



# MALDON COURT

PREPARATORY SCHOOL

## **7a SAFEGUARDING Child Protection Policy**

This Policy applies to all pupils at Maldon Court Preparatory School including those in EYFS  
September 2023

Reviewed by Mrs E Mason and Mrs L Guest

Approved by Board of Visitors September 2023

This policy will be reviewed continuously in accordance with government and county  
updates.

To be reviewed September 2024 or as per ISI/ DfE guidance

### Safeguarding – School Contact Numbers

<b>Name of the School:</b>	Maldon Court Preparatory School
<b>Location</b>	Silver Street Maldon, Essex
<b>Principal</b>	Mrs Loraine Guest B.Ed. (Hons) Proprietor (Oversight of safeguarding)
<b>Board of Visitor</b>	Mrs Bridget Harris
<b>Headteacher</b>	Mrs Elaine Mason
<b>Child Safeguarding Team</b> <i>Including COVID Arrangements</i>  The persons listed will ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities for child protection	Mrs Elaine Mason (Lead DSL including LAC and Prevent) Mrs Katharine Abrehart (Deputy DSL) Mrs Kim Callaghan – (DSL Early Years)  Contactable via the School Office on 01621 853529 7.30am – 6:00pm Monday - Friday Out of Hours - 6pm – 7.30am DSL – 07970 638997

### Safeguarding – Specialist Contact Numbers: Request for Support

<b>Essex Safeguarding Children Board</b>	0345 603 7627 – Option 2 8.45am - 5pm Monday to Thursday 8.45 am - 4.30pm Friday
<b>Local Safeguarding Advisor: Jo Barclay</b>	<a href="mailto:jo.barclay@essex.gov.uk">jo.barclay@essex.gov.uk</a>
<b>Children at Risk Essex Effective Support Portal</b>	<a href="https://socialcareportal.essex.gov.uk/s4s/FormDetails/FillForm?formId=1">Support Portal</a> <a href="https://socialcareportal.essex.gov.uk/s4s/FormDetails/FillForm?formId=1">https://socialcareportal.essex.gov.uk/s4s/FormDetails/FillForm?formId=1</a>
<b>Children in Need</b>	<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>  0808 800 500
<b>Out of Hours (Mon- Thurs 5.00pm – 8.45am Fri – Mon 4.30pm – 8.45am)</b>	0345 606 1212 <a href="#">Report a concern about a child</a>
<b>Local Authority Designated Officer (LADO):</b>	03330 139 797
<b>Maldon Social Services</b>	0845 603 7630 <a href="#">The Essex County Council</a>
<b>Police Central Referral Unit (FGM concerns)</b>	101 0800 555 111 – Crimestoppers (anonymous)
<b>Police – Prevent (extremism)</b>	101: 0207 340 7264: staff advice <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>

## School Aims

- Children develop a love of learning and come to appreciate the value of their talents and life experiences.
- Children flourish and become enthusiastic and independent learners reaching their full potential through a stimulating, broad curriculum and rich variety of experiences beyond the curriculum.
- Children embrace the traditional values of Kindness, Respect and Courtesy, becoming responsible, independent caring individuals.
- Children are confident happy individuals who are well prepared for their next step in education. This includes: 11+, scholarships and entrance to schools with Specialist Status.
- Children develop the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with disabilities, sexual orientation, different faiths and beliefs: both in the local and wider community.

## Statement of Intent

Maldon Court Preparatory School takes seriously its responsibility to protect, safeguard and promote the welfare of children in its care and is committed to acting in the best interests of the child at all times. Section 157 of the Education Act 2002 for Independent Schools places statutory responsibility on the Proprietor to have policies in place that safeguard and promote the welfare of children who are pupils at this school. They will ensure that they comply with their duties under legislation and will have due regard to KCSIE (Sept 2023), Working Together 2018 and Prevent 2015. Including having policies, procedures and training that always complies with the law. The proprietors of Maldon Court Preparatory School have also appointed a Board of Visitors one of whom is completely independent of the running of the school and who is on the Child Protection team and kept abreast of all safeguarding issues, approves the policy annually or when any changes occur.

At Maldon Court Preparatory School every step is taken to safeguard children and to give them an environment which is secure and in which they can thrive and develop. All systems, processes and policies operate with the best interest of the child at the heart of all we do and is enshrined in our ethos. The school's Child Safeguarding Policies set out procedures for staff identifying concerns to refer to the appropriate Child Safeguarding Officer or Agency. The school takes its responsibility to work together with key agencies extremely seriously and will refer any concerns immediately.

Everyone who comes into contact with children at this school has a duty to safeguard them. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. It is of the utmost importance therefore that all staff feel able to raise concerns, including questioning the practice of safeguarding issues within the school, as stated in the school's whistle-blowing policy.

The school differentiates between safeguarding children who have suffered or are likely to suffer significant harm and those who need additional support from one or more agencies as referenced in the 'Essex Effective Support Windscreen' and the guidance given in 'Effective

Support for Children and Families in Essex'. The Children Act 1989 introduced significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. The following factors should be considered when assessing risks to a child. This is not an exhaustive list.

- An unexplained delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function
- Incompatible explanations offered or several different explanations given for a child's illness or injury
- A child reacting in a way that is inappropriate to his/her age or development
- Reluctance to give information or failure to mention previous known injuries
- Frequent attendances at Accident and Emergency Departments or use of different doctors and Accident and Emergency Departments
- Frequent presentation of minor injuries (which if ignored could lead to a more serious injury)
- Unrealistic expectations/constant complaints about the child
- Alcohol misuse or other substance misuse
- A parent request to remove a child from home or indication of difficulties in coping with the child
- Domestic violence
- Parental mental ill health
- The age of the child and the pressures of caring for a number of children in one household
- Preventing impairment of children's mental and physical health or development
- Looked after or previously looked after children
- Children who have a social worker

Significant harm is defined as the ill treatment or impairment of health and development. Some children, either because of their own additional needs or because of less advantageous circumstances (e.g parental dependence on alcohol, drugs etc) get additional support to help them in difficult circumstances. Children whose needs are intensive receive a co-ordinated multi disciplinary approach where everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Our school works closely to ensure that all needs are met. The Essex effective support introduced in April 2018 aims to provide early help and targeted specialist support.

The Safeguarding policy can be accessed on the school website **MUST** be read in conjunction with the following policy and guidance at induction and when a policy has been updated.

- Keeping Children Safe in Education (DfE, 2023) Part I and Annex A
- School Behaviour Policy.
- Staff Code of Conduct policy
- Low Level Concerns Policy
- Whistleblowing policy
- Children absent from education
- E-Safety policy and Acceptable use of Technology agreement
- Prevent 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 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

When a child joins Maldon Court from another school, a letter will be sent to the previous school asking for any child safeguarding records to be forwarded immediately. A copy of the request is held in the child's file.

Any deficiencies or weaknesses in the school's Child Safeguarding arrangements will be remedied without delay.

### **School Ethos**

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

- Create a culture of vigilance where our pupils grow up in circumstances consistent with safe and effective care and take action to enable children to have the best outcomes.
- Establish and maintain an environment where pupils feel safe and secure (as stated in our Anti Bullying policy) and are encouraged to talk and are listened to. Pastoral care is paramount and all pupils are made aware of continued support throughout their time in school. They know that there are adults within the school that they can approach at any time if they are in difficulty or have worries inside school or at home.
- Children are taught through our PSHEE/ RSE lessons that child on child abuse will not be tolerated and what they should do if it does happen.
- Prevent impairment of children's health or development by ensuring that pupils receive the right help at the right time to address risks and prevent issues escalating.
- The proprietors will ensure that appropriate filters and monitoring systems are in place in ICT equipment being mindful that 'overblocking' does not lead to unreasonable restrictions as to what they can be taught with regards to online teaching and safeguarding.
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law and individual liberty. (as stated in Curriculum Policy)
- Protect children from harm and ensure that they promote the school aims with regard to kindness, courtesy and respect for others and show tolerance and understanding of others from all races, religions (or none), disability and sexual orientation as in aims of the school.
- Children are taught how to keep themselves and others safe as part of a broad and balanced curriculum through; Assemblies, PSHEE, RSE and the RE curriculum that is integrated into the ethos of the school.

- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, where possible, open and honest effective working relationships will be made with parents and colleagues from partner agencies. (Parents Handbook, website and advice meetings)
- Keep up to date and informed in all matters relating to the Safeguarding of children in our care. Two dedicated websites linked to preventing Radicalisation are: 'Let's talk about it' and Educate against Hate.' Also refer to Essex Schools info link.
- E-Safety is an important part of the curriculum (see the E-Safety/Internet policy regarding teaching) and parents are also invited into school for information meetings on this subject (as per Teaching and Learning Policy and E-Safety/Internet policy)

### **Statutory Framework: Responsibilities of the Proprietors**

The proprietors will ensure that they comply with the duties under their legal obligations. They will have regard to the guidance of Keeping Children Safe in Education (2023) and The Education Act 2002 (Section 157 for Independent Schools) to ensure that all policies, procedures and training at Maldon Court Preparatory School are effective and comply with statutory guidelines at all times. To safeguard children while they are online, the proprietors will ensure there is an appropriate level of 3G, 4G and 5G filtering and monitoring in place.

Proprietors monitor the quality of safeguarding in the school on a continuous and regular basis with monthly meetings with the DSL and Deputy DSL. The proprietors hold termly meetings with the Board of Visitors with safeguarding updates being the first item on the agenda. The proprietors and Board of Visitors authorise the annual safeguarding policy update and monitor and approve the annual safeguarding training to all staff. BOV are requested to sign a Safeguarding sign off document to show they have approved the training and updated Safeguarding Policy.

### **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. The Headteacher and Proprietors will ensure that the policies and procedures concerning referrals of cases of suspected abuse or neglect are followed by all staff. Mrs Elaine Mason, Headteacher, fulfils the role of DSL. She will liaise with the Local Authority and work with other agencies in line with WT (2018). The Deputy DSL, Mrs K Abrehart, will act with authority in the absence of the DSL. The DSL will be a source of advice and support for staff in child protection issues and ensure that timely referrals to Essex Children's Social Care ([www.essexeffectivesupport.org.uk](http://www.essexeffectivesupport.org.uk)) are made in accordance with SET procedures (2023). The specific roles and responsibilities of the DSL are summarised on page 6 of this policy.

**If at any point there is a risk of immediate harm to a child a referral will be made to Children's Social Care (LADO) immediately: anyone can make the referral. If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible. The local children's social care number for this area is 0345 603 7627 – Option 2**

**If a crime has been committed, the police must be informed.**

The Headteacher and Proprietors will ensure that all members of staff have the skills, knowledge and understanding to keep children safe who are looked after by the local authority if such children are on the school roll. The DSL and Deputy DSL will liaise and act as a point of contact with local safeguarding partners (LSPs) and other agencies. They will also link with Safeguarding partner arrangements to ensure that staff are aware of LSP's arrangements and training opportunities. Staff receive face to face and online training which is integrated, aligned and considered as part of our commitment to keeping staff up to date with safeguarding and online safety. Our CPD is reviewed to ensure that all the knowledge staff need is included and they understand how it is to be implemented.

They will also ensure that staff have the training that gives them the knowledge and confidence to identify children at risk of radicalisation. The following sites.

[www.saferinternet.org.uk](http://www.saferinternet.org.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) have the latest resources.

The DSL, who is the Headteacher, will ensure that visiting speakers are suitable and appropriately supervised. Vetting checks are not necessary on visitors to the Headteacher or other staff or those that have brief contact with children in the presence of a teacher; visitors carrying out repairs or servicing equipment and those on site when children are not present. All visitors to the site will be told our safeguarding arrangements and obligations to safeguard the children in our care.

The DSL, Deputy DSL and EYFS manager will undergo updated Level 3 Child Protection training every two years or sooner if statutory guidance is changed or additional guidance given. All staff members training will be updated in line with advice from the ESCB but, as good practice, this is timetabled at the beginning of the Autumn term or when new guidance is given – whichever is the earliest. All staff will receive safeguarding and child protection updates from the DSL at staff meetings and INSET days. All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information to support early identification and in some cases act as the lead professional in undertaking an early help assessment. If early help is appropriate, the case should be kept under constant review and consideration given to a referral should the situation not appear to improve. All staff should be aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral and the role that they might be expected to play in such assessments.

The DSL will present the updated Child Protection Policy annually to the SLT and Board of Visitors detailing any changes to policy and procedures and training by all staff. They will assess whether the policy has been discharged effectively.

### **Role and Responsibilities of the School Designated Safeguarding Lead (and in their Absence the Deputy Designated Safeguarding Lead)**

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all 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 timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

### **Job Description for DSL and Deputies.**

The school's DSL is the first point of contact for any member of the school staff who has a concern about the safety and well-being of a pupil. They have responsibility to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice.

The DSL does not need to be a member of the teaching staff but should be a recognised member of the Senior Leadership Team with the required status and authority to carry out the requirements of the role. The deputy is the first point of contact in the absence of the DSL to avoid any unnecessary delays in responding to a child's needs.

The DSL's are required to undertake child protection training every two years and should supplement this training by attending relevant workshops provided by Essex Safeguarding Children Board. In addition, the DSL and Deputy DSL undertake Prevent training. The DSL's and Deputy DSL are required:

- To have the skills and ability to identify signs of abuse
- To know how to refer concerns to the appropriate investigating agencies. Referrals to Essex Children's Social Care (ECSC) should be made in accordance with current SET procedures working with the local authority and other agencies as required.
- Maintain detailed and accurate written records of child protection concerns and ensure they are kept securely
- Offer support, advice and give a level of expertise to all members of the school staff
- Ensure that all staff have access to and understand the school Safeguarding Policy
- To provide child protection training as part of the induction for all new staff in the school
- To ensure that all staff have induction training covering child protection and are enabled to recognise and report any concerns immediately
- To ensure all staff read and understand the school E-Safety policy and ICT Acceptable Use Agreement.
- To ensure all staff have annual Online Safety training
- To Ensure that up to date filtering and monitoring is in place and is reviewed annually.
- Roles and responsibilities are shared with regards to filtering and monitoring.
- Ensure that a copy of the School Safeguarding Policy is available for any parents via the school's website.
- Ensure that relevant safeguarding files are forwarded appropriately when a child transfers to another school.
- Lead the team who review and monitor any causes of concern relating to pupils which are raised in school.
- To co-ordinate the implementation of the Prevent duty



- Ensure all staff have read Part One of the most recent version of KCSIE and undertaken any e-learning modules as required by the school.
- To undertake additional training in relation to FGM to ensure that the DSL can be approached to discuss and direct difficult case.
- To provide suitable training for all staff in relation to FGM.
- To liaise and act as a point of contact with local safeguarding partners (LSPs) and other agencies
- To link with safeguarding partner arrangements to ensure that staff are aware of training opportunities

## **Inter-Agency Working**

The proprietors will ensure that the school contributes to the interagency working in line with the statutory guidance: Working Together to Safeguard Children WT (2018), Keeping Children Safe in Education KCSIE (Sept 2023) and Prevent (2015) will be fully engaged, involved and included. The Proprietors will ensure that their safeguarding arrangements consider the procedures and practice of Essex LA as part of the inter-agency safeguarding procedures set up by the Essex Safeguarding Children Board ESCB. In Essex, all professionals must work in accordance with the [SET Procedures \(ESCB, 2022\)](#) and Effective Support for Childcare and Families July 2017.

There is government guidance set out in [Working Together \(HMG, 2018\)](#) 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 there are five organisations who are jointly responsible by law for the partnership arrangements for keeping children safe:

- Essex County Council
- Essex Police
- Three Integrated Care Boards covering the county of Essex

These are known as the Statutory Partners and they have identified relevant agencies which are legally required to cooperate with [local safeguarding arrangements](#), including Education, Essex Council for Voluntary Youth Services (ECVYS), District, City & Borough Councils, Office of Police, Fire & Crime Commissioner, National Probation Service, Community Rehabilitation Company.

## **MARAC (Multi Agency Risk Assessment Conference)**

It is the responsibility of the DSL to ensure that the school is represented at and that a report is submitted to any MARAC meeting called for children on the school roll or previously known to them. Where appropriate, any report will be shared in advance with the parent(s) / carer. Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the DSL will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. A Child in Need (Complex and Additional Needs) is defined as **'He/she is unlikely to achieve or maintain**, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority.'

Maldon Court will allow access for children's social care from ESCB and where appropriate, for them to conduct a section 47 assessment (a child suffering, or likely to suffer significant harm).

Our school will inform the local authority of any pupil who fails to attend school regularly or has been absent without school permission for a continuous period of 10 days or more. School staff will always be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging or where a child is already known to the local authority children's social care.

### **Police Investigations**

The DSL is aware that all children must have an appropriate adult present as per the statutory guidance PACE Code C 2019. The adult would usually be a parent/ guardian or social worker. They will "support, advise and assist" the child and also "observe whether the police are acting properly and fairly to respect the child's rights and entitlements. They should inform an officer of the rank of inspector or above if they consider they are not"

### **Professional Confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The sole purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil and will not agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the DSL and may require further investigation by appropriate authorities.

Staff are informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way is recorded and treated confidentially.

Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. The opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and the Child Protection policy through annual safeguarding meetings.

### **Records and Information Sharing**

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. The Data Protection Act of 2018 is not a barrier to sharing information where failure to do so would result in a

child 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 where there are real safeguarding concerns.

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

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the DSL (or Deputy) who will decide on appropriate action.

If a pupil transfers from our school to another, their Child Protection records will be forwarded to the new educational setting within 5 days or sooner. A signed receipt should be obtained and kept in the Child Protection file. 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 to the originating school if it goes astray. Copies of this paperwork will be retained by our school, should it be required at a future date. Records will include a clear summary of the concern, details of how the concern was followed up and resolved and a note of actions taken, decisions reached and the outcome. Safeguarding and Child Protection records will be sought for all children that join Maldon Court from another setting,

## **Legislative Framework**

Child Protection is the responsibility of all adults and especially those working with children.

As of July 2015, the Counterterrorism and Security Act (HMG 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism." This duty is known as the Prevent duty. It requires schools to:

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

Maldon Court Preparatory School works in accordance with the Prevent Duty and approaches this issue in the same way as any other Child Protection matter. Any concerns that one of our pupils is at risk in this respect will be referred to Children's Social Care in line with SET procedures (2022) and will be reported within 24 hours/one working day.

As of October 2015, the Serious Crime Act 2015 (Home Office 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital

mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue and in line with existing local safeguarding procedures.

## **Human Rights and Equality**

As stated in KCSIE 2023 – *“Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.”*

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals’ physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- Protocol 1, Article 2: protects the right to education.

## **Training**

All members of staff and volunteers are given copies and explanations of the school’s Child Protection Policy and KCSIE Part I, Annex A and Annex B if working directly with children. They are asked to sign that they have read and understood the policies. Discussion of the procedures set out in that document forms a vital part of our induction process and annual safeguarding updates directed by the ECSB, including the Prevent Duty and Online Safety. Staff are kept informed when KCSIE is updated and also any significant safeguarding updates. Safeguarding is the first item on the agenda at weekly staff meetings.

The DSL and Deputy attend termly Safeguarding Forums and complete 2 yearly Level 3 Safeguarding training. All newly appointed Board of Visitors will receive Safeguarding and Online Safety training where appropriate; this will be updated annually.

Where there is any safeguarding concern, Proprietors and School Leaders will ensure the child’s wishes and feelings are considered when determining what action to take and what services to provide. Clear systems are in place within the school to ensure that children can confidently report abuse, knowing that their concerns will be treated seriously and knowing that they can safely express their views and give feedback.

## **Induction and Staff Code of Conduct**

The Safeguarding induction will include:

- Safeguarding Child Protection Policy including procedures for dealing with child on child abuse.
- KCSIE (2023) Part I, Annex A and B
- Prevent 2015
- Staff Code of Conduct

- Staff Handbook
- Low Level Concerns Policy
- Whistleblowing policy
- Behaviour Policy
- Children Missing in Education Policy
- E-Safety Policy and acceptable use of ICT

All staff will have access to advice and guidance on the boundaries of appropriate behaviour and conduct including use of social media. These form part of the Maldon Court induction and are referred to in the Staff Handbook/Code of Conduct. All staff are asked to read the policies listed in the school's induction policy 7c and 7f. The DSL will meet with every new employee to ensure they are aware of the school's safeguarding procedures, how to report a concern about a child, low level concerns, whistleblowing and child on child sexual violence. The DSL will also state the role of the DSL and their Deputy.

### **The Appointment of Staff and Safer Recruitment Practices**

Maldon Court Preparatory School follows Government's recommendations for the Safer Recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and visiting staff, such as musicians and sports coaches, are checked with the DBS before starting work. All volunteer helpers working regularly during term-time are vetted.

Assurances are obtained that Child Protection checks and procedures apply to any staff employed by another organisation working with the school's pupils on another site (e.g. on school activity weeks).

The Recruitment policy covers the following pre-employment checks:

- Enhanced disclosure
- Barred list check – (where applicable)
- Prohibition from teaching check
- Right to work in the UK
- Disqualification under the childcare act
- Digital Screening
- Overseas checks – (where applicable)
- Identity
- References
- Employment history
- Medical declaration
- Qualifications
- EEA - New regulations for EEA checks from 1<sup>st</sup> January 2021 - [Recruit teachers from overseas GOV.UK](#)
- Prohibition from management (where applicable)

Refer to Recruitment and Selection Policy for further information.

## Online Safety

The children are taught about how to stay safe online within their ICT lessons every week. The school follows the non statutory guidance Teaching Online Safety and [Education for a Connected World 2020](#) written by The UK Council for Online Safety. The children will cover Content, Contact, Conduct and Commerce as stated in the school's E-Safety Policy.

Online Safety is regularly shared with parents via bulletins send via ParentMail so parents are aware of the dangers surrounding popular websites and apps.

All staff have annual updates regarding Online safety in line with the Safeguarding update delivered at the start of the Autumn term. All teachers, BOV and TA's complete online safety courses annually.

New resources - [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements.

[LGFL - Undressed](#) – A video campaign from LGFL to teach children about staying safe online. [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

## The Use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this outline the protocols for the use of personal mobile phones/cameras/ any devices with these capabilities in our setting:

- In the Preparatory School, personal mobile phones, smart watches, cameras and video recording equipment can only be used with the permission of the DSL and photos will be deleted within 24 hours of the intended use.
- In EYFS, all mobile phones/smart watches must be stored securely out of reach within the setting during contact time with children. (this includes staff, visitors, parents, volunteers and students).
- No parent is permitted to use their mobile phone or its camera facility whilst inside the school buildings- Nursery, EYFS, or Preparatory School or around the grounds when children are present
- Mobile phones must not be used in any teaching area within the setting or within the bathroom areas.
- In the case of personal emergency, staff should always use the school telephone. It is the responsibility of all staff to make families aware of the school telephone numbers.
- Personal calls may be made in non-contact time but not within the teaching areas.
- Personal mobiles, cameras or video recorders should not be used to record classroom activities; only school equipment should be used.
- Photographs and recording can only be transferred to and stored on a school computer/tablet or laptop before printing.
- All telephone contact with Parents/Carers should be made on the school telephone or Nursery mobile phone.
- During group outings nominated staff will have access to the school mobile which can be used in an emergency or for contact purposes. Staff may carry their own phones, out of sight, but they should only be used for an emergency on the trip or family emergencies when that member of staff has to be contacted immediately.

- In the case of school productions and sports day, parents/carers are permitted to take photographs/video footage of *their own child* in accordance with school protocols, but we strongly advise against the publication of such photographs on social networking sites. Most Nursery and Pre-Reception events will be videoed /photographed by school staff and then made available to parents.

All parents are required to sign a consent form indicating their permission that their child can be photographed and consent given for newspapers, website and social media. Consent is logged on the individual child's ScholarPack. Staff members can check parental wishes by checking ScholarPack.

### **Children with Special Educational Needs and Disabilities**

Children with SEN and disabilities can face additional safeguarding challenges. At Maldon Court we recognise that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child's disability without further exploration.
- Children with SEN are more prone to peer group isolation (including prejudice-based bullying) than other children.
- These children can be impacted by bullying without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Mental health conditions where extra pastoral support and attention maybe required, alongside appropriate support for communication.
- Where we are aware that a pupil has a social worker, the DSL will consider this fact to ensure any decisions are made with the best interests of the child's safety, welfare and educational outcomes.

### **LGBT**

Children that identify or can be seen as LGBT (Lesbian, gay, bi, trans) may be targets of abuse from other children. They will also feel they cannot trust an adult to be open about how they are feeling or if they are being abused.

Children are taught through our RSE curriculum about children who are LGBT. We promote acceptance and respect for all children regardless of their identity. All children are encouraged to say how they may be feeling, they can do this via a note into the worry monster that is checked on a daily basis and/or sessions with our trained wellbeing staff member.

### **Supporting Vulnerable Pupils**

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. (Any incidents of child on child abuse will be managed in the same way as any other child protection concern and follow the same procedures).

Our school will endeavour to support all pupils through:

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

### **Understanding and identifying Child Abuse - KCSIE 2023**

At Maldon Court, we are aware that abuse, neglect and safeguarding issue are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

- Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.
- Child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet and social media which can be used to bully, groom, abuse or radicalise them. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being. In the case of female genital mutilation, children may be taken out of the country to be abused.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially susceptible to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can



respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused.

- All staff need to understand that a child may not feel ready or know how to tell someone that they are being abused. They may also not recognise their experiences as harmful.
- The DSL is able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online and in school.
- They can recognise the additional risks of children with SEN and disabilities face online from online bullying, grooming and radicalisation and confident that they have the capability to support SEND children to stay safe online.

## **Recognising and Responding to Abuse**

Keeping Children Safe in Education (DfE, 2023) defines abuse as the maltreatment of a child.

*“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.”*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect as defined below so we can identify children who may need 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) and mental health. 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.

Police and relevant authorities will be contacted immediately if it is believed that a crime has been committed. Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases, abuse will take place concurrently via online channels and in daily life. This can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups and the sharing of abusive images and pornography to those who do not want to receive such contact.

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. Staff should be vigilant to the following and respond to specific concerns at an early stage.

## **Physical Signs of Abuse**

As stated in KCSIE 2023 *“A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.”*

### **Staff at MCPS will be aware of the following signs:**

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls, rough games, etc.
- Injuries which have not received medical attention at home.
- Neglect which shows signs of under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses or inadequate care.
- Reluctance to change for, or participate in, games or swimming.
- Repeated urinary infections or unexplained tummy pains.
- Bruises, bites, burns, fractures etc. which do not have an accidental explanation.
- Cuts/scratches/substance abuse.

## **Emotional Signs of Abuse**

As stated in KCSIE 2023 *“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. These 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to 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.”*

### **Staff at MCPS will be aware of the following signs:**

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging, depression, aggression or extreme anxiety.
- Nervousness, frozen watchfulness.
- Obsessions or phobias.
- Sudden underachievement or lack of concentration.
- Inappropriate relationships with peers and/or adults.
- Attention seeking behaviour.
- Persistent tiredness.

## **Sexual Signs of Abuse**

As stated in KCSIE 2023 “involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 of their school or college’s policy and procedures for dealing with it.”

### **Staff at MCPS will be aware of the following signs:**

- Children with excessive preoccupation with sexual matters and detailed knowledge of sexual behaviour, or who regularly engages in age inappropriate sexual play.
- Sexual activity through words, play or drawing.
- Children who are sexually provocative or seductive with adults.
- Inappropriate bedsharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations.
- Eating disorders - anorexia, bulimia.
- All staff at Maldon Court will reassure any victims that their allegations will be taken seriously and they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment or be made to feel ashamed for making a report.
- Sexual violence can occur between two children of any age and sex and we advise staff at our safeguarding updates that ‘it could happen here’ and that addressing inappropriate behaviour at an early stage can be an important intervention that could help prevent problematic behaviour in the future.
- Where Intra-familial abuse has occurred, siblings will be given the necessary support.
- Maldon Court recognises that reports of sexual violence are likely to be complex and require difficult decisions to be made quickly. We will always ensure that we work with the relevant multi agencies in line with statutory guidance.
- We will ensure that if staff have any concerns about a child’s welfare they should act on them immediately and that all victims are reassured that they are taken seriously, regardless of how long it has taken them to come forward and they will be kept supported and safe.

New resource - [Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

## **Neglect Signs of Abuse**

As stated in KCSIE 2023 “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.”

- Children who are neglected often also suffer from other types of abuse. It is important that we remain alert and do not miss opportunities to take timely action. However, while we may be concerned about a child, neglect is not always straightforward to identify.
- Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

### **Contextual safeguarding**

- Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
- Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child’s life are a threat to their safety and / or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

### **Additional Information About Specific Forms of Abuse and Safeguarding Issues**

All staff that work with children must read Annex B of KCSIE 2023 where it outlines additional safeguarding issues that maybe relevant if a child is suffering from abuse. The list is as follows with definitions:

- **Child abduction and community safety incidents**  
*Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.*  
Children are taught through PSHEE lessons how to stay safe if they are on their own. to give them confidence and practical advice in different situations that may occur.
- **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

*Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.*

*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.*

### **Signs of CCE and CSE**

- appear with unexplained gifts,
- money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

**Some additional specific indicators that may be present in CSE are children who:**

- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

- **County lines**

*Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.*

Resources available - [County Lines Toolkit For Professionals](#) - The Children's Society in partnership with Victim Support and National Police Chiefs' Council.

**Signs of a Child involved in County Lines are as state in CCE and CSE and additionally:**

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection

- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
  - owe a 'debt bond' to their exploiters • have their bank accounts used to facilitate drug dealing.
- **Children and the court system**  
*Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).*
  - **Children who are absent from education**  
*All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing from 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. Staff are aware of the unauthorised absence procedures.*
  - **Children with family members in prison**  
*Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO, provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.*
  - **Cybercrime**  
*Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:*
    - unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
    - 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
    - making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

If it is suspected that a child is involved in cybercrime the DSL will consider referring to the [Cyber Choices Programme](#).

- **Domestic abuse**

*The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.*

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Where there has been an incident where a child does witness or is involved in Domestic abuse; [Operation Encompass](#) (Operates in all police forces across England) will inform the DSL in school before the child arrives the following day so all relevant information is in place for effective support to be put into place.

- **Homelessness**

Where a child becomes homeless or there is a risk that a child/ family could become homeless the DSL should be informed so they can contact ECSB. An adequate escalation process can then be followed in conjunction with the Local Housing Authority to ensure the child does not come to harm.

- **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our 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 concern or be at risk of developing one.

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

Our school will use the mental health and behaviour in schools guidance (printed and attached to our Mental Health Policy).

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy, and speaking to the Designated Safeguarding Lead or Deputy.

- **Modern Slavery and the National Referral Mechanism**

*Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.*

- **The Prevent duty**

*The Prevent strategy, published by the Government in 2011, is part of an overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act*

*this has simply been expressed as the need to “prevent people from being drawn into terrorism”.*

- **Preventing radicalisation**

As of July 2015, the Counter Terrorism and Security Act placed a new duty on schools. Under section 26 of the Act, schools are required to have due regard to the need to prevent people from being drawn into terrorism. This is called the Prevent duty. It requires a school to:

- Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- Be a safe place in which children can understand and discuss sensitive topics and learn how to challenge extremist ideas.
- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political ideas.
- Protecting children from radicalisation is part of the school’s wider safeguarding duties and is similar to protecting them from other harms.
- Young children may be susceptible to radicalisation by others, whether in the family or outside, and display concerning behaviour.
- Staff have been appropriately trained with the Workshop to Raise Awareness of Prevent (WRAP) as cascaded from DSL after certificated training.
- All staff have read the Prevent duty guidance. Concerns can be made to Jo Barclay, safeguarding advisor, and not directly to the police. The DSL should also be informed by staff. Jo Barclay will then make the appropriate referral to police/dedicated prevent officer.

### **Indicators of Radicalisation – [Educate Against Hate](#)**

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

### **Online behaviour**

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation



- **Sexual violence and sexual harassment between children in schools and colleges**

*Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.*

All staff must follow the reporting procedure if they have a concern about a child. If a crime has been committed the police must be informed. All victims of sexual violence/sexual harassment must be reassured that they are taken seriously and they will be given support.

- **Serious Violence**

There are a number of indicators, which may signal children are at risk from, or are 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 children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

- **So-called ‘honour’-based abuse**

Honour-based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community, including FGM, forced marriage, and practices such as breast ironing. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage

- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour-based violence. However, it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you do not want to go
- assault

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the DSL or Deputy. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. However, if it is clear that a crime has been committed or the pupil is at immediate risk, the police will be contacted in the first place. It is important, if honour-based violence is known or suspected, that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

- **Female Genital Mutilation**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police and the DSL of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

- Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If a teacher, in the course of their profession, discovers that an act of FGM appears to have been carried out then the teacher must report this to the police.
- There is a range of potential indicators that the child may be at risk of FGM, and if two of these indicators are present this could indicate a significant risk.
- Victims of FGM are likely to come from a community that is known to practise FGM.
- Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should be shown when approaching the subject.

## Indicators of a risk of Female Genital Mutilation (FGM)

- Plans to take the child out of the UK for a long period of time.
  - Talk of a long holiday to a country of origin known to practise FGM or to another country where FGM is prevalent.
  - Confiding in someone about having a 'special procedure' or taking part in a special celebration or special occasion.
- **Forced Marriage**

As of February 2023 it is also a crime to carry out any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if threats, violence or coercion are not used. A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to raise any concerns they may have.

Updated resources - [Forced marriage](#) - Government multi-agency practice guidelines and multi-agency statutory guidance.

## Child on child Abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of or have suffered harm. Nevertheless, whilst at school their behaviour may be challenging and defiant or they may be withdrawn or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of child on child abuse will be managed in the same way as other child protection concern and will follow the same procedures. All staff should be aware that children can abuse other children. All staff are trained to manage and how to report **any concerns** of child on child sexual abuse and sexual harassment. Children will be reassured that they are being taken seriously and that they will be supported and kept safe. Where there is reasonable cause to suspect that a pupil is suffering or likely to suffer significant harm, discuss with member of Child Safeguarding team as soon as possible, assuring the child that the matter will be dealt with promptly and let them know what you are going to do next. An investigation will be carried out by two members of the Safeguarding Team as stated in the school's anti bullying policy.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudiced-based and discriminatory bullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. This may include an online element which facilitates, threatens and/or encourages physical abuse.
- sexual violence such as rape, assault by penetration and sexual assault. This may include an online element which facilitates, threatens and/or encourages physical abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images, videos or live streams (sexting or youth produced sexual imagery)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse

- upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals
- Abuse in intimate personal relationships between peers
- Females are more likely to be victims and males the perpetrators
- Children that are LGBT maybe at risk of child on child abuse

We have a zero tolerance for child on child abuse. It should not be dismissed as ‘banter or just having a laugh. It is unacceptable. Through our RSHE lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and encourage them to tell a trusted adult if they feel uncomfortable. They are taught that the law is there to protect them and not to criminalise. Our school understands the different gender issues that can be prevalent when dealing with child on child abuse. In any case of this kind of abuse, victims, perpetrators and any other children affected will be given support and guidance.

At Maldon Court all concerns regarding consensual and non-consensual sharing of nudes and semi nudes images, videos or live streams (sexting or youth produced sexual imagery) must be reported the DSL or Deputy DSL. The DSL will follow the guidance set out in the following documentation; [Sharing Nude and Semi Nudes - UK Council for Internet Safety](#).

All staff are aware that children can abuse other children and that it can happen both inside and outside of school. Staff are trained in training to recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. They are aware that even if it is not reported that it could be happening and simply not reported so any concerns are reported to the DSL and inappropriate behaviour between peers would be challenged. At Maldon Court, we have several mental health first aiders who the children can go to. All staff will take any child on child concerns seriously and will be referred to the DSL/Deputy DSL where this will be recorded.

### **How to Respond to a Child Wanting to Talk About Abuse**

- Make notes as soon as possible (preferably within an hour of being told), writing down exactly what the child said using their language for body parts and using body map if appropriate. Record what you said in reply to the child, when he/she said it and what was happening immediately beforehand (e.g. description of activity). Record dates and times of these events and when you made the record. Keep all handwritten notes securely even if these have been typed subsequently.
- You should not discuss your suspicions or allegations with anyone other than a member of the child Safeguarding team.
- Once a child has talked about abuse, the DSL will contact Social Care to discuss whether it is safe for the child to return home to a potentially abusive situation. On rare occasions it might be necessary to take immediate action to contact Essex Effective Support Portal and/or Police to discuss putting into effect safety measures for the child so that they do not return home. Police are a 24 hour “blue light” emergency service, therefore if immediate action to safeguard the child is required, the police should be the first point of contact.

- The school will consider the victim's wishes and feelings when determining what action to take: pupils are entitled to give their views and feedback. Ultimately any systems should operate in the best interests of the child.
- Show acceptance of what the child says (however unlikely the story may sound). Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know – Do not promise confidentiality.
- Even when a child has broken a rule, he/she is not to blame for the abuse. Be aware that the child may have been threatened or bribed not to tell. Never push for information – Do not ask leading questions.
- If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen. It may be appropriate for you to ask them at a later time if they want to talk.

Do not ask a child to keep repeating what has been said to you or another member of staff.

### **Helpful Things You May Say**

- Thank you for telling me
- It is not your fault
- I will help you

### **Do not Say**

- Why didn't you tell anyone before?
- I cannot believe it!
- Are you sure this is true?
- Why? How? When? Who? Where? (You are not permitted to investigate)
- Never make false promises
- Never make statements such as "I'm shocked, don't tell anyone else"

### **Concluding**

Again, reassure the child that they were right to tell you and show acceptance. Let the child know what you are going to do next and that you will let them know what happens (you might have to consider referring to social care or the Police to prevent the child or young person returning home if you consider them to be at serious risk of further abuse)

### **Reporting Procedures**

Any member of staff, volunteer or visitor who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the DSL or Deputy DSL who will immediately refer in accordance with SET procedures (ESCB 2022) and in Effective Support for Children and Families in Essex (ESCB 2017)

- 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, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counterterrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school must refer concerns to the DSL or Deputy DSL. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub via the Essex Effective Support or the Police immediately. Less urgent concerns or requests for support will be sent to the [Essex Effective Support](#) portal within 24 hours.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the Children and Families Hub.

Under no circumstances will the DSL attempt to carry out any investigation into the allegation or suspicions of abuse. The role of the DSL is to collect and clarify the precise details of the allegation or suspicion and to provide this information to the Children's Social Care Department, whose task is to investigate the matter under Section 47 of the Pupils Act 1989.

Whilst allegations or suspicions of sexual abuse will normally be reported to the DSL, the absence of the DSL or Deputy should not delay referral to the Children's Social Care Department and this should be done through Mrs Bridget Harris who is a member of the safeguarding team and is on the Board of Visitors.

Exceptionally, should there be any disagreement between the person in receipt of the allegation or suspicion and the DSL or Deputy as to the appropriateness of a referral to the Social Services Department, that person retains a responsibility as a member of the public to report serious matters to the Social Services Department, and should do so without hesitation. Anyone can make a referral and parental consent is not needed.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the designated safeguarding lead (and deputy) and how to share concerns with them.

## **Reporting Concerns About Another Staff Member**

### **Low Level Concerns**

We are very aware of low level concerns. Low level concerns do not mean it is insignificant, but that the behaviour towards a child does not meet the threshold of harm. A low level concern, no matter how small, is when any adult working at school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of school and meets the allegation threshold or is otherwise not considered serious enough for a LADO referral.

Low level concerns can include, but are not limited to, being overfriendly with children, having favourites, taking photos of children on their mobile phone, engaging with a child on a one to

one basis in a secluded area or behind a closed door or using inappropriate sexualised, intimidating or offensive language.

If a staff member/ third party has a low level concern, they should write down their concern on a form available from the school office/ school website. This should be handed to the DSL or Deputy DSL. The headteacher will gather as much evidence as possible, logging all concerns on ScholarPack within the employee's file. This will enable the Headteacher to identify any emerging patterns where a LADO referral maybe required. Where a low level concern involves volunteers or contractors, their employer will be informed. For further details the Low Level concerns policy is available on the school website, all new staff are given a copy alongside the Whistleblowing policy.

The school has created and embedded in the Whistleblowing Policy a culture of openness, trust and transparency in which the school's values and expected behaviour are lived, monitored and reinforced by all staff.

## **Whistleblowing**

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

All staff members 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 / Whistleblowing policy.

Everyone should be confident to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk). They can also contact the LADO directly.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **Allegations Against a Member of Staff**

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the staff handbook. The school works in accordance with statutory guidance and the SET procedures (ESCB 2022) in respect of allegations against an adult working with children – Section 7 of the current SET procedures provides detailed information on this.

The DSL will guide staff to ensure that their behaviour does not place pupils or themselves at risk of harm or of allegations of harm to a pupil. Staff should be aware that they should not place themselves in compromising situations e.g. never take a pupil into a room alone where they cannot be seen by others.

In dealing with allegations of abuse against teachers and other members of staff the school will follow the guidelines given in DfE 'Keeping Children Safe in Education' 2023.

The school has processes in place for reporting any concerns about a member of staff that may meet the harms threshold (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). Staffing matters are confidential and the school operates within statutory guidance around Data Protection. Any allegations against the Head, who is the DSL, must be reported to the Proprietor or safeguarding BOV who will report to the LADO. Any allegation against the Proprietor must be reported directly to the LADO by the member of staff who receives the allegation and the DSL will be informed. Referrals need to be made without informing the person against whom the allegation has been made.

Through appropriate training, staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate from inappropriate behaviour in themselves and others. This will empower staff to share low level concerns with the Headteacher who will address any unprofessional behaviour and support the individual to correct it at an early stage. She will provide a responsive, sensitive and proportionate handling of any concerns when they are raised.

SET procedures (ESCB, 2022) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or Board of Visitor must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils, parents and staff. The school does not carry out any investigation before speaking to the LADO.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know. They will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution. This will include the outcome of any disciplinary process.

### **Managing the situation:**

- The school will ensure that there are procedures in place to handle allegations against Teachers, Headteachers, Principals, Proprietors, Volunteers and other staff.
- For all allegations regarding to people living or working at the premises or of other abuse alleged to have taken place on the premises, Ofsted will be informed as soon as practicable and within 14 days at the latest.
- The school will make every effort to reach a conclusion in all cases of allegations bearing on the safety and welfare of children. Wherever possible, the accused will be given a full opportunity to answer the allegations and make representation about it.
- Should the member of staff resign, or a settlement/compromise agreement made, the process and reaching of a judgement will continue until there is a recorded agreement. Such an agreement will not prevent a thorough police investigation where that is appropriate.



## **Self-Declaration**

It is the duty of the staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).

It is the statutory duty of the school to inform the DfE to make a referral to DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child (KCSIE 2023). The school will refer to TRA (Teaching Regulation Agency) if it is deemed that there may have been professional misconduct. If a person has been dismissed from the school as a result of a child protection matter, or if they would have been dismissed/removed if they had not resigned first a referral will be made to the DBS.

The following will be used when determining the outcomes of allegations investigations:

- Substantiated: there is sufficient evidence to prove the allegations.
- Malicious: there is sufficient evidence to disprove the allegation
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

## **Timescales:**

All allegations will be investigated as a priority.

- If there is a concern that the allegation may be substantiated immediate action will include investigation in liaison with LADO.
- If there is a clear case that the allegation is unsubstantiated or malicious, these will be resolved within a week.
- In the case where the allegation does not require formal disciplinary action, there will be appropriate action in 3 days.
- A disciplinary hearing, if required, will be done within 15 days.

## **Disciplinary Procedures**

Suspension will be considered in a case where there is cause to suspect a child / child are at risk of harm. However, in cases where the school is made aware that there is a barring order, they will be immediately suspended pending the findings of an executive agency of the DfE, the TRA (Teaching, Regulation Agency).

## **Record Keeping:**

- If the allegation is substantiated, details and the recording shall be kept on the confidential Personnel file. This will be retained until the accused has reached retirement age or for 10 years, whichever is the longest.
- However, if the allegation is found to be malicious or unfounded this will not be recorded in the staff file and disciplinary measures against the child making the allegation will be considered.

- The school will make every effort to maintain confidentiality and guard against unwanted publicity while an investigation is taking place. Parents and carers will be made aware of the prohibition reporting or publishing of allegations about teachers. (Education Act 2011-reporting restriction 1<sup>st</sup> October 2012)

### **Promoting positive mental health and resilience in school**

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that 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.

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

Where a child may have suffered significant harm, or there may be a criminal prosecution, the police will be informed at the outset and, in liaison with Local Authority Designated Officer (LADO), they will consider what support the child involved may need. Allegations of abuse against staff will follow the same procedures.

The subject of any allegation will also be kept informed on the progress of the case and consideration will be given as to what support may be appropriate for the individual. If the person is a member of a union or professional association s/he should be advised to contact that body at the outset.

### **Use of school premises for non-school activities**

The school does not allow for any external companies to use the school site outside of school hours or school holidays for any activities involving children.

### **Site Security**

Maldon Court Preparatory School provides a secure site, which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules that govern it.

- Gates and front door will be locked and bolted except at the start and end of each day. Visitors, volunteers and students must only enter and leave through the main entrance and must also sign in and out at the office.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave school alone unless written permission has been given by parents – this is usually only for Form 6 pupils who are preparing to go into Secondary education but is at the Headteacher's discretion.
- The school and its entrances are monitored at all times by 11 CCTV cameras which are relayed to the school office.

## **Pegasus IT Ltd - 3G, 4G and 5G - Filtering/monitoring**

Filtering and monitoring systems are used to keep pupils safe when using Maldon Court's IT system. Our filtering systems block access to harmful sites and content. Our Monitoring systems identify when a user accesses or searches for certain types of harmful content on school devices. We are then alerted to any concerning content.

All staff are clear on the expectations and responsibilities in relation to filtering and monitoring as part of their annual safeguarding training. For example, part of their role will be to monitor what's on pupils' screens. Staff are aware of how to report safeguarding and technical concerns, such as if:

- They witness or suspect unsuitable material has been accessed
  - They are able to access unsuitable material
  - They are teaching topics that 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
- All staff are trained in filtering and monitoring. They are aware of their role and how they can safeguard children with regards to harmful content. They are also aware of how they can protect their 365 accounts and who to raise a concern with should they identify an issue.

Senior leaders are aware of and understand:

- What provisions Maldon Court has in place and how to manage these
- How to escalate concerns
- That staff are trained appropriately and understand their role

The DSL and DDSL have lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place, this includes overseeing and acting on:

- Filtering and monitoring reports
  - Safeguarding concerns
  - Checks to filtering and monitoring systems
- The school has a contract with Pegasus IT Ltd. The role of the external company is to maintain a safe technical infrastructure at the School and in keeping abreast with the rapid succession of technical developments. They are responsible for the security of the School's hardware system, its data and for advising all staff regarding the use of ICT. They monitor the use of the internet and emails including the management of 3G/4G/5G mobile networks and maintain content filters.
  - The school has With-Secure Protection in place. This is centrally monitored and would send a report to the [office@maldoncourtschool.org](mailto:office@maldoncourtschool.org) email address when an alert is triggered. This has been updated to the newest version as of September 2023.

- Additionally, all DNS requests made on the school network, are filtered through OpenDNS' Umbrella detection system, this prevents access to web pages that are harmful or inappropriate before the content is downloaded to the computer/ laptops/ personal devices or tablets. As the requests are centrally made from the server to OpenDNS' system, they cannot be traced to specific users/computers on the network for monitoring purposes.
- Any safeguarding concerns, alerted through filtering and monitoring, are communicated to the DSL. Updates from Pegasus IT Ltd regarding filtering and monitoring are relayed through both the DSL and ICT subject leader.
- All filtering and monitoring will be reviewed annually or as required.

**MALDON COURT PREPARATORY SCHOOL  
CHILD PROTECTION POLICY STATEMENT**

This Child Protection Policy was updated by Mrs E Mason.

**On 15/09/2023 with regard to the DFE guidance KCSIE (2023), WT (2020)  
SET Procedures (ESCB 2022), Counterterrorism and Security Act (HMG 2015)  
and Serious Crime Act (Home Office 2015)**

**Annual Safeguarding review presented to Board of Visitors at the next meeting  
in the Autumn term 2023.**








We are committed to supporting our parents and families.  
As employees of Maldon Court Preparatory School, we are committed to the nurturing and  
safeguarding of all, especially the young and vulnerable.  
We recognise that Child Safeguarding is everyone's responsibility.  
A copy of the full policy can be seen in the School Office or on the Website.

\_\_\_\_\_ Date \_\_\_\_\_

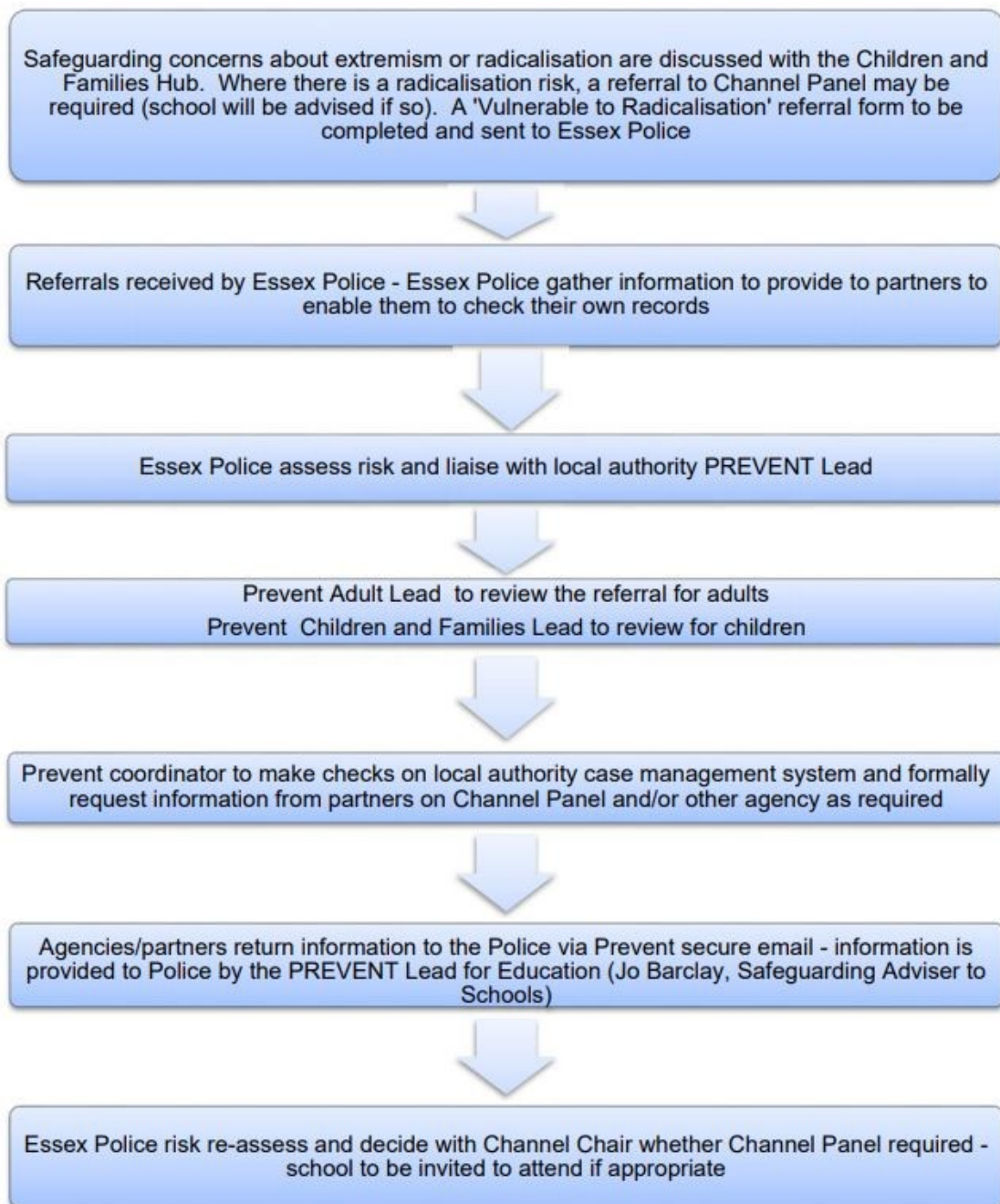
\_\_\_\_\_ Date \_\_\_\_\_

To be reviewed and updated September 2024 or as required.

Appendix A – Children and Families Service Map and Key Contacts

   	
Children & Families Hub	<p>Telephone 0345 6037627 (Mon – Thurs 8.45am – 5.00pm, Fri 8.45am – 4.30pm):</p> <p>Consultation Line Opportunity to discuss concerns for a child with a Social Worker</p> <p>Priority Line if a child is considered to be at <b>IMMEDIATE</b> risk of harm</p> <p>Effective Support Portal <a href="http://www.essex.gov.uk">www.essex.gov.uk</a></p> <p>Submit new requests for service on a (RFS) form. Navigate the website to access Effective Support Directory and Early Help guidance and tools</p> <p>Additional information on open cases are made to the allocated Social Worker</p> <p>Contact allocated Social Worker direct if details are known</p> <p>If details are not known Telephone Essex Contact Centre 03457430430 to find out</p>
Effective Support Directory	<p>A practitioner, child, young person or family member can directly access the <b>Effective Support Directory</b>. The directory provides a detailed list of a variety of Additional Level 2 services that are available in each quadrant</p> <p>The <b>Effective Support Directory</b> can be accessed electronically via The Essex County Council Website <a href="http://www.essex.gov.uk">www.essex.gov.uk</a>. Early Help resources and guidance is also available including information on Family Solutions, Early Help Plans, Team Around the Family and Lead Professional.</p>
Emergency Duty Team	<p><b>Emergency Duty Service (Immediate Out of Hours Response) No: 0345 606 1212</b> (Mon - Thurs 5.00pm – 8.45am, Fri 4.30pm – Mon 8.45am Inc. Bank holidays)</p> <p>(for non-immediate requests please contact the <b>Children &amp; Families Hub</b> within the working hours above)</p>
Local Authority Designated Officer (LADO)	<p>The Essex LADO is specifically involved in cases where there is a concern or allegation that someone working or volunteering with children; has or may have harmed a child, may have committed a criminal offence related to a child, behaved towards a child or children in a way that indicates they may pose a risk of harm to children. They give advice and guidance on how concerns or allegations should be investigated against <b>adults</b> working with children.</p> <p>For advice please contact: <b>Essex duty LADO (Local Authority Designated Officer) Telephone: 03330 139 797 .</b>  <b>Emergency Duty Service (Immediate Out of Hours Response) No: 0345 606 1212</b>          (Mon - Thurs 5.00pm – 8.45am, Fri 4.30pm – Mon 8.45am Inc. Bank holidays)</p>
Useful Resources	  <p>SOUTHERN ESSEX THURROCK SAFEGUARDING AND CHILD PROTECTION PROCEDURES</p> 

## Appendix B – Prevent Duty Flow Chart



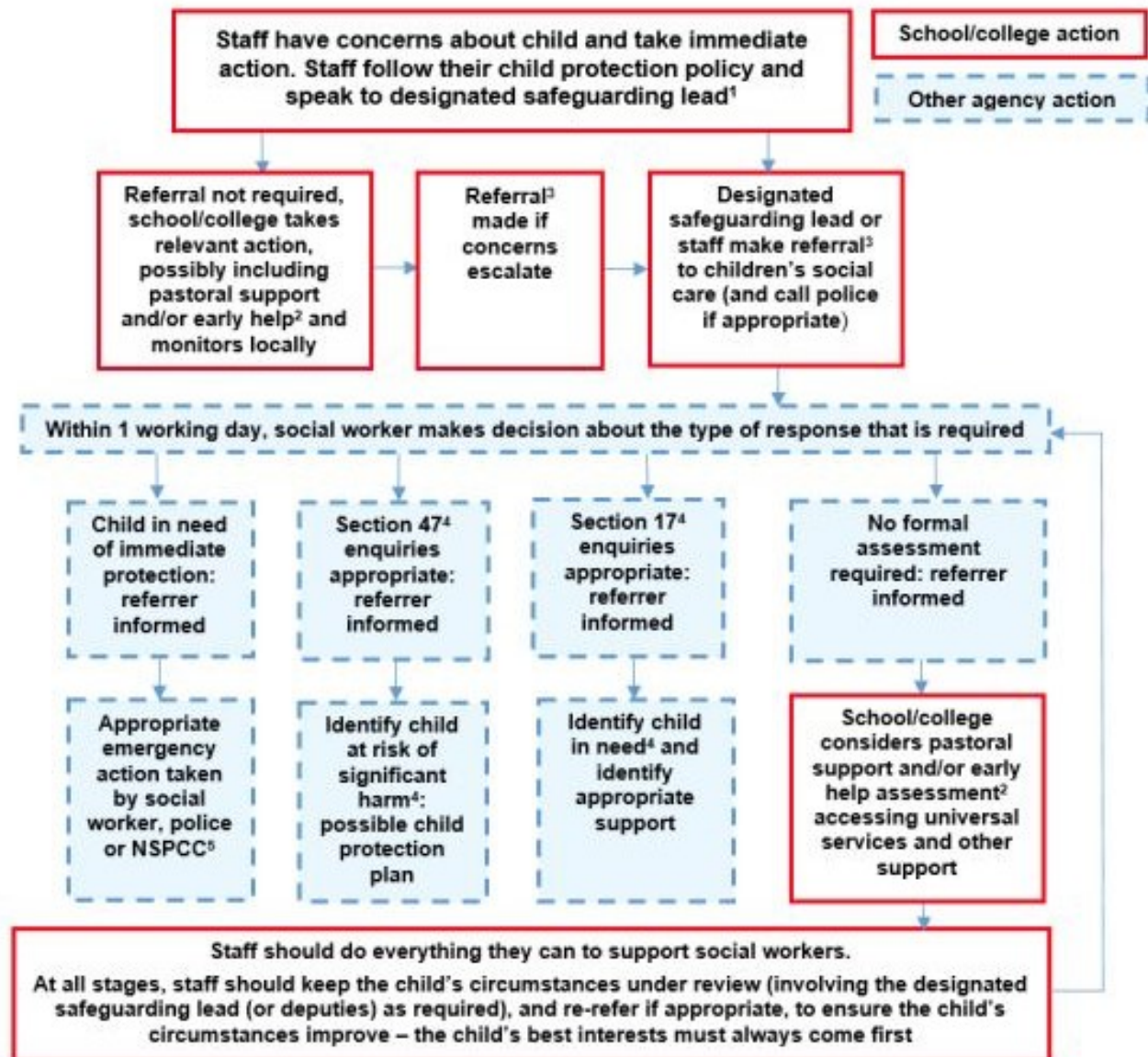
# The Essex Effective Support Windscreen

Multi Agency Guidance: Working in partnership to help children and families improve their lives





## Appendix d) Actions where there are concerns about a child KCSIE 2023



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

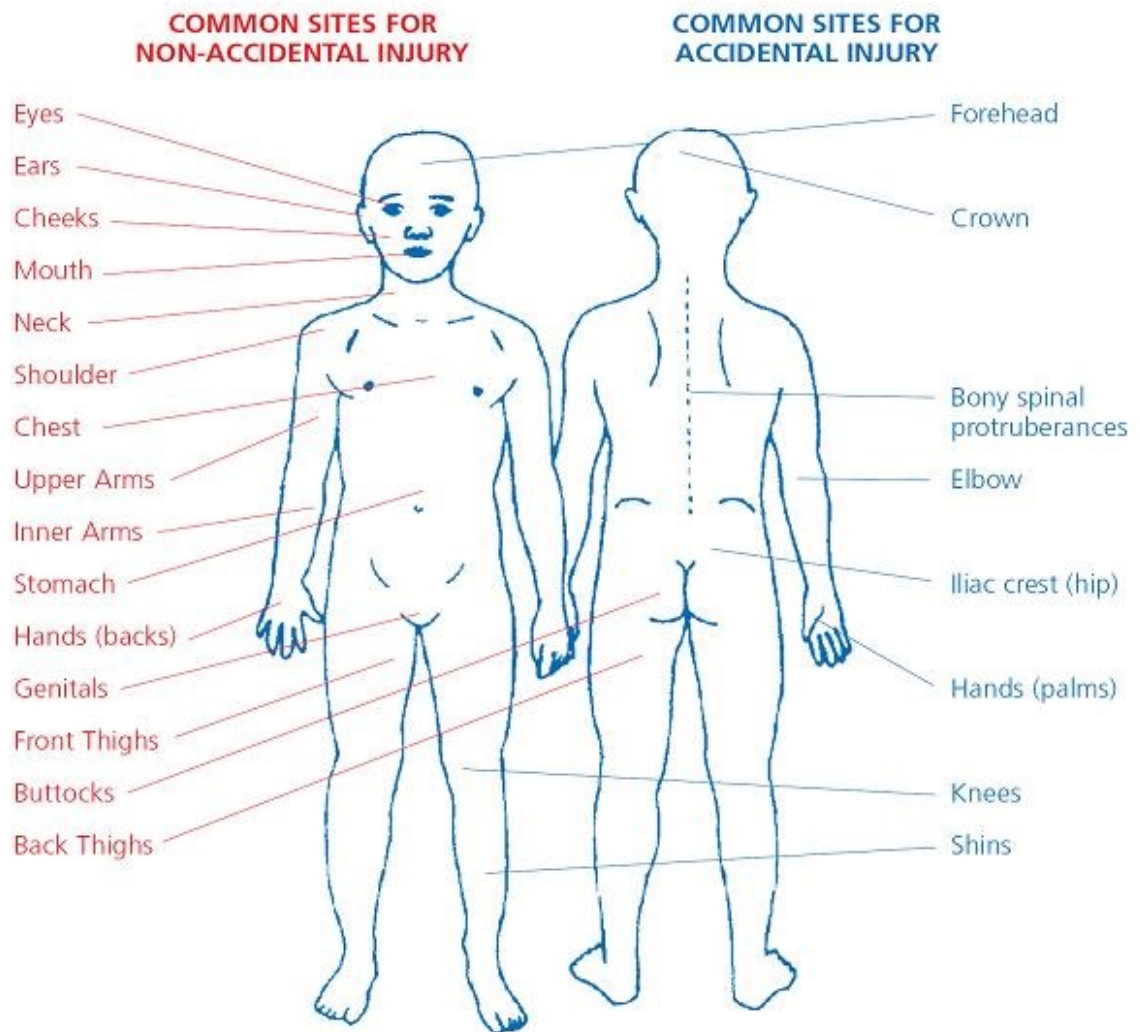
<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

## Appendix e) Body Mapping





## Other guidance used in this policy includes:

- KCSIE incorporates the additional statutory guidance, *Disqualification under the childcare Act 2006* (August 2018)
- KCSIE also refers to the non-statutory advice for practitioners: (*What to do if you're worried a child is being abused* (March 2015)
- [Working Together to safeguard Children 2018 \(Updated September 2019\) \(WT\)](#)
- Education Act (2002)
- [Effective Support for Children and Families in Essex](#) (ESCB, 2017)
- [Counterterrorism and Security Act \(HMG, 2015\)](#)
- [Serious Crime Act 2015](#) (Home Office, 2015)
- Children and Social Work Act (2017)
- 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)
- [Searching, screening and confiscation](#) (DfE, 2018)
- Children Act (1989)
- Children Act (2004)
- Preventing and Tackling Bullying (DfE, 2017)
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2018)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019)
- [Promoting positive emotional well-being and reducing the risk of suicide \(ESCB, 2018\)](#)
- [Keeping pupils and staff safe – management of behaviour in schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour \(ESCB, 2018\)](#)
- Prevent Duty Guidance: for England and Wales (April 2019) (Prevent). *Prevent is supplemented by non-statutory advice and a briefing note:*
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- UK Safer Internet Centre: appropriate filtering and monitoring
- WT (2019) – information sharing
- [Preventing youth violence and gang involvement \(Home Office, 2015\)](#)
- [Criminal Exploitation of children and vulnerable adult - county lines guidance \(Home Office, 2018\) – Updated Feb 2020](#)
- [Teaching on-line safety in schools \(DfE, 2019\)](#)
- Mental health and behaviour in schools guidance - Public Health England - “Rise Above”.

## Helpful Websites Below:

Information on contextual safeguarding

- <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

### **NSPCC Inform website**

- <http://www.nspcc.org.uk/Inform>
- Telephone: [0808 800 5000](tel:08088005000)
- Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Guidance for safer working practice for adults who work with children and young people
- <http://webarchive.nationalarchives.gov.uk/20100202180143/http://www.dcsf.gov.uk/evrychildmatters/resources-and-practice/IG00311/>

### **Child Sexual Exploitation**

- [Child sexual exploitation: definition and guide for practitioners; www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners](http://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners)
- [Child sexual exploitation: annexes; www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591905/CSE\\_Guidance\\_Annexes\\_13.02.2017.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591905/CSE_Guidance_Annexes_13.02.2017.pdf)

### **Child on child Abuse**

DfE Guidance:

- <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

### **Advice from the UK Council for child internet safety:**

Sexting: How to respond to an incident:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/647389/Overview\\_of\\_Sexting\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf)

Sexting in schools and colleges:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

### **NSPCC Guidance on Harmful Sexual Behaviour:**

- <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>

Documents providing help in identifying and helping children who are affected by domestic abuse:

### **NSPCC- UK domestic-abuse Signs Symptoms Effects**

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

Refuge what is domestic violence/effects of domestic violence on children

- <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

Safelives: young people and domestic abuse.

- <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>