- Supporting Pupils at school with Medical Conditions (DfE, Updated Aug 2017)

And from specialist organisations such as:

- SENDIASS
- Mencap
- NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people

Our school understands that where we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and we should be satisfied that the placement meets the pupil's needs. In order to ensure this, senior leaders in our school are responsible for providing regular visits and review the placements (at least half termly) and communicate with staff and the pupil at each alternative provision for the duration of the placement. Senior leaders should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working in their establishment. This should also include written confirmation that the alternative provider will inform the commissioning school of any arrangements that might put the child at risk such as staffing or activity changes. For further information see:

[Non-school alternative provision: voluntary national standards](#) (DfE August 2025)

[Alternative provision - GOV.UK](#) (DfE Last updated Feb 2025)

12.9 Children Questioning Their Gender and Requests for Social Transition

Hamstel Junior School recognises that some children may question their gender identity or seek support to socially transition. Our school will not initiate discussions or actions relating to social transition; however, where a child or parent raises such a request, it will be considered on a case-by-case basis with the child's welfare and best interests as the paramount consideration. Parents/carers will normally be involved at the earliest opportunity unless doing so would place the child at risk of harm, in which case the Designated Safeguarding Lead (DSL) will determine the appropriate course of action. Our school will take a cautious and evidence-informed approach, recognising the particular safeguarding considerations for primary-aged children, while remaining respectful, supportive, and free from discrimination. All children will be protected from bullying, harassment, and victimisation. Our school will maintain accurate records, including a child's biological sex where legally required, and ensure that safeguarding, equality, and human rights obligations are carefully balanced in decision-making. Decisions will be regularly reviewed and adapted where circumstances change, with appropriate involvement of parents/carers and relevant professionals.

Hamstel Junior School is committed to creating a respectful and inclusive environment where all children feel safe and valued. Bullying, harassment, or discrimination of any kind, including that related to sex, gender identity, or gender questioning, will not be tolerated, and will be addressed promptly in accordance with the school's behaviour and safeguarding procedures.

12.10 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. 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, a referral may be made to another appropriate agency (Children Missing Education Team at the Local Authority, 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 2025), and '*Southend-on-Sea Borough Council Children Missing Education Guidance For Compulsory School Aged Children*' (March 2025). 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>. The school notifies the Elective Home Education Team via secure email to ehesouthend.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.

12.11 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' 2023(Updated June 2025)

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)

12.12 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. Children can easily become trapped by this type of exploitation). It can also include children being forced or manipulated to work in cannabis factories, shoplifting, pickpocketing, committing vehicle crime or threatening/committing serious violence to others. Our school works with key partners locally to prevent and respond to child criminal exploitation.

All staff are aware of indicators that may signal those children are at risk from, or involved with, serious violent crime. These may include persistent, regular, or 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, including online tokens or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

12.13 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.

12.14 Domestic Abuse

Domestic abuse can take many forms, including controlling or coercive, violent, or threatening, psychological, physical, sexual, economic, and emotional. The Domestic Abuse Act 2021 defines this as any of the behaviours mentioned, either as a pattern of behaviour, or as a single incident, between two people over the age of 16 who are 'personally connected' to each other. 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.

(The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day – 0808 2000247)

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. This does not replace statutory safeguarding procedures. Where appropriate police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. (Helpline – Mon-Fri 8am-1pm 0204 513 9990 – Website <https://www.operationencompass.org/>)

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

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. (The age of consent for marriage in England is 18 – Feb 2023)

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

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, July 2020) 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. Further information can be found in ‘The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage’ (HMG, February 2023)

12.16 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.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our children are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the British values alongside those held by each individual Trust school, supports quality teaching and

learning, whilst making a positive contribution to the development of a fair, just and civil society. Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

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.

See: 'The Prevent Duty' (DfE, Aug 2015), the 'Revised Prevent Duty Guidance: for England and Wales' (HMG, Updated March 2024). Definition of extremism – Gov.UK- March 2024

12.17 Online Safety

Our school ensures that there is an effective whole school approach to online safety to protect and educate pupils and staff in their use of technology. Monitoring mechanisms are in place to identify, intervene in, and escalate concerns where appropriate.

The school recognises the four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, including those generated by AI and online bullying.

- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If staff or pupils are at risk further advice and reporting can be found at - APWG

12.18 Mobile Phones

At Hamstel Junior School, we insist on mobile free environment where pupils do not have access to mobile phones during any part of the school day. Older children who walk to school on their own may bring in a phone which is collected in on arrival and kept in the school office until home time. Parents and carers are encouraged to give children 'brick' phones rather than 'smart' phones for communication on their journey to and from school.

12.19 Private Fostering

As a school we ensure that privately fostered children are properly and safely cared for by identifying concerns and informing the local authority as soon as possible. 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."

12.20 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 Principal, 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 by following training and procedures.

12.21 Filtering and Monitoring on School devices and Networks

At Hamstel Junior School, we use Fortinet, which is pushed out to all devices via group policy, for filtering inappropriate content. The IT Manager has full access to this filtering system. This system ensures that any website category that they shouldn't be visiting, is blocked. For example: gambling, alcohol and explicit websites. Alerts of inappropriate web use are emailed to a secure email address which the IT Manager monitors and then forwards urgently to Headteacher/Principles of the respective schools.

The IT Technician has full control of this web filter and this supports the implementations of the Acceptable Use Policy and the online safety policy. In addition, server security is also applied via Sophos to provide 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 to ensure that Sophos is fully updated and operational.

Monitoring user activity on school and college devices is an important part of providing a safe environment for children and staff. Unlike filtering, it does not stop users from accessing material through internet searches or software.

Monitoring allows you to review user activity on school devices. For monitoring to be effective it must pick up incidents urgently, usually through alerts or observations, allowing you to take prompt action and record the outcome.

At Hamstel Junior School our staff will physically monitor children's online activity by;

- providing effective supervision including watching the screens of users.
- taking steps to maintain awareness of how devices are being used by pupils
- reporting any safeguarding concerns to the DSL

Annually a review is carried out to check individual internet connected devices in different parts of the building work appropriately. Senior leaders keep records of these checks.

13. ALLEGATIONS OR CONCERNS ABOUT PEOPLE WORKING WITH CHILDREN

- 13.1 All school 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 about 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). 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 CEO and 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 principal, senior named person, or the CEO and 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 can be contacted on email – lado@southend.gov.uk. There is also the Local Authority Safeguarding Adviser, who can be contacted on the following email – safeguardingforchildren@southend.gov.uk: [Southend City Council – LADO info for referrers as at April 2025 | Safeguarding Southend Partnership](#)
- 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, 2026), 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. The record should include a clear and comprehensive summary of the allegation; details of how the allegation was followed up and resolved; a note of any action taken, decisions reached and the outcome; a copy provided to the person concerned, where agreed by the local authority children's social care or the police; and a declaration on whether the information will be referred to in any future references. However, cases in which an allegation was proven to be false, unfounded, unsubstantiated, or malicious should not be included in employer references.
- 13.8 The school will follow their safeguarding policies and procedures, including informing the LADO, should they receive an allegation relating to an incident that happened when an individual or organisation was using their premises for the purposes of running activities for children.

14. USE OF REASONABLE FORCE

- 14.1 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. Portico Academy Trust 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. For further information and advice see: [Use of reasonable force and other restrictive interventions guidance](#) (DfE April 2026)

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 school staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the Trusts Whistleblowing Policy.
- 15.3 The school wants 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 school will seek assurance that the body concerned has appropriate policies and procedures in place regarding safeguarding children and child protection. Where these are not in place the organisation must agree to adopt the school’s policy and procedures, this forms part of the terms and conditions of the letting. The school will inspect these as needed and ensure arrangements are in place for the provider to liaise with the school on these matters where appropriate.

17. LIST OF ADDITIONAL POLICIES RELATED TO SAFEGUARDING

The School recognises 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).

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
Mobile Phones in School
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
Use of Photographs/video
Whistleblowing
Work Placement/Work Experience

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