

CHILD PROTECTION AND SAFEGUARDING POLICY FOR THE CORNELIUS VERMUYDEN SCHOOL

APPROVED BY TRUSTEES: 12th March 2024

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KEY CONTACTS AT THE CORNELIUS VERMUYDEN SCHOOL

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DESIGNATED MENTAL HEALTH LEAD (DMHL & DDSL)

Name Jayme Goodger
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Email jgoodger@corneliusvermuyden.com

HEADTEACHER

Name
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LOOKED AFTER CHILDREN (LAC) COORDINATOR & DDSL

Name Jon Hibben
Contact
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HEADS OF YEAR AT THE CORNELIUS VERMUYDEN SCHOOL

Head (Acting) of Year 7	Angharad Williams	awilliams@corneliusvermuyden.com
Head of Year 8	Helen Marsden	hmarsden@corneliusvermuyden.com
Head of Year 9	Simon Chittock	chittocks@corneliusvermuyden.com
Head of Year 10	James Coubrough	jcoubrough@corneliusvermuyden.com
Head of Year 11	Jon Lill	jlill@corneliusvermuyden.com



KEY CONTACTS WITHIN THE LOCAL AUTHORITY

If you are concerned about a child being subject to, or at risk of, being harmed or neglected, you should act as set out below, considering the **home address** of the young person/family:

Report a concern about a member of the workforce (LADO)

The role of the Local Authority Designated Officer (LADO) was introduced in the 'Working Together to Safeguard Children' guidance in 2006. LADOs give advice and guidance on how concerns or allegations about adults working with children should be investigated. The LADO should be contacted within 24 hours if you have concerns or receive a complaint or allegation that a worker/volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates that they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

There are four LADOs for Essex County Council, and they are based within the Children's Safeguarding Team.

They can be contacted by phone on 03330 139 797 or by email: lado@essex.gov.uk.

If referring an allegation, a written referral is required.

Essex (see Appendix B)

If there is a concern that a child may be at risk of or may be suffering significant harm, and they have a Essex home address, contact the Essex Children and Families hub – **0345 603 7627** (Mon – Thurs = 08.45 to 17.00, Fri = 08.45 to 16.30. (Out of hours 0345 606 1212).

Ask for the priority line (Level 4) or the consultation line (Level 2, 3 and 4) **(See Appendix C)**

[Request for Support Form](#)

▪ **Immediate Risk of Significant Harm – Priority**

Where a child is at immediate risk of significant harm, please call the Children and Families Hub on 0345 603 7627 and ask for the 'Priority Line', and/or call the Police on 999.

During out of hours (Monday to Thursday 17.00 to 09.00, Friday 16.30 through the weekend until Monday 08.45 incl. Bank Holidays), please call 0345 606 1212 or email

Emergency.DutyTeamOutOfHours@essex.gov.uk.

▪ **Request for Support**

If you are concerned that a child or young person is being harmed or neglected, or is at risk of this, you should go to the **[Essex County Council](#)** website where you can make a request for support to the Children and Families Hub.

▪ **Consultation**



The Children and Families Hub offers a consultation line for professionals providing advice and guidance. This can be accessed by calling 0345 603 7627 and asking for the 'Consultation Line'.

▪ **Request for Information Portal**

Enquiries and requests for information from the Children and Families Hub can be made through this [Online Form](#).

▪ **Useful Resources**

The [Essex County Council](#) website includes the [Essex Directory of Services](#) and other guidance and tools to support practitioners in their work with children and families across Levels 1, 2, 3 and 4 of the Windscreen of Need (Appendix B).

Southend

Please see attached **Appendix D** for Southend procedures.

If there is a concern that a child may be at risk of or may be suffering significant harm, and they have a Southend home address, contact C-SPOC **01702 215 007** Option 1.

Thurrock

If you are concerned that a child or young person is being harmed or neglected or is at risk of harm (and they have a home address in Thurrock), you should contact:

Worried about a child?	If there is a concern that a child may be at risk of or may be suffering significant harm, and they have a Thurrock home address: 01375 652 802 or email thurrockmash@thurrock.gov.uk .
Out of Hours	Monday to Thursday, 17.30 to 09.00, Friday from 16.30 through the weekend until 09.00 on Monday, incl. public holidays 01375 372 468 .
Police Child Abuse Team	01277 266822 or call 999 if you are concerned that a child needs immediate protection.

<https://www.thurrock.gov.uk/childrens-care-professionals-services/thurrock-mash>



Checking the home address of students/families

To check which Local Authority is relevant to each situation, postcodes of the home address can be

Concerns about Extremism

If there are concerns that someone is vulnerable to **radicalisation**, or a concern about organisations that work with children: (SEE **APPENDIX J**).

If you have concerns that a crime is being committed, planned, or you are aware of any terrorist activity, please contact the Police on either 999 (if urgent) or 101 (for all other enquiries). Other referrals should be made to the Children and Families Hub in the first instance, which may advise that a **PREVENT** referral should be made:

[Report Extremism in Education - Start \(Here\).](#)

TELEPHONE: **101** EMAIL: PREVENT@essex.pnn.police.uk

Department for Education helpline **020 7340 7264**.

Domestic Abuse – Operation Encompass

Operation Encompass provides an advice and helpline service for all staff members from educational settings, who may be concerned about children who have experienced domestic abuse. The helpline is available from 08.00 to 13.00, Monday to Friday on **020 4513 9990**.

checked here: <https://www.gov.uk/find-local-council>.

FGM – Female Genital Mutilation

If you suspect a person of carrying out FGM, or think that someone you know has been a victim, or may be soon: **Call 101**

- Say that you are making a report under the FGM mandatory reporting duty;
- Have the DSL's contact details to hand as well as the girl's age and address. Your contact information and availability will also be recorded.
- Note the reference number that you are advised of.

See **Appendix F** for FGM Mandatory Reporting Duty.



1. Introduction

Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, always, what is in the best interests of the child.

(Keeping Children Safe in Education – DfE, 2023)

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

- Keeping Children Safe in Education (DfE, 2023)
- Annex C of Keeping Children Safe in Education – the role of the Designated Safeguarding Lead;
- Behaviour Policy;
- Code of Conduct Policy for staff;
- Child-on-Child/ Harmful Sexual Behaviour Policy;
- The safeguarding response to children missing from education (**Appendix E**);
- Health and Safety Policy;
- Online Safety Policy.

The school is also aware of its obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty).

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education 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;
- Taking action to enable all children to have the best outcomes.

Our school has a whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do and underpins all systems, processes and policies. It is important that our values are understood and shared by all children, staff, parents/carers, trustees and the wider school community. Only by working in partnership, can we truly keep children safe.

2. Safeguarding at Cornelius Vermuyden School

The Cornelius Vermuyden 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).

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.



- An environment is established and maintained where students feel safe and secure, and are encouraged to talk and are listened to;
- Reporting mechanisms are provided to support all students, allowing them to report concerns in a way that they feel comfortable. We will seek to gain student voice on a regular basis to review this.
- Students know that there are adults within the school, who they can approach if they are worried or are in difficulty.
- The curriculum includes activities and opportunities, which equip students with the knowledge and skills they need to stay safe from abuse both online and offline, and to develop healthy and safe relationships.
- Children are protected from harm and that they are taught in a way that is consistent with the law and our values to promote respect for all others in a responsible and resilient manner.
- An understanding of wider issues is facilitated within the context of learning about the values on which our society and our system of democratic government are founded.
- A curriculum is provided, 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.
- Tolerance of and respect for people with protected characteristics are promoted, including all faiths (or those of no faith), races, genders, ages, disability and sexual orientations.
- Every effort is made to establish an open and honest effective working relationship with parents/carers and colleagues from partner agencies.
- All stakeholders are aware of the school policies and practices for safeguarding.

3. Statutory Framework

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. These arrangements sit under the [Essex Safeguarding Children Board](#) (ESCB). In Essex, the statutory partners are Essex County Council, Essex Police and the three NHS Integrated Care Boards, which cover the county.

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children, who are students of the school.

In Essex, all professionals must work in accordance with the [SET Procedures](#). Our school also works in accordance with the following legislation and guidance (*this is not an exhaustive list*):

- [Keeping Children Safe in Education \(DfE 2023\)](#);
- [Working Together to Safeguard Children 2023](#);
- Education Act (2002);
- [Essex Effective Support](#) (2021);
- [Counter-Terrorism and Security Act \(HMG, 2015\)](#);
- [Serious Crime Act 2015](#) (Home Office, 2015);
- Children and Social Work Act (2017);



- [Children Missing Education - statutory guidance for local authorities \(DfE, 2016\);](#)
- Sexual Offences Act (2003);
- Education (Pupil Registration) Regulations 2006;
- [Information sharing advice for safeguarding practitioners \(HMG, 2018\);](#)
- [Data Protection Act \(2018\);](#)
- [What to do if you're worried a child is being abused](#) (HMG, 2015);
- Children Act (1989);
- Children Act (2004);
- [Preventing and Tackling Bullying \(DfE, 2017\);](#)
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015);
- [Preventing youth violence and gang involvement \(Home Office, 2015\);](#)
- [Criminal Exploitation of children and vulnerable adult - county lines guidance \(Home Office, 2018\);](#)
- [Teaching on-line safety in schools \(DfE, 2019\);](#)
- [Education Access Team CME / Home Education policy and practice \(ECC, 2018\);](#)
- [Behaviour in Schools \(DfE 2022\);](#)
- [Suspension and permanent exclusion in schools, academies and PRUs, including pupil movement \(DfE 2022\);](#)
- [Searching, screening and confiscation \(DfE 2022\);](#)
- [Let's talk: reducing the risk of suicide \(ESCB 2022\);](#)
- [Understanding and Supporting Behaviour - good practice for schools \(ECC, 2021\);](#)
- [Filtering and Monitoring Standards \(DfE\).](#)

4. **Roles and Responsibilities**

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, the Local Authority and other agencies, who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities – the DSL and Deputy DSLs – are shown in **Appendix A** of this document.

• **The Governing Body**

The Governing Body 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, that the Child Protection and Safeguarding Policy reflects statutory and local guidance and that it is reviewed, at least, annually.

The Trustee for safeguarding arrangements is named on the front cover of this document. This Trustee takes strategic responsibility at Governing Body level for safeguarding arrangements in our school. The Governing Body ensures that there is a named DSL and, at least, one DDSL in place (also named on the front cover).

The Governing Body ensures that 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. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe.

The Governing Body ensures that all adults in our school, who work with children, undergo safeguarding and child protection training at induction, as appropriate, and that it is regularly updated (including Prevent and



online safety/filtering and monitoring). 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.

The Governing Body ensures that our students are taught about safeguarding (including online safety), ensure that appropriate online systems for online usage are in place, and that this is regularly reviewed. Our students are taught how to keep themselves safe (including online) as part of a broad and balanced curriculum. The Governing Body ensures that the school works in accordance with new Government regulations, which make the subjects Relationships and Sex Education and Health Education mandatory for our school. When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. The Trustees are a part of these reviews for filtering and monitoring.

The Governing Body and Senior Leadership Team (SLT) are responsible for:

- ensuring that the school has in place safer recruitment procedures that help to deter, reject or identify people, who might abuse children;
- ensuring that we meet statutory responsibilities to check adults working with children and have recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information);
- ensuring that volunteers are appropriately supervised in school;
- online safety (including strategic oversight of filtering and monitoring systems to support this).

The Headteacher

The Teachers' Standards 2012 state that teachers (which includes Headteachers (HTs)) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Our HT works in accordance with all statutory requirements for safeguarding and is responsible for ensuring that safeguarding policies and procedures adopted by the Governing Body are followed by all staff. Our HT is Level 3 trained as well as our Deputy Headteachers (DHTs), so they can provide support and challenge to the DSLs. In addition to this, they ensure that all safeguarding policies and procedures adopted by the Governing Body are followed by all staff. The HT ensures that their procedures and expectations around the use of contractors are fully compliant with KCSIE 2023. For lettings/premises hire, appropriate measures must be taken to ensure that children are safe.

The Designated Safeguarding Lead (DSL) and Deputies

The DSL in our school has ultimate lead responsibility for safeguarding and child protection. Their role includes managing child protection referrals, working with other agencies, ensuring that all staff are appropriately trained, leading on online safety (including filtering and monitoring standards) and raising awareness of all safeguarding and child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that any referrals to Essex Children's Social Care (Children and Families Hub), or Southend C-SPOC/Thurrock MASH and/or other external agencies, including the Police, are made in a timely way and in accordance with current SET procedures. They work with the Local Authority and the ESCB, as required, and ensure that information is shared appropriately. The DSL is aware of students, who have a social worker and helps to promote the educational outcomes by sharing the information about their welfare, safeguarding and child protection issues with teachers and leadership staff on a need-to-know basis.



The DDSLs are trained to the same standard as the DSL. If, for any reason, the DSL is unavailable, the DDSLs act in their absence.

All School Staff

Everyone in our school has a responsibility to provide a safe learning environment where our children can learn. All staff are aware of the types of abuse and safeguarding issues that can put children at risk of harm, and we are, therefore, able to identify children who may need help or protection. We understand that behaviours linked to issues such as drug taking and/or alcohol misuse, missing education and consensual/non-consensual sharing of nudes and semi-nude images can be signs that children are at risk. All staff members are prepared to identify children, who may benefit from early help, and understand their role in this. This includes liaising with the Safeguarding Team to report any concerns.

All staff members are aware of, and follow, school safeguarding procedures (as set out in this Policy) and are also aware of how to make a referral to Social Care, if there is a need to do so. Staff understand that, if they have any concerns about a child's welfare, they must act on them immediately and speak with the DSL (or DDSL) – we do not assume that others have acted. This includes reporting their concern on our electronic system, My Concern. All staff receive rigorous safeguarding and child protection training at induction and annually along with regular updates throughout the year. Specifically, all staff will be aware of the updates to Keeping Children Safe in Education and they will complete child protection training annually, including Prevent and online safety as well as their roles and responsibilities in regard to filtering and monitoring.

Our staff understand that children may not always feel able, or know how, to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experience of harm. This may be because they are embarrassed, scared or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation, or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. We understand that there are many factors, which may impact on our children's welfare and safety, and we also understand safeguarding in the wider context (contextual safeguarding). We recognise that abuse, neglect and safeguarding issues rarely occur in isolation and that, in most cases, multiple issues will overlap.

Our staff will always reassure children, who report abuse, that they are taken seriously and that they will be supported and kept safe. We will never make a child feel ashamed for reporting abuse, nor make them feel that they are causing a problem. All staff will ensure that they use recognised online school systems to keep all parties safe and will work to ensure that any online links suggested to students are safe by working within the school monitoring and filtering systems. They will ensure that any photographs taken of students for school purposes do not place any child at risk through their use or publication.

All staff employed by The Cornelius Vermuyden School follow the safe recruitment, vetting and selection procedures in line with guidance from the national Disclosure and Barring Service (DBS) and have a relevant DBS and appropriate safeguarding training.

5. Types of Abuse/Specific Safeguarding Issues

Keeping Children Safe in Education describes abuse as 'a form of maltreatment of a child'. It sets out that:

"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 another child or children”.

The guidance refers to four main categories of abuse:

- 1) Physical;
- 2) Emotional;
- 3) Sexual;
- 4) Neglect.

- **Physical abuse:** a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child – this includes where an adult fabricates or deliberately induces illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. It may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction, involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and their school’s policy and procedures for dealing with it.
- **Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Our school is aware of the signs of abuse and neglect, and we are, therefore, able to identify children who may be in need of help or protection. All staff are aware of environmental factors, which may impact on a child’s welfare and safety, and understand safeguarding in the wider context (contextual safeguarding). 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 and sexting put children in danger.

Our school has appropriate school-wide policies in place that make it clear that sexual harassment, online abuse and sexual violence (including sexualised language) are unacceptable, with appropriate sanctions in place. We recognise that mobile phones can be an issue and play a role in child-on-child abuse and our school policies outline the use of mobile phones in school.

With any safeguarding issue that arises, consideration will be given to the concept of significant harm where a child is suffering, or is likely to suffer, a degree of physical, sexual and/or emotional harm (through abuse or neglect) which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the child and their family. We will work with local partners in our referrals to justify compulsory intervention in family life if we feel that this is in the best interests of children.

In addition, Annex B of Keeping Children Safe in Education contains important information about specific forms of abuse and safeguarding issues. Some of these, and our approach to them, are explained here:

Children with special educational needs and disabilities

At The Cornelius Vermuyden School, we understand that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. 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 matters such as bullying, without outwardly showing signs.
- Communication difficulties in overcoming these barriers.

To address these additional challenges, we should consider extra pastoral support for children with SEND, particularly when investigating any form of child-on-child abuse. Schools understand that positive action might be necessary to meet the specific needs of students with certain protected characteristics. It is understood that there is a duty to make reasonable adjustments for disabled children.

Children potentially at risk of greater harm

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 that there is a joined-up approach to planning for these children and that they receive the right help at the right time.

Child-on-child abuse (including sexualised behaviours)

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 instead be withdrawn, or display abusive behaviours towards other children. 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. We are committed to the prevention, early identification, and appropriate management of child-on-child abuse. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and wellbeing. We will seek advice and support from other agencies, as appropriate, to protect children involved, including giving consideration to support siblings in cases on intra-familial harm.

Child-on-child abuse can manifest itself in many ways and can happen both inside and outside of school or college, and online. This may include bullying (including cyber bullying), physical abuse, sexual violence/sexual harassment, sexualised language, 'sexting' (sharing nudes or semi-nudes) or initiation/hazing type violence and rituals. We do not tolerate any harmful behaviour including harmful sexual behaviour (HSB), in school 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. Our schools understand the different gender issues that can be prevalent when dealing with child-on-child abuse. Please refer to the school's Anti-Bullying and Behaviour Policy.

Appropriate definitions of sexual offences are outlined below:

Rape: A person (A) commits an offence of rape if: they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment means: 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. In referencing sexual harassment, it is in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment (KCSIE 2023).

Where incidents are of a sexual nature.

The Cornelius Vermuyden School follows guidance from Part 5 of Keeping Children Safe in Education (DfE, 2023). When there has been a report of sexual violence, the DSL (or DDSL) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support;
- Whether there may have been other victims;
- The alleged perpetrator(s); and
- All other children, (and, if appropriate, volunteers and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.



Risk assessments should be recorded using the school's recording system and should be kept under review. At all times, the school or college should be actively considering the risks posed to all of their students and put adequate measures in place to protect them and keep them safe. Our risk assessment proforma can be found in **Appendix G** which is used to ensure the safety of all involved parties.

Please refer to the school's Child-on-Child Abuse Policy for further information.

Sexting

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under 18-year-olds with or by adults. This is a form of child sexual abuse and must be referred to the police ([UKCCIS "Sexting - How to Respond to an Incident"](#)). Staff are aware that consensual image sharing is still illegal for anyone under the age of 18.

In regard to sexting, staff must be aware of how to keep themselves safe when dealing with any imagery. Staff are all aware *not to look at or open images or forward these to any individual unless specifically requested by the Police.*

If an incident involving 'sexting' comes to the attention of staff, they are advised to:

- Report it to the DSL immediately;
- Not to view, download or share the imagery themselves, or ask a child to share or download – this is illegal;
- If they have already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), they will report this to the DSL;
- Not delete the imagery or ask the young person to delete it;
- Not ask the young person(s), who are involved in the incident, to disclose information regarding the imagery. This is the responsibility of the DSL/DDSL;
- Not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents/carers;
- Not say or do anything to blame or shame any young people involved;
- Explain to the student that they need to report it and reassure them that they will receive support and help from the DSL.

All children, without exception, have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs. The Cornelius Vermuyden School carefully considers how staff support their students regarding particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. We understand, for example, that children, who are LGBT or who are perceived to be, can be targeted by other children. We 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. At The Cornelius Vermuyden School, this additional support is provided through the Safeguarding and Pastoral support system.

DSLs support children and families and channel any needs or concerns to appropriate agencies, using the guidance and the capturing of student voice to consider whether a referral to the Police is necessary. Staff use student files to look for any concerning trends in terms of problematic behaviour, and SENDCos will



provide additional support, as necessary, where it is recognised that students with SEND may face additional challenges with safeguarding issues. We aim to respond swiftly to any issues within our school and proactively plan the curriculum to manage their needs. We ensure that training for staff, children, families and Trustees reflects the need and makeup of our community. We develop a safe and open culture within our school to ensure and promote students feeling comfortable to talk to staff and have regular opportunities to discuss issues with our pastoral teams. Assemblies provide a good forum to help children understand their role in keeping themselves and others safe and key issues are addressed during these times as well as planned PSHE, SMSC, Relationship and Relationship and Sex Education sessions, including online safety and the part it plays in various forms of child-on-child abuse. Children are made aware that the law is in place to protect them, rather than criminalise them. See Section 6 of this Policy for more information.

Children missing from education

All children, regardless of their age, ability, aptitude and any SEN they may have, are entitled to a full-time education. The Cornelius Vermuyden School recognises that children being absent for prolonged periods, and/or on repeat occasions, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, “honour” based abuse or risk of forced marriages.

We are aware that our response to persistently absent students and children missing education supports identifying such abuse, and, in the case of absent students, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging, but also when children are already known to Social Care and being absent from education may increase the known safeguarding risks within the family or in the community.

Parents/carers should always inform us of the reason for any absence. Where contact is not made by the parents/carers, and any contact attempted by the school has been unsuccessful, a referral may be made to another appropriate agency as required (e.g. Social Care, Children Missing Education, Police etc). Parents/carers are required to provide, at least, two emergency contact numbers to the school, so that we are able to communicate with someone if we need to. It is also recognised that children may be vulnerable to, or be exposed to, other risks when not in school, so we work with parents/carers and other agencies to keep children in school whenever possible.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risk of a child going missing in future. All staff are aware of the school’s unauthorised absence and children missing from education procedures – see **Appendix E** of this Policy.

Serious violence

All staff are aware of indicators, which 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. Our school is aware that violence can often peak in the hours just before or just after school, when students are travelling to and from school. These times can be particularly risky for young people involved in serious violence. Therefore, this is a key consideration for any risk assessments, which the school develops.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Keeping Children Safe in Education (2023).

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse, which can happen to boys and girls from any background or community. It may occur over time or be a one-off occurrence. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. In Essex, the definition of CSE from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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".

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge, for example, through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds, who can legally consent to have sex. Some children may not realise that they are being exploited. For example, they believe that they are in a genuine romantic relationship.

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 DSL will lead on these issues and work with other agencies, as appropriate.



Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, particularly older children, and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. CCE 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 areas and seaside towns). Our school works with key partners locally to prevent and respond to CCE. Staff understand that those involved in CCE may be more at risk of sexual exploitation. Staff utilise and work in line with the [Child Exploitation Disruption Toolkit](#).

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of school, pupil referral unit, children’s home and care home. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts, which need to be worked off, or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines is missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Staff utilise and work in line with the [County Lines and Exploitation Toolkit](#).

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside of our school. All staff are aware of contextual safeguarding and that they should consider whether wider environmental factors present in a child’s life are a threat to their safety and/or welfare. These extra-familial threats might arise at school, from within peer groups, or from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including exploitation by criminal gangs and organised crime groups such as county lines, trafficking, online abuse, teenage relationship abuse, sexual exploitation and the influences of extremism leading to radicalisation. 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.



Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures will be followed and both young victims and young perpetrators are offered support.

We work with other key partners, including [Operation Encompass](#) 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.

So-called 'honour-based abuse' (including Female Genital Mutilation and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including 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. Where staff are concerned that a child might be at risk of HBA, they must **contact the DSL as a matter of urgency**.

Female Genital Mutilation (FGM)

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. Whilst all staff should speak to the DSL (or DDSL) with regard to any concerns about FGM, there is a specific legal duty on teachers (and other professionals). If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the Police (Serious Crime Act October 2015). Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

Forced Marriage

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 are used and is a crime. Staff are aware that, even without threats or other forms of coercion, it is a crime for anyone to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday. Our staff understand how to report concerns where this may be



an issue in line with [The Right to choose: government guidance on forced marriage](#) , contacting the Forced Marriage Unit if they need advice or information on 020 7008 0151 or fmu@fcdo.gov.uk

Prevention of radicalisation

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) (revised 2021) 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 students, 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;
- 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 DSL (or DDSL) making a Prevent referral.

CHANNEL is a national programme which 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. Information about how to report concerns of radicalisation is on page 3 of this Policy and in Appendix J. DSLs are also aware of the updated documentation, [The Prevent duty: an introduction for those with safeguarding responsibilities](#). As well as the updates from Dec 2023 [Prevent duty guidance: England and Wales \(2023\)](#).

Online safety

Staff in our schools recognise that our children are growing up in an increasingly complex world, living their lives on and offline. This presents many positive and exciting opportunities, but we recognise it also presents challenges and risks. Any student can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance. We want to equip our students with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so that they are able to reap the benefits of the online world.

The range of online risks could be categorised as:

Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, suicide, racist or radical and extremist views;

Contact: being subjected to harmful online interaction with other users; for example, child-to-child pressure, commercial advertising, as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;



Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying;

Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

All staff in our school are aware of the risks to children online and we seek to help children keep themselves safe online in a range of ways.

Our school is aware of the [Digital and Technology Standards in School and Colleges Guidance](#) (DfE 2023), ensuring that we:

- identify and assign roles and responsibilities to manage filtering and monitoring systems;
- review filtering and monitoring provision, at least, annually;
- block harmful and inappropriate content without unreasonably impacting teaching and learning;
- have effective monitoring strategies in place that meet their safeguarding needs.

Monitoring user activity on school devices is an important part of providing a safe environment for children and staff. All staff should:

- provide effective supervision;
- take steps to maintain awareness of how devices are being used by students;
- report any safeguarding concerns to the DSL.

All staff are aware of how to report safeguarding and technical concerns in our school. As part of safeguarding training, staff know that they should report if:

- they witness or suspect unsuitable material has been accessed;
- they can access unsuitable material;
- they are teaching topics, which could create unusual activity on the filtering logs;
- there is failure in the software or abuse of the system;
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks;
- they notice abbreviations or misspellings that allow access to restricted material.

As a school, we will liaise with parents/carers to reinforce the importance of children being safe online. We use Edulink and/or the school email system if we need to interact with students online, and, through Edulink, parents/carers can also see any homework that students are being asked to use the internet for; this helps parents/carers monitor the use of certain sites at home. We encourage parents/carers to speak directly to school staff setting any online work if they have any concerns.

Further information about our approach to online safety is available in our school's Online Safety Policy, including information about the systems we use for filtering and monitoring on school devices and school networks.



6. Supporting Students through Personal Development and PSHE

It is vital that staff working with young people understand the above safeguarding issues (and any other relevant contextual issues) to allow them to be alert to, and respond to, signs and evidence of a concern. Staff also use this knowledge to plan what information needs to be communicated to students and parents/carers; DSLs work with PSHE Coordinators and other relevant staff within school to ensure that students are taught about issues in a timely and age-appropriate manner through personal development/PSHE lessons and opportunities available through external providers. Staff know that students with SEN may require additional support with their understanding during learning opportunities – please see our [RSE Policy](#) and [PSHE Learning Journey 2023.2024](#) for more details. Various methods are used to communicate by The Cornelius Vermuyden School to parents/carers how to help keep their child safe.

7. Procedures

Our school works with key local partners to promote the welfare of children and to protect them from harm. This includes providing a coordinated offer of early help 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).

All staff members have a duty to identify and respond to suspected/actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school, who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred, **must** report it immediately to the DSL (or, in their absence, the DDSL). Our school procedure is set out in **Appendix A**. All safeguarding concerns are reported through the MyConcern platform and all staff receive training on how to use this system. MyConcern is an easy-to-use safeguarding application designed by child protection professionals for educational settings.

Procedures for reporting concerns are publicised to all staff and visitors. Whilst we request that urgent issues are reported to the DSL in person by our visitors, all concerns must then be followed up in writing as soon as possible. For visitors, who may not have access to MyConcern, please use our paper Child Protection record seen in **Appendix H**, and also our Body Map in **Appendix I**, if necessary.

All action is taken in accordance with the following guidance:

- Essex Safeguarding Children Board guidelines – the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2022);
- [Essex Effective Support](#);
- Keeping Children Safe in Education (DfE, 2023);
- Working Together to Safeguard Children (DfE, 2023);
- 'Effective Support for Children and Families in Essex' (ESCB);
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2023)
- [POLICE AND CRIMINAL EVIDENCE ACT 1984 \(PACE\) CODE C](#)

Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub/MASH/C-SPOC and/or the Police. Following a referral, Local Authorities may undertake statutory assessments under the Children Act 1989, which may result in a Section 17 assessment (Children in Need) or a Section 47 (a child suffering, or likely to suffer, significant harm). Less urgent concerns or requests for support will be referred as per the processes for the relevant authority. We may also seek advice from Social Care or another appropriate agency about a concern if we are unsure how to respond to it.



Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to another agency, with parents or carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede a criminal investigation. If it is necessary for an external agency to meet with a child in school, we will always seek to inform parents or carers, unless we are advised not to by that agency. On occasions, it may be necessary to consult with the Children and Families Hub and/or Essex Police for advice on when to share information with parents/carers.

Should the Police become involved with a child, we will ensure that all children have an appropriate adult in line with PACE code C (see above).

All staff understand that, if they continue to have concerns about a child, feel a concern is not being addressed or that a situation does not appear to be improving for a child, the staff member concerned should press for re-consideration of the case with the DSL.

Where an immediate response is required, and if, for any reason, the DSL (or DDSL) is not immediately available, this will not delay any appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have access to urgent safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school, they are informed of the safeguarding arrangements in place, the name of the DSL (and DDSLs) and how to share concerns with them. We also provide information on safeguarding to any visitor to our school, so that they understand how to report a concern if they have one.

8. Training

All staff members receive appropriate Level 2 annual child protection training (including Prevent and Online Safety), which is regularly updated and in line with advice from the ESCB. This is undertaken at induction, or at the start of the academic year as part of our annual training. Staff also read Keeping Children Safe in Education (KCSIE) Part 1 and Part 5 and complete an assessment through SSS CPD [here](#). Some staff read KCSIE in full. Staff also read our key school policies including our Code of Conduct. All Trustees also receive appropriate Level 2 safeguarding training face-to-face with the DSL or through appropriate online training so that they are made aware of changes to KCSIE and local arrangements. This either happens at induction or at the start of the year as part of our annual training.

In line with statutory requirements, the DSL (and DDSLs) undertake Level 3 child protection training, at least, every two years. At The Cornelius Vermuyden School, we also expect the HT to be Level 3 trained. Records of any child protection training undertaken are kept for all staff and Trustees.

9. Professional Confidentiality.

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or students) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the DSL and may require further referral to, and subsequent investigation by, appropriate authorities.



Information on individual child protection cases may be shared by the DSL (or DDSLs) 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. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe.

10. Child Protection Records and Information Sharing

Well-kept records are an essential aspect of effective child protection practice. Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.

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 and UK GDPR place 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 real safeguarding concerns. Fears about sharing information cannot (and will not) stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our records of processing activity and regularly reviewed.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse will record it as soon as possible, noting what was said or seen (if appropriate, using a body map. Refer **Appendix I**), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the DSL (or DDSLs), who will decide on appropriate action and record this accordingly. This is all captured through our electronic system, My Concern.

Any records relating to child protection are kept on an individual child protection file for that child (which is separate to the student file). All child protection records are stored securely and confidentially and will be retained for 25 years after the student's date of birth, or until they transfer to another school/educational setting.

In line with statutory guidance, where a student transfers from our school to another school/educational setting (including colleges), their child protection records will be forwarded to the new setting **within five days** of an in-year transfer or **within the first five days** of the start of a new term. These will be marked 'Confidential' and for the attention of the receiving school's DSL, with a return address on the envelope so it can be returned if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. If possible, files will be transferred electronically with the use of a secure password. Where appropriate, the DSL may also make contact with the new setting in advance of the child's move there, to enable planning so that appropriate support is in place when the child arrives.

Where a student joins our school, we will request child protection records from the previous educational establishment (if none are received).

Information sharing can help to ensure that a child receives the right help at the right time and can prevent a concern from becoming more serious and difficult to address.



11. Interagency Working and Private Fostering

It is important that agencies work together to keep children safe, and there is a legal requirement to do so. We work with other relevant agencies, including where a child on roll (or previously known to us) has a Child in Need, Child Protection or Care Plan. Where this is the case, it is the responsibility of the DSL to ensure that our school is represented at, and that a report is submitted to, any statutory meeting called. Where possible and appropriate, any report will be shared in advance with the parent(s)/carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns that the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Care, Child Protection or a Child in Need Plan, the DSL will ensure that the child is monitored regarding their school attendance, emotional wellbeing, academic progress, welfare and presentation. Where the school is part of the core group, the DSL will ensure that we are represented, provide appropriate information and contribute to the plan at these meetings. We will report on the child's progress in school, and any concerns about them will be shared at the meeting, unless to do so would place them at risk of harm. In this case, the DSL would speak with the child's key-worker outside of the meeting and record that they have done so, and the actions agreed. Schools also contribute to MARACs, as required.

Looked After (LAC) and Previously Looked After Children (PLAC)

As necessary, the school will work with Virtual School Heads and for any Looked After Children (LAC) or Previously Looked After Children (PLAC) to promote the educational achievement of all our LAC and PLAC. The designated teacher at The Cornelius Vermuyden School is **Mr Hibben, who is also a DDSL**.

Private Fostering

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, a person with parental responsibility for them, a close relative, or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. Where the arrangements come to the attention of the school (and the school is not involved in the arrangements), the school will notify the Local Authority to allow the Local Authority to check that the arrangement is suitable and safe for the child. Schools, who are involved (whether or not directly) in arranging for a child to be fostered privately, **must notify Local Authorities of the arrangement as soon as possible after the arrangement has been made**. Notifications will contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and must be made in writing; the statutory guidance can be found [here](#).

12. 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. The Cornelius Vermuyden School wants to develop the emotional wellbeing and resilience of all students 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, which can promote or strengthen resilience. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience. The Cornelius Vermuyden School places an important emphasis on supporting mental health across our school and is committed to supporting students, staff, parents/carers, and communities.



All staff at The Cornelius Vermuyden School 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. At The Cornelius Vermuyden School, we ensure that all staff have training on mental health. We also have a designated Mental Health Lead with appropriate training, as well as some staff members being trained in ASIST (Applied Suicide Intervention Skills Training). Other staff members have also received Mental Health First Aid training through MFHA England.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should follow the child protection procedures and raise the issue by informing the DSL/Safeguarding Team/Pastoral Team. They can also complete a referral for the child to be discussed at the weekly BAISS meetings.

We also recognise that, when a child has a social worker, it is an indicator that the child is more at risk than most students. This may mean that they are more vulnerable to further harm, as well as face educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support students, who have a social worker.

It is vital that we work in partnership with parents/carers to support the wellbeing of our students. Parents/carers should share any concerns about the wellbeing of their child with school, so that appropriate support and interventions can be identified and implemented. As such, we host a range of counsellors as well as the NHS-affiliated MHST (Mental Health Support Team) to provide bespoke support to vulnerable students.

At The Cornelius Vermuyden School, we seek to support children with mental health issues via the interventions available to us through our Pastoral Team. We look to involve the family around the child and put in place the support that they need, enabling us to bridge the gap between services available externally.

13. Allegations about Members of the Workforce

All staff members are made aware of the boundaries of appropriate behaviour and conduct and are regularly reminded of this. These matters form part of staff induction and are outlined in the Staff Code of Conduct. Our school works in accordance with statutory guidance and the SET procedures (ESCB, 2022) in respect of allegations against an adult working with children (in a paid or voluntary capacity).

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 HT. This role is distinct from the DSL, as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential, and the school should operate within



statutory guidance around data protection. If the HT is unavailable, any allegations about members of staff (or any adult working with children) must be made to the DHT and/or the DSL. For all allegations, a case manager will be appointed to investigate. Non-urgent concerns will be responded to in the same way as all other concerns. Where necessary, referrals may be made to children's Social Care and, in emergencies, the Police.

We recognise the possibility that adults working in the school may harm children, including Trustees, volunteers, supply teachers, contractors, and agency staff. The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school that provides education for children under the age of 18. This includes supply teachers, contractors and volunteers.

Any concerns about the conduct of other adults in the school should be taken to the HT without delay (or, where that is not possible, to the DHT) (**Appendix A**). Any concerns about the HT should go to the Chair of Trustees. Where the allegation concerns an agency member of staff, the HT (or DHT) will liaise with the agency, while following due process. See **Appendix A** for confirmation of the school's procedures, which also highlights to staff the need to share low-level concerns in a timely manner. Should a low-level concern be shared about supply staff and contractors, the school will notify their employers, so that any potential patterns of inappropriate behaviour can be identified.

The SET procedures (ESCB, 2022) require that, where an allegation against a member of staff is received, the HT, senior named person or the Chair of Trustees must inform the duty Local Authority Designated Officer (LADO) on **03330 139 797** within one working day. However, wherever possible, contact with the LADO will be made immediately so that we can seek advice on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to students, parents/carers, and HR. The school does not carry out any investigation before speaking to the LADO.

Should the school receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children, the school will follow its normal safeguarding policies and procedures, including informing the LADO.

14. Use of reasonable force and physical restraint

Our Behaviour Policy sets out our approach to behaviour for all children and also for those with more difficult or harmful behaviour. We recognise that there are some children, who have needs that require additional support and a more personalised approach, and we always consider all behaviour, and our response to it, in the context of safeguarding.

There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons. This may include:

- to comfort a child or young person in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- to direct a child or young person;
- for curricular reasons (*for example in PE, Music, Drama etc*);
- in an emergency, to avert danger to the child, young person or others;

The guidance produced by the Department for Education [Use of Reasonable Force \(DfE, 2013\)](#) states that:



*“Schools **should not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a child or young person or prevent them taking action needed to prevent a child or young person causing harm.”*

The terms ‘reasonable force’ and ‘restrictive physical intervention’ (RPI) cover a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 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 (see Section 3) and recognises that, where intervention is required, it should always be considered in a safeguarding context.

15. Whistleblowing

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

All members of staff and the wider school community should raise concerns about poor or unsafe practice and feel confident that any concern will be taken seriously by the SLT. As such, staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school’s Code of Conduct Policy and Whistleblowing Policy.

We want everyone to feel able to report any child protection/safeguarding concerns. However, for any member of staff, who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the [NSPCC whistleblowing helpline](https://www.nspcc.org.uk/08000280285) on: 0800 028 0285 (line is available from 08:00 to 20:00, Monday to Friday) or by email at: help@nspcc.org.uk.

Parents/carers, 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



Appendix A: The Cornelius Vermuyden School's Safeguarding Procedures. *Our policies and procedures for dealing with safeguarding concerns follow those set out in statutory guidance in the Keeping Children Safe in Education document issued by the DfE. It provides us with a framework and guideline on how to deal with concerns efficiently and effectively. Below outlines the school's procedure when a safeguarding concern is raised.*

SOMEONE HAS A CONCERN ABOUT A CHILD

This is logged onto an electronic system called My Concern. If the person reporting the concern is concerned that the child is at immediate risk, this is reported to the DSL or a DDSL. If they are not available, then this should still be logged on My Concern and the HT informed or call the C&F hub on 0345 603 7627

FACT FINDING AND GATHERING INFORMATION

Typical tasks may involve collecting of student statements, checking the main school file for the student, and checking for previous intervention.

RECOMMENDED ACTIONS

- Immediate support for students, as required;
- Phone call home/school-based meeting with DSL or DDSL;
- Safeguarding log is updated, filed and monitored.

OR DSL MAKES CALL TO GAIN ADVICE

DSL seeks advice from external agencies, i.e. 101 or The Children and Families Hub

Options will then include, but are not limited to:

- Managing any support for the child internally via the school's own pastoral support procedures i.e. triangulation of case at weekly BAISS meeting;
 - Undertaking an early help assessment; OR
- Making a referral to statutory services as the child might be in need, is suffering from, or is likely to suffer from harm.

SAFEGUARDING TEAM



Karen Brady
DDSL



Mike Sweeney
Assistant
Headteacher
Designated
Safeguarding Lead



Jayme Goodger
Mental Health Lead
DDSL



Nadia Ounzain
Deputy
Headteacher
DDSL



Jonathan Hibben
Assistant
Headteacher
DDSL (Year 11)



Maria Sully
Assistant
Headteacher
DDSL (Year 8)



Lauren Mayhew
DDSL



Robert Neville
DDSL (Year 10)



Peter Thompson
DDSL (Year 9)



Michelle Main
DDSL



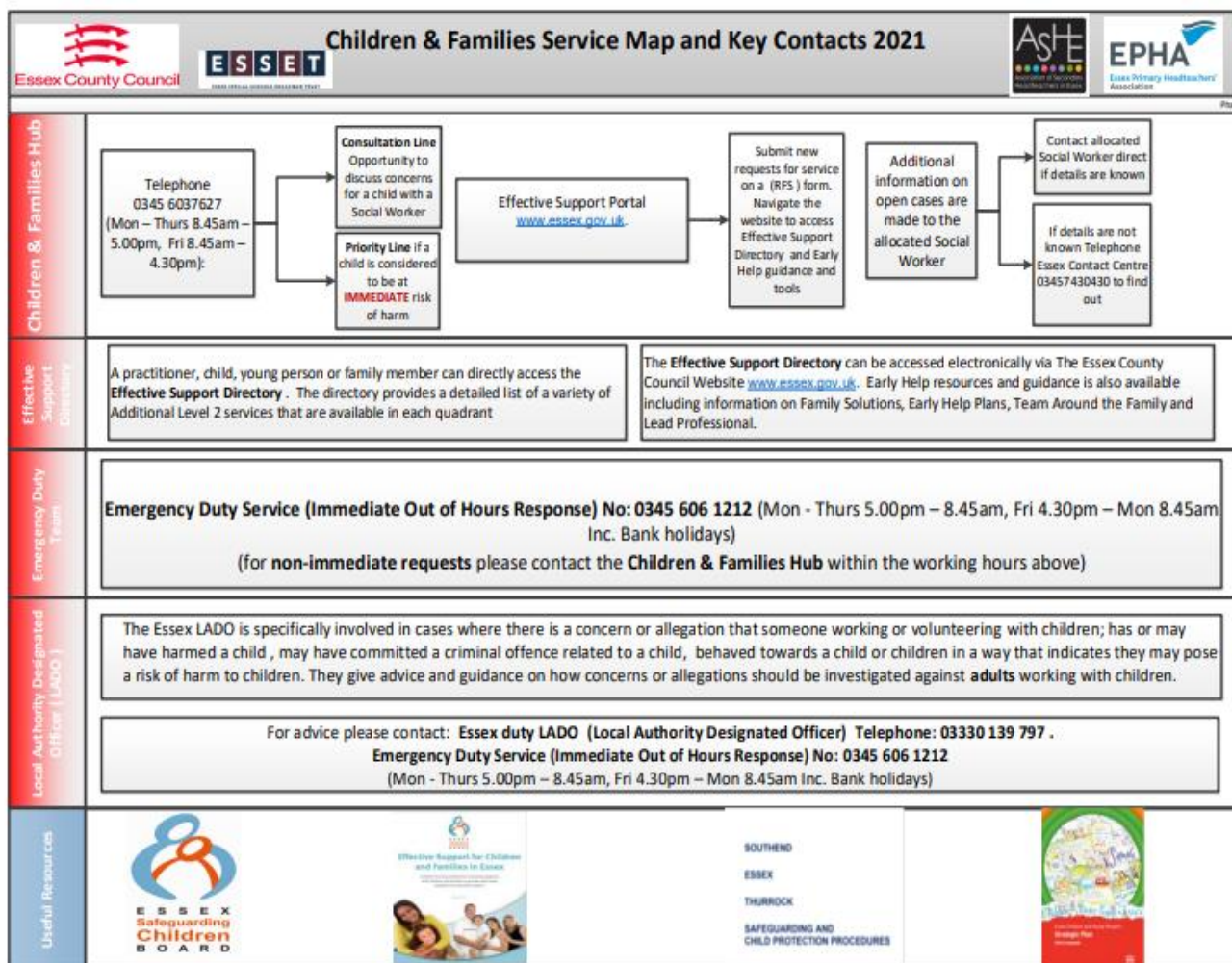
Laura Benstead
DDSL

THE SAFEGUARDING TEAM CAN BE RECOGNISED BY THOSE WEARING A YELLOW LANYARD

Any allegations regarding a member of staff (Low- or High-Level) must be reported directly to the HT. In their absence, contact the Chair of Trustees or the LADO on 03330 139 797. If the complaint is about the Headteacher, please contact the Chair of Trustees.

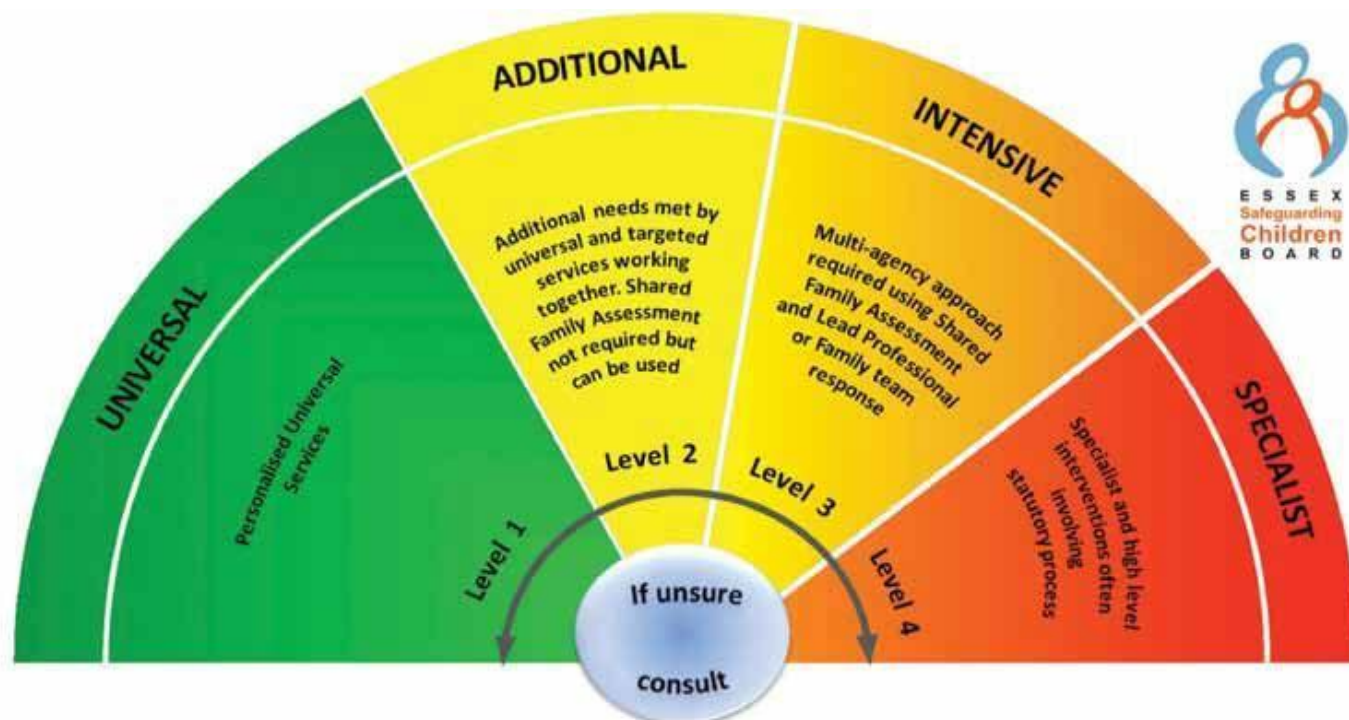


Appendix B: Children and Families Service Map and Key Contacts





Appendix C: Essex Windscreen of Need and Levels of Intervention



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs.

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and coordinate work alongside the child and family.

For children, whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure that they receive all the support that they require. Examples of intensive services are children's mental health services and Family Solutions.

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.



Appendix D – Children’s Single Point of Contact Request (C-SPOC) for Service Guidance and Notes

This form is to be used to make a referral about a child, or family for either Supporting Families or Children’s Social Care Services.

The C-SPOC Request for Service form should be completed when child/ren and their family may benefit from accessing more support than can be accessed via Universal Services at Level 1 or Early Help at Level 2 (see threshold document). We will ask you to send supporting information about the services/interventions already offered and why this has not met the child/ family’s needs.

Where you have safeguarding concerns for a child, please consider the following:

- Is the child at immediate risk of serious harm or injury? If so, call 999 and ask for the Police.
- If you have an urgent safeguarding concern, please contact us by telephone (01702 215007 option 1) immediately, do not wait to send the form.
- All telephone referrals should be followed up in writing immediately by the completion of this form. If your referral is a request for Children with Disability Assessment, please ensure that the EHCP plan is attached to avoid further delays.

Supporting Families services can be considered in the following areas:

• Getting a Good Education	• Children are safe from abuse and exploitation
• Good Early Years Development	• Children are safe from domestic abuse
• Physical and Emotional Health Concerns	• Secure housing and financial security
• Improved Family Relationships	• Preventing and tackling crime

Which service are you requesting?

Family Support requests will require Appendix A to be completed (*see below*).

Name of service	Please Select
Children’s Social Care	<input type="checkbox"/> Yes
Intensive Supporting Families	<input type="checkbox"/> Yes
Parenting Programmes	<input type="checkbox"/> Yes
Adolescent Intervention Prevention Team (Level 3)	<input type="checkbox"/> Yes

- All C-SPOC Requests for Service for Supporting Families will be reviewed within 48 hours.
- All C-SPOC Requests for Service for Social Care indicating safeguarding issues will be reviewed within 24 hours.
- All C-SPOC contacts, which are not correctly completed, will be returned to the referrer to be updated and resubmitted.

You will be informed of the outcome of your referral.



The completed form should clearly indicate which service you are requesting (Supporting Families or Safeguarding) and then be emailed to: C-SPOC@southend.gov.uk

Informing the family about your referral

CONSENT: Agencies, which are making enquiries and/or making referrals about a child(ren) should inform the parents/carers or those with parental responsibility that they are making a request for service to Children Services, unless to do so would mean that the child or young person is at greater risk of suffering harm.

- You **should** inform the family that you have made a request for service and that we may contact them.
- You **should not** inform the family if it could endanger the child or prejudice a criminal investigation.
- You **should** understand the views of the family regarding the request for service unless this could endanger the child or prejudice a criminal investigation.

Please complete:

Have you informed the child, parent or carer that you have made a request for service to Children Services?	<input type="checkbox"/> Yes , I have informed the child <input type="checkbox"/> Yes , I have informed the parent/carers .
What are the family's views on this request for support? Include if family members agree or disagree with this request and the reasons why.	
If any family member has not agreed to the request for service being made, what is the reason?	
If you have not discussed this request for service with the parent/carers (or child), please state why?	

Date of request for service:	Enter a date.
-------------------------------------	---------------

Referring agency details:

Name of Referrer/ Lead Professional:		Job Title:	
Agency:		Address:	
Tel/Mobile:		Email:	

Has the request for service been discussed with your agency safeguarding lead?

<input type="radio"/> Yes	<input checked="" type="radio"/> No
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(SAFEGUARDING REFERRAL ONLY AND PLEASE DO NOT DELAY MAKING A REFERRAL)

Name of Lead: (MASH only)	
Email/Phone:	

Family composition and details

Include all those living in the family home				
Child's name	DOB	Education Provision	Gender	Ethnic origin
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.
Parents/Carers Name	DOB	Relationship to Child	Parental Responsibility?	Ethnic origin
				Choose an item.
				Choose an item.
				Choose an item.
Family Address (including postcode)				
Email Address				
Phone Number(s) <i>(please list all numbers and whose number it is.)</i>				

Details of any significant people not living in family home		
Name	Relationship	Address <i>(including postcode)</i>
Further information about the family		
Child's first language		Parent's first language <i>Is an interpreter required?</i> <i>If so, what language is preferred?</i>



Family Immigration Status			
Religion			
Details of any disability in the family			
Do any of the children have a caring responsibility?	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
Please list all children with caring responsibilities			
Has community-based support been explored?	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
Please list community support explored			
Where there is a concern about neglect, has a Graded Care Profile 2 been completed?	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
If 'Yes', please send a copy with this referral			
Have any Early Help, Team around the Family (TAF) meetings been held and, if so, please attach a copy of the plan and outcomes.			

Assessment Information

What are you worried about?

What is the history/sequence of events that has led to your request? What further document(s) or agency chronology could you submit? Is there actual harm? What action is causing the harm? What is the factual information and evidence base specific to your concern?

What are the future risks for this child(ren)/family should this concern not be addressed? What are the complicating factors for this child(ren) and/or family that make the concerns more difficult to deal with? What are the views of the child(ren), or their family?

For Children With Disabilities (CWD) referrals, please outline the concerns including details of impact at home and in school? Please attach any relevant reports or plans.

What is going well for this family and what resources/services are already in place?

What is going well? Who is providing support to the family, (family, friends, professionals) and what does this support look like? What are the views of the child(ren), and/or their family?

What needs to change to make things better/safer for this child(ren)?

How can professionals working with the family, extended family members and their wider community support change? What does the family think would support them to reduce these concerns and what are they most worried about? What do you think would help to reduce the concerns and risks to this child(ren), family?



Privacy Statement – how we will handle the information you share.

You are making a request for service to a multi-agency single point of contact, we may share information in this form with our partners including the Police, to ensure that we provide the right service to the child or family. We do this in accordance with our statutory duties under the Children's Act 2004. We will handle the information that you have provided in line with the provisions and requirements of the General Data Protection Regulation and the Data Protection Act 2018. We hold all personal information in confidence with only the necessary people able to see or use it. Full details on how Southend City processes information is available at www.southend.gov.uk/privacynotice

Appendix 1

If the referral is for Family Support - areas of need **MUST** be fully completed with detail:

What would the family like support with:			
Getting a good education			
Need to be addressed	Is support needed in this area?	Person who needs this support	Details of support needed - If 'Yes' has been selected, you must complete this section fully
School attendance (ED1/2)?	Yes No		
Engagement with education (<i>motivation, behaviour, suitability of home education, NEET etc.</i>) (ED3)?	Yes No		
SEN needs not being met (ED4)?	Yes No		
Good Early Years Development			
Expectant or new parent who needs support (EY1)?	Yes No		
Child (0-5) physical health needs not met (e.g., immunisations not up-to-date, concerning accidental injuries, dental hygiene) (EY2)?	Yes No		
Child's (0-5) developmental needs not being met (<i>e.g., communication skills/speech and</i>	Yes No		



<i>language, problem-solving, school readiness, personal, social and emotional development)</i> (EY3)?			
Mental and Physical Health			
Young person/child needs support with their mental health (MH1/2)?	Yes No		
Adult needs support with their mental health (MH3/4)?	Yes No		
Adult or child that needs support with learning disabilities and/or a physical health condition that affects the family (MH5)?	Yes No		
Substance Misuse			
Adult that has a drug or alcohol problem (SM1)?	Yes No		
Child/young person that has a drug or alcohol problem (SM2)?	Yes No		
Family Relationships			
Parenting support required (FR1)?	Yes No		
Parental conflict (FR2)?	Yes No		
Child/young person violent or abusive in the home (FR3)?	Yes No		
Unsupported young carer (FR4)?	Yes No		
Abuse and exploitation			
Emotional, physical, sexual abuse or neglect, historic or current, within the household (CS1)?	Yes No		
Young person/child going missing from home (CS2)?	Yes No		
Young person/child at risk or experiencing sexual exploitation (CS3)?	Yes No		



Young person/child at risk or experiencing criminal exploitation (CS4)?	Yes	No		
Child experiencing harm outside of the family (e.g. child-on-child abuse, bullying, online harassment, sexual harassment/offences) (CS5)?	Yes	No		
Young person identified as at risk of, or being affected by radicalisation (CS6)?	Yes	No		
Tackling Crime				
Adult over 18 involved in crime or ASB (<i>at least one offence/arrest in the last 12 months</i>) (CR1)?	Yes	No		
Person under the age of 18 at risk of criminal behaviour (<i>gangs, carrying weapons etc.</i>) (CR2)?	Yes	No		
Person under the age of 18 involved in crime (<i>at least one offence/arrest in the last 12 months</i>) (CR2)?	Yes	No		
Safe from Domestic Abuse				
Family affected by domestic abuse or inter-personal violence – current or historic (DA1)?	Yes	No		
Adult in the family is a perpetrator of domestic abuse (DA2)?	Yes	No		
Child affected currently or historically by domestic abuse (DA3)?	Yes	No		
Secure Housing				
Family in LA temporary housing that is at risk of losing their home (SH1)?	Yes	No		



Family not in suitable housing/threatened with eviction/risk of homelessness (SH2)?	Yes	No		
Young people aged 16/17 at risk of or have been excluded from the family home (SH3)?	Yes	No		
Financial Stability				
Adult in the family is workless (FS0.5)?	Yes	No		
Family requires support with finances or has unmanageable debt (FS1)?	Yes	No		
Young person (16-18 years old) who is NEET (FS2)?	Yes	No		



Appendix E: Essex Missing Child Protocol

Children who go Missing/Children Missing Education (CME), including Essex procedures and statutory guidance. All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedures. Sometimes children go missing from educational settings; when this occurs, it is important that action is taken quickly to address this, and in line with local procedures.

Educational settings should consider missing episodes like any other child protection concern and take action, as appropriate, for example, by contacting parents/carers, the Children & Families Hub consultation line, and, in an emergency, the priority line or the Police. It may be appropriate to use the Early Help Procedures (including holding a Team Around the Family meeting) to address the issues and prevent escalation. Advice should be sought, and concerns should be escalated if there is no improvement. Where children missing frequently are open to Children's Social Care, a Missing Prevention Plan may be in place. Where this is the case, the educational setting may be set actions as part of the Missing Prevention Plan and should receive a copy if consent has been provided.

Children missing from home or care.

Children, who have gone missing, must be reported to the Police. The parent/carer should take all reasonable steps to secure the safe and speedy return of the child based on their own knowledge of the child and, where relevant, the information in the child's placement plan. If there is a suspected risk of harm to the child, then the parent/carer/s should liaise immediately with the Police. If a parent/carer reports to the school that their child is missing at the point that they are due to attend school, parents/carers should be encouraged to report this themselves in the first instance, describing what they were last wearing and the circumstances that led up to the missing episode. Schools will, however, report concerns if the parent/carer has not done so.

Arrangements for children who go missing during the school day.

When a child goes missing from school.

When it is suspected that a child is missing from an educational setting, this must be addressed immediately. Active steps to locate the child should be taken, for example, searching the premises and surrounding areas, contacting the child by phone, text and social media, and contacting their parents/carers. If none of these actions locate the child, they must be reported missing to the Police by dialling 101, **or 999 if there is a belief that the child is immediately suffering significant harm**. It is important that the Police are informed of any checks already completed as it may save time and prevent duplication of tasks set by the Police to locate a child.



Staff at the educational setting must inform the child's parents/carers that the child has been reported missing. Where there is a Social Worker allocated to the child, they should also be informed. After a child has been reported missing, any further information should be communicated to the Police by telephoning 101 and quoting the incident number that the Police would have provided following the initial report. Further information must be passed to the Police as soon as possible, as officers will continue to search for the child until informed of their return.

When the child is found

If the child is found by educational setting staff, or if the child returns to the premises of their own accord, the Police must be notified immediately by dialling 101 or 999 if the matter is an emergency. It is important that this action is prioritised, as the child will remain classified as a missing person until seen by the Police.

Essex Police/Social Care response

On receiving a report of a missing child, Essex Police will classify the child as missing and will respond based on the level of risk involved.

Essex Police will conduct a vulnerability interview for all children, who have been missing and have returned. It may be that the child refuses to engage or speak with Police. On these occasions, the parents/carers can assist by reporting to officers their observations on the child's return, e.g. did the child shower, have gifts, appear unwell or under the influence of any substance etc.? The setting may also be able to contribute to this process and should provide the Police with any relevant information or observations.

Contact should be made by the Local Authority with the child within 72 hours of them returning from missing, to arrange an Independent Return Home Interview in a neutral place where they feel safe. Appropriate social care authorities should ensure that a return interview is offered. The Independent Return Home Interview is an in-depth conversation and should be carried out by an independent professional (e.g. a social worker, teacher, health professional or police officer, who does not usually work with the child, is not involved in their care and is trained to carry out these interviews)

Children Missing Education (CME) All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. CME are children of compulsory school age, who are not registered students at a school and are not receiving suitable education otherwise than at a school. The CME category also includes those children/young people who are on roll at a school, but cease to attend and where contact cannot be made with the family/emergency contacts to establish the student's whereabouts/reasons for absence. CME are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

This overview of the Essex documentation 'Education Compliance: Policy and Practice Guidance in respect of Children Missing Education (CME)' seeks to set out the processes and protocols that are in place across Essex to safeguard our children and young people's right to an efficient, full-time education. This document should be read in conjunction with the guidance at the end of **Appendix E**.

Referring a student who appears to have gone missing from education

Schools are required to inform the Local Authority of the details of students, who have been absent from school for ten continuous school days and where contact cannot be made with the parent/carers to establish



the reason for the absence and the absence has not been reported. In Essex, schools are required to notify the Local Authority, via the [Missing Pupil Checklist](#), of any child falling into one of the following categories:

- A student has gone missing and no contact can be made with their parent/carer to establish the reason for absence;
- A student has ceased to attend the school and the forwarding address of the family is not known;
- A student has not returned from holiday within ten school days of their expected date of return;
- A student fails to take up their place at the start of the academic year and the whereabouts of the child/young person is unknown.

Students deemed at high risk

If a student is missing from school and the child is subject to a child in need/child protection plan or is a looked after child, the school must notify their social worker within the first 24 hours of the unauthorised absence, where contact cannot be made with the family home. Please note that CME/EHE Investigation Officers have no rights of entry into homes/right to see the child and it is not their role to investigate safeguarding/welfare concerns that may be held in relation to the child/ren within a family. Where it is suspected or known that a student is at potential risk of harm, or where the school has information or reason to suspect that the student has been the victim of criminal activity or is at risk of Child Sexual Exploitation, the school should:

- Notify the Children and Families Hub and/or Police without delay; and
- Make a referral to the Education Compliance team as soon as possible afterwards.
- If you hold any safeguarding concerns regarding a risk to the child, e.g. forced marriage, radicalisation, female genital mutilation, etc. such concerns should be referred to the Children and Families Hub without delay, via this [link](#).

Contact details for the Education Compliance team

If you would like to make contact with the Education Compliance team, please find relevant email contact details below, or alternatively, you may wish to call our team line on 03330 322 962 or email the team at cme@essex.gov.uk

Anita Patel-Lingam – Statutory Education Compliance Manager - anita.patel-lingam@essex.gov.uk

Manda Briggs – CME/EHE Investigator (South) – manda.briggs@essex.gov.uk

This document should be read in conjunction with the Southend, Essex and Thurrock Child Protection Procedures (SET Procedures), as well as the relevant DfE guidance below:

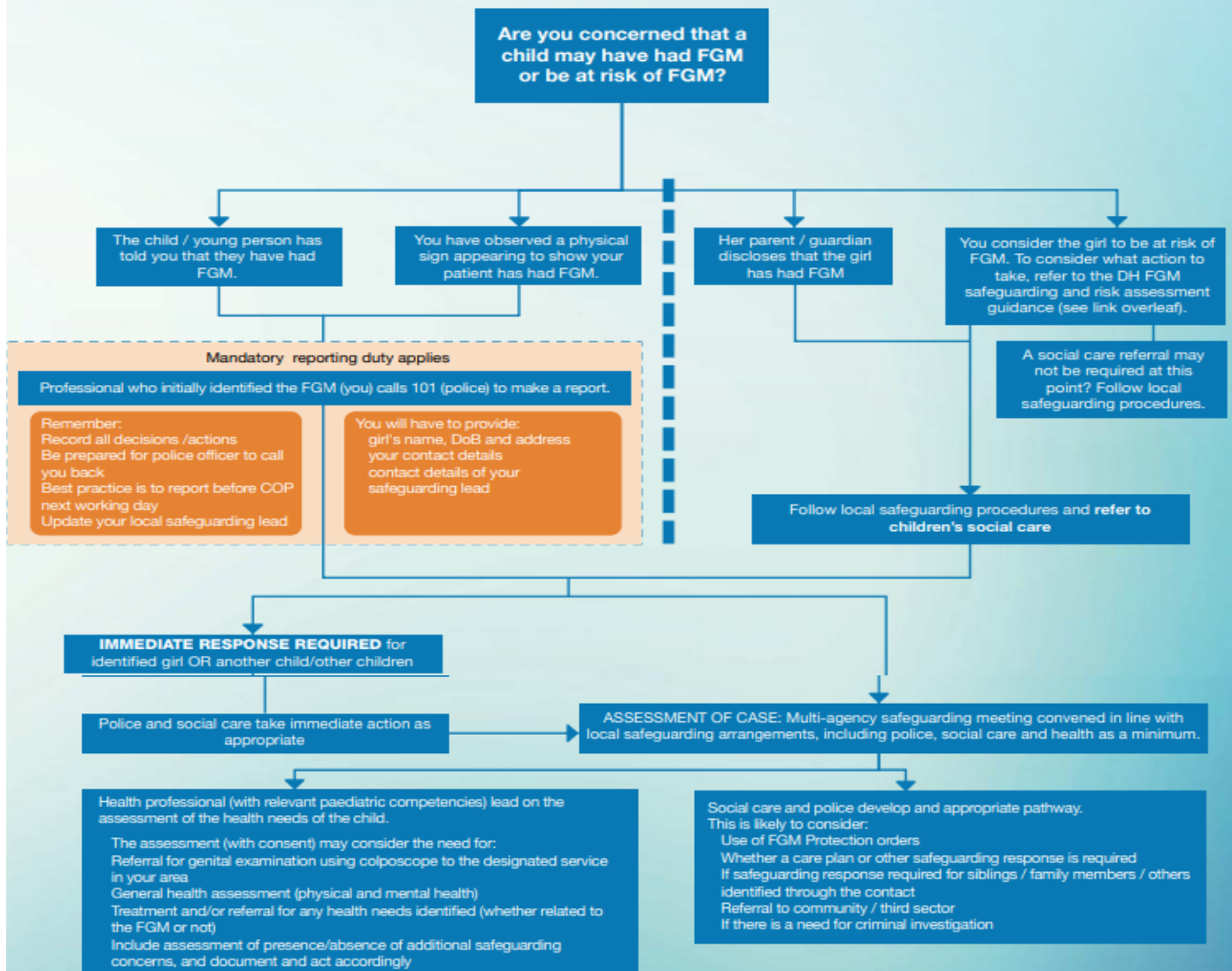
- Essex Safeguarding Children Board – for the SET Procedures and other resources;
- Statutory guidance on children, who run away or go missing from home or care (publishing.service.gov.uk);
- Child Missing Education Policy and Practice Guidance (ECC April 2023);
- Children Missing in Education (DfE, 2016);
- [Working_Together_to_Safeguard_Children](#).



Appendix F – FGM Mandatory Reporting Duty

Female Genital Mutilation (FGM)

Mandatory reporting duty



If a girl appears to have been recently cut or you believe she is at imminent risk, act immediately – this may include phoning 999.

REMEMBER: Mandatory reporting is only one part of safeguarding against FGM and other abuse. **Always ask your local safeguarding lead if in doubt.**



Appendix G – Risk and Needs Assessment Proforma

Risk and Needs Assessment

What has prompted the risk assessment?

Student Details

Student Name:			
Date of Birth:		Year Group:	
Completed by:		Completed on:	
Agreed on:			

Assessment, Mitigations of Risks and Review

Description/Assessment of harm (Context/Potential or actual/Effect)	Risk (Low, Medium, High)	Harm Reduction/Prevention (Interventions and responses)

Review Date:	
Does the risk assessment need to continue?	
Are there any additions/alternations to the plan? If 'YES', list them here:	

Communication of Risk Assessment

This risk assessment will be shared with:	
Date:	

Parent(s)/Carer(s) Agreement

Parent Name 1:		Signature 1:	
Parent Name 2:		Signature 2:	
Date:			

Student Agreement

Student Name 1:		Signature 1:	
Student Name 2:		Signature 2:	



Date:	
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School Agreement

Name:		Position:	
Signature:		Date:	

DSL Agreement

Name:		Position:	Designated Safeguarding Lead
Signature:		Date:	

All risk assessments must have been approved by a DSL, with original signed paperwork kept with the Safeguarding Team.

For reference only - risks to consider

Behaviour or Risk
<i>Absconding/going missing</i>
<i>Bullying (victim or perpetrator)</i>
<i>Carrying/use of weaponry</i>
<i>Damage to property</i>
<i>Decline/damage to mental health</i>
<i>Domestic abuse</i>
<i>Eating disorder</i>
<i>Engaging in criminal activity</i>
<i>FGM</i>
<i>Gang involvement</i>
<i>Impulsive/dangerous behaviour</i>
<i>Lack of home supervision</i>
<i>Medical needs</i>
<i>Neglect e.g. hunger/hygiene</i>
<i>Prejudicial discrimination</i>
<i>Child-on-child abuse</i>
<i>Physical abuse</i>
<i>Risk of Child Sexual Exploitation</i>
<i>Risk of radicalisation</i>
<i>Self-harm</i>
<i>Substance/alcohol misuse</i>
<i>Suicide</i>
<i>Verbally abusive behaviour</i>
<i>Victim of criminal exploitation</i>
<i>Violent/aggressive behaviour</i>
<i>Witness to violent behaviour</i>



Appendix H: Visitors reporting a concern, or when My Concern is having technical issues

CHILD PROTECTION RECORD – Report of a Concern
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Date of record:	
Date of incident:	

Name of referrer:		Role of referrer:	
Child name:		Year Group/Class:	
Details of concern:	<ul style="list-style-type: none"> • <i>use body map if appropriate (with advice of Designated Safeguarding Lead);</i> • <i>use initials for other children/young people involved, unless there is a specific need to name them in full;</i> • <i>contemporaneous notes, if taken, may be attached to this form.</i> 		
Reported to:		Role of person reported to:	
Signed:			

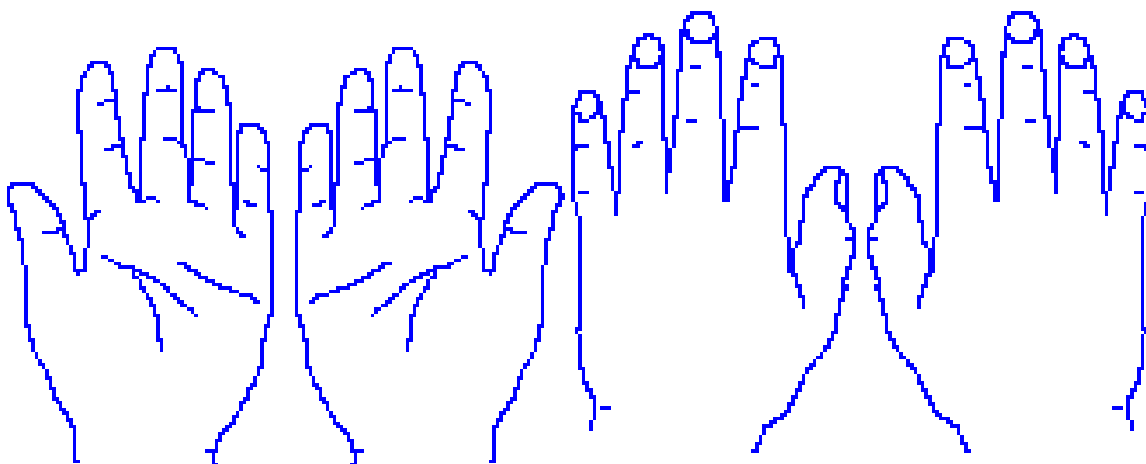
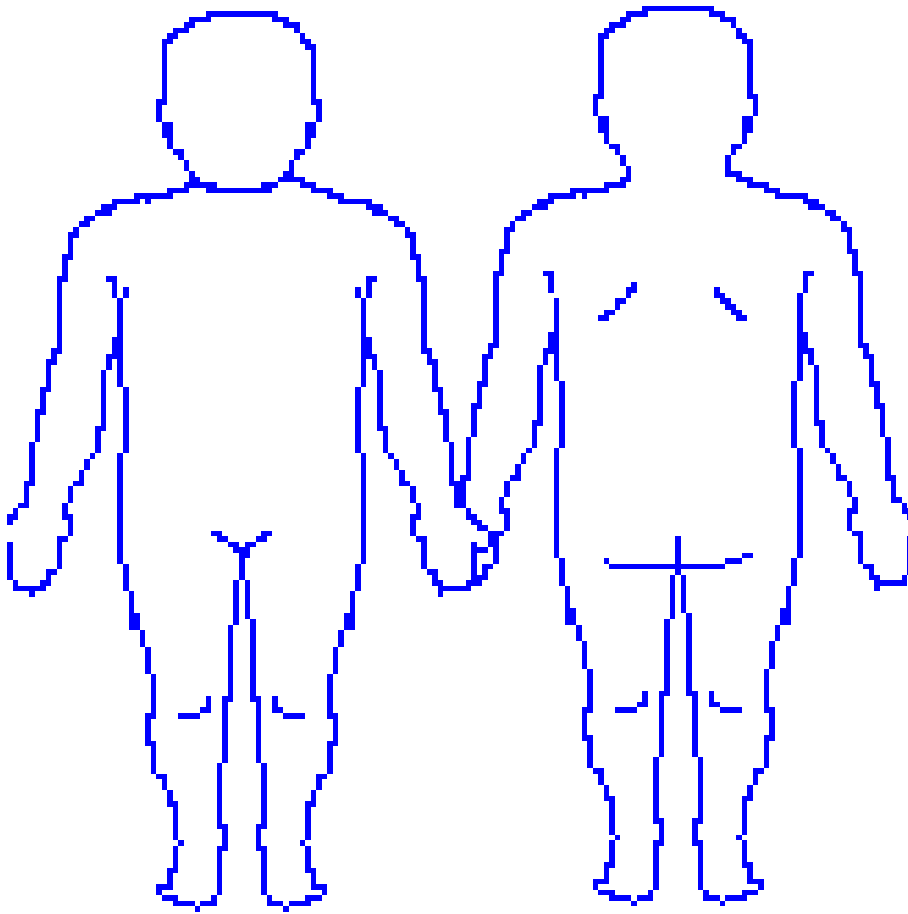
Action taken:		Advice sought:	
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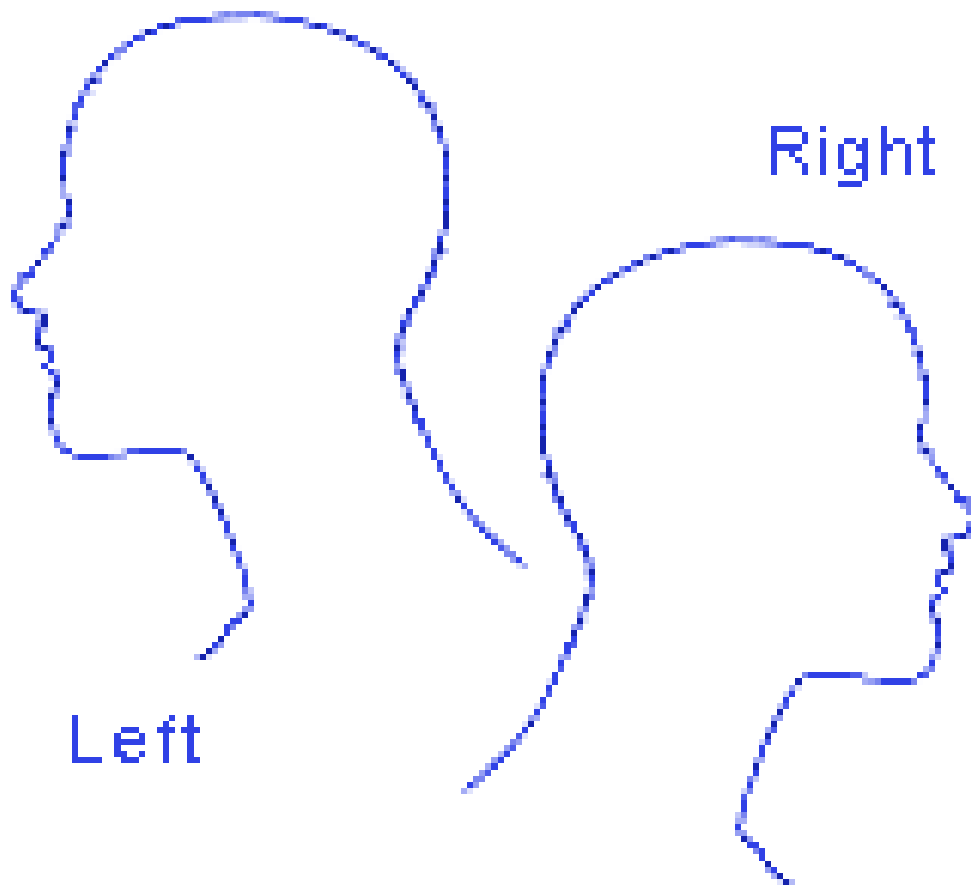


		<i>(from whom and what was advice given)</i>	
Concern/referral discussed with parent/carer?		<i>If not, state reasons why – if yes, note discussion with parent/carer</i>	
Referral made:		<i>If not, state reasons why – if yes, record to whom and any action agreed</i>	
Feedback to referring member of staff:			<i>By whom</i>
Response to/action taken with student:			<i>By whom</i>
Name and contact number of key workers:			
Name and contact details of GP:			
Other notes/information/concerns:			
Any other action required:			



Body Map (to be completed with DSL or DDSL)





Colour Key

Black	Bruising
Green	Swelling and inflammation
Red	Burns
Yellow	Cuts and/or grazes
Pink	Marks (anything else)
Blue	Pain



Appendix J: Essex CHANNEL PREVENT Flow Chart

SET Prevent Policy and Guidance

Responding to PREVENT concerns at The Cornelius Vermuyden School

If you have a concern that a child at The Cornelius Vermuyden School is at risk of radicalisation or extremism, or if you feel that a child is at risk of (or subject to) harm because of these issues, speak to the DSL immediately and then follow this up with a report on MyConcern.

The DSL should then contact the Children and Families Hub in the first instance – as for any other safeguarding concern.

The Children and Families Hub may advise the setting to make a PREVENT referral using the referral form found on [Essex Infolinks page](#). Individuals, who have been referred to PREVENT, will be considered at the next Channel Panel meeting where the panel will decide whether to adopt the case. For support completing a PREVENT referral form, the DfE has produced guidance on making a referral to Prevent, which is also found on the above Essex Infolinks page.

For advice and guidance on PREVENT concerns, settings are able to contact the Essex Police Prevent Team. They can also call the national Police Prevent advice line 0800 011 3764, in confidence, to share their concerns with specially trained officers. Alternatively, the Department for Education has a counter-extremism helpline. You can call them for advice on 020 7340 7264 between 09:00 and 17:00, Monday to Friday (excluding bank holidays).

