



# **Child Protection and Safeguarding Policy**

**Approved by Trustees: December 2018**

**Policy to be reviewed: December 2019**



<b>DESIGNATED SAFEGUARDING LEAD:</b>  <b>ALTERNATE DESIGNATED SAFEGUARDING LEAD:</b>  <b>ASSISTANT DESIGNATED SAFEGUARDING LEAD:</b>	Mr N Brunt  Mr C Wakefield/ Mrs R Crang  Mrs H Drake
<b>DEPUTY DESIGNATED SAFEGUARDING LEADS:</b>	Year 7 - Mrs C Slade Year 8 - Mrs J Southgate Year 9 - Mrs K Darcy-Smith Year 10 - Mrs P Rhodes Year 11 - Mrs J Atkinson College - Mrs A Pipe
<b>DESIGNATED SAFEGUARDING TRUSTEE:</b>	Mrs J Binder

Plume Maldon's Community Academy is committed to safeguarding and promoting the welfare of children and young people.

We thank all staff and visitors for sharing this commitment to our students.

## Contents

Section	Topic	Page
1	Introduction	3
2	Statutory Framework	3
3	Roles and responsibilities	4
4	Types of abuse / specific safeguarding issues	6
5	Procedures	9
6	Training	11
7	Professional confidentiality	11
8	Records and information sharing	11
9	Interagency working	12
10	Allegations about members of the workforce	12
11	Promoting positive mental health in the academy	13
12	Use of reasonable force	13
13	Whistleblowing	14
Appendix A	Children and Families Hub Partner Access Map	15
Appendix B	PREVENT referral flow chart	16
Appendix C	Essex Windscreen of Need and levels of intervention	17
Appendix D	Child Protection Record – Report of a concern	18
Appendix E	Body Map	21
Appendix F	<u>One page process map</u> sets out arrangements for CSE	23

## 1. Introduction

The academy and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. 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.

*(Keeping Children Safe in Education – DfE, 2018)*

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

- Keeping Children Safe in Education (DfE, 2018).
- Staff discipline
- Code of Conduct
- Grievance Policy
- Policy and Procedure Guidance for Recruitment.
- Behaviour Management Policy.
- Health and Safety Policy.
- Data Protection Policy including Freedom of Information.
- The role of the Designated Safeguarding Lead (Annex B of KCSIE)
- Anti-bullying Policy
- Attendance Policy

Safeguarding and promoting the welfare of children 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.

## 2. Statutory framework

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

The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the [Essex Safeguarding Children Board](#) (ESCB). In Essex, all professionals must work in accordance with the [SET Procedures](#) (ESCB, 2018).

Our academy works in accordance with the following legislation and guidance (this is not an exhaustive list):

- [Keeping Children Safe in Education](#) (DfE, 2018)
- [Working Together](#) (HMG, 2018)
- Education Act 2002
- [Effective Support for Children and Families in Essex](#) (ESCB, 2017)
- [Counter-Terrorism and Security Act \(HMG, 2015\)](#)
- [Serious Crime Act 2015](#) (Home Office, 2015)
- Sexual Offences Act (2003)
- Children and Social Work Act (2017)
- 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)
- [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 \(ESCB, 2018\)](#)

### 3. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within academies and schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our academy with these specific responsibilities (the Designated Safeguarding Lead, Assistant Designated Safeguarding Lead and Deputy Designated Safeguarding Leads) are shown on the cover sheet of this document.

## The Board of Trustees

The Board of Trustees ensures that the policies, procedures and training at Plume are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the Child Protection Policy reflects statutory and local guidance and is reviewed at least annually.

The trustee for safeguarding arrangements is named on the front cover of this document. This trustee takes leadership responsibility for safeguarding arrangements in our academy. The Board of Trustees ensures there is a named Designated Safeguarding Lead and at least one deputy Safeguarding Lead in place (also named on the front cover).

The Board of Trustees ensures the academy contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

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

The Board of Trustees ensures that children are taught about safeguarding, including online, ensuring that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

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

## The Designated Safeguarding Lead (Assistant and Deputies)

The Designated Safeguarding Lead in the academy 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 the academy (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 using Partner Access Map – see Appendix A) 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 Assistant Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will act in their absence.

### The Principal

The Principal works in accordance with the requirements upon all academy staff. In addition, he/she ensures that all safeguarding policies and procedures adopted by the Board of Trustees are followed by all staff.

### All academy staff

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

## **4. Types of abuse/specific safeguarding issues**

Keeping Children Safe in Education (DfE, 2018) 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children”*

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

- Physical
- Emotional
- Sexual
- Neglect

Our academy is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

### Peer on peer abuse

Our academy 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 the academy, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our academy recognises that some children may abuse their peers and any incidents of peer on peer abuse will be **managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.**

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'sexting' or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in our academy and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our academy understands the different gender issues that can be prevalent when dealing with peer on peer abuse. Reference should be made to the academy's Anti-bullying Policy.

### Children with special educational needs and disabilities

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

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- that they may be more prone to peer group isolation than others;
- children with SEND and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

### Children Missing from Education (CME)

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our academy recognises that a child missing education is a potential indicator of abuse or neglect and will follow the academy procedures for unauthorised absence and for children missing education. Parents/carers should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police). Parents are required to provide at least two emergency contact numbers to the academy, so we are able to communicate with someone if we need to. Reference should be made to our Attendance Policy.



Our academy must inform the Local Authority of any student who fails to regularly attend, or has been absent without permission for a continuous period of 10 days or more.

### Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

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

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our academy is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead is the named CSE Lead in the academy on these issues and will work with other agencies as appropriate.

This [one page process map](#) sets out arrangements for CSE in Essex (see Appendix F).

### Child criminal exploitation

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our academy works with key partners locally to prevent and respond to child criminal exploitation.

### Domestic abuse

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

### Female Genital Mutilation (FGM)

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

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 academy will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

### Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

### Prevention of radicalisation

As of July 2015, the **Counter-Terrorism and Security Act (HMG, 2015)** placed a new duty on academies and other education providers. Under section 26 of the Act, academies are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires Schools/Academies to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our academy works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate. Appendix B details the PREVENT flowchart for the referral process.

## **5. Procedures**

Our academy works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a ‘child in

need' or a 'child protection' plan).

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the academy who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead (or, in their absence, the assistant Designated Safeguarding Lead or deputy Designated Safeguarding Lead).

All action is taken in accordance with the following guidance;

Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2018).

Essex Effective Support

Keeping Children Safe in Education (DfE, 2018).

Working Together to Safeguard Children (DfE, 2018).

'Effective Support for Children and Families in Essex' (ESCB, 2017).

PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015).

When new staff, volunteers or regular visitors join our academy they are informed of the safeguarding arrangements in place and the name of the Designated Safeguarding Lead ([Assistant](#) and Deputies) and how to share concerns with them.

Any staff member or visitor to the academy will refer any concerns to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead via the 'Report of a Concern' Form Appendix D and Body Map Appendix E. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be referred to the Children and Families Hub via the [Essex Effective Support](#) portal. Wherever possible, the academy 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 this could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers. Please refer to Family Operations Hub Partner Access Map Appendix A.

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

If, for any reason, the Designated Safeguarding Lead (or deputy) is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the academy to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our academy 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.

## 6. Training

The Designated Safeguarding Lead (Assistant and Deputies) undertake Level 3 Child Protection training at least every two years. The Principal, all staff members and trustees receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and trustees. The academy ensures that the Designated Safeguarding Lead (Assistant and Deputies) also undertakes training in inter-agency working and other matters as appropriate.

## 7. Professional confidentiality

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

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

## 8. Records and information sharing

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

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online academy privacy notices accurately reflect our use of data for child protection purposes.

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), 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 Designated Safeguarding Lead (or Deputy), who will decide on appropriate action and record this accordingly.

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

Where a student transfers from our academy to another educational provision, their child protection records will be copied and forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our academy. Where appropriate, the Designated Safeguarding Lead may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

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

## **9. Interagency working**

It is the responsibility of the Designated Safeguarding Lead to ensure that the academy is represented at, and that a report is submitted to, any Child Protection conference called for children on the academy roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s)/ carer(s). Whoever attends will be fully briefed on any issues or concerns the academy 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 Designated Safeguarding Lead will ensure the child is monitored regarding their attendance, emotional well-being, academic progress, welfare and presentation. If the academy is part of the core group, the Designated Safeguarding Lead will ensure the academy is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

## **10. Allegations about members of the workforce**

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/Code of Conduct Policy.

The academy works in accordance with statutory guidance and the SET procedures (ESCB, 2018) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

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

Where the concern involves the Principal, it should be reported direct to the Chair of Trustees.

SET procedures (ESCB, 2018) require that, where an allegation against a member of staff is received, the Principal, Senior Named Person or the Chair of the Trustees 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 should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to students, parents/carers and HR. The academy does not carry out any investigation before speaking to the LADO.

## **11. Promoting positive mental health and resilience in our academy**

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our academy wants to develop the emotional wellbeing and resilience of all students and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

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

## **12. Use of reasonable force**

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our academy works in accordance with statutory and local guidance on the use of reasonable force (*see section 2*) and recognises that where intervention is required, it should always be considered in a safeguarding context.

### **13. Whistleblowing**

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

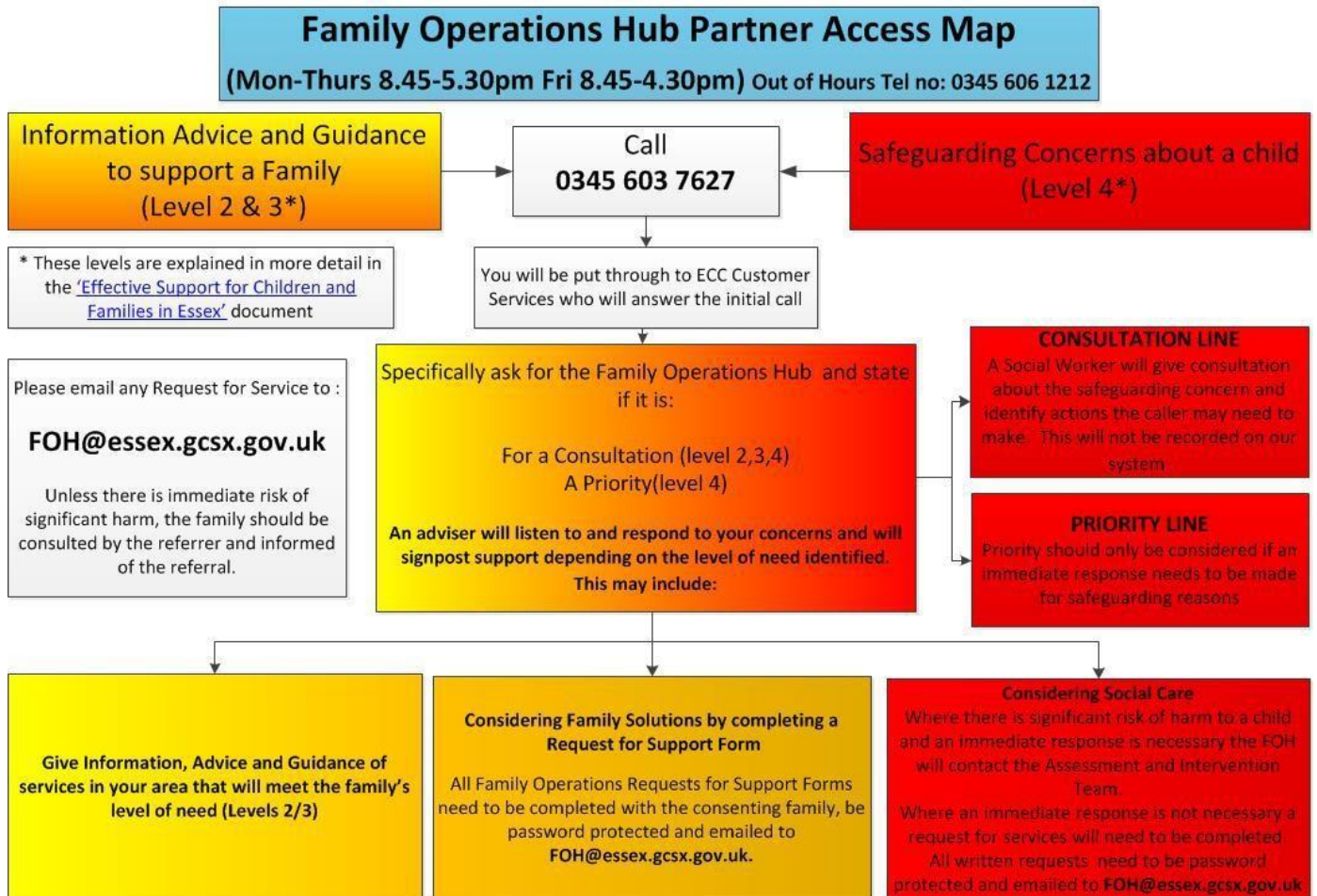
All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the academy's Code of Conduct / Whistleblowing policy.

We want everyone to feel able 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).

Parents/carers or others in the wider 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).

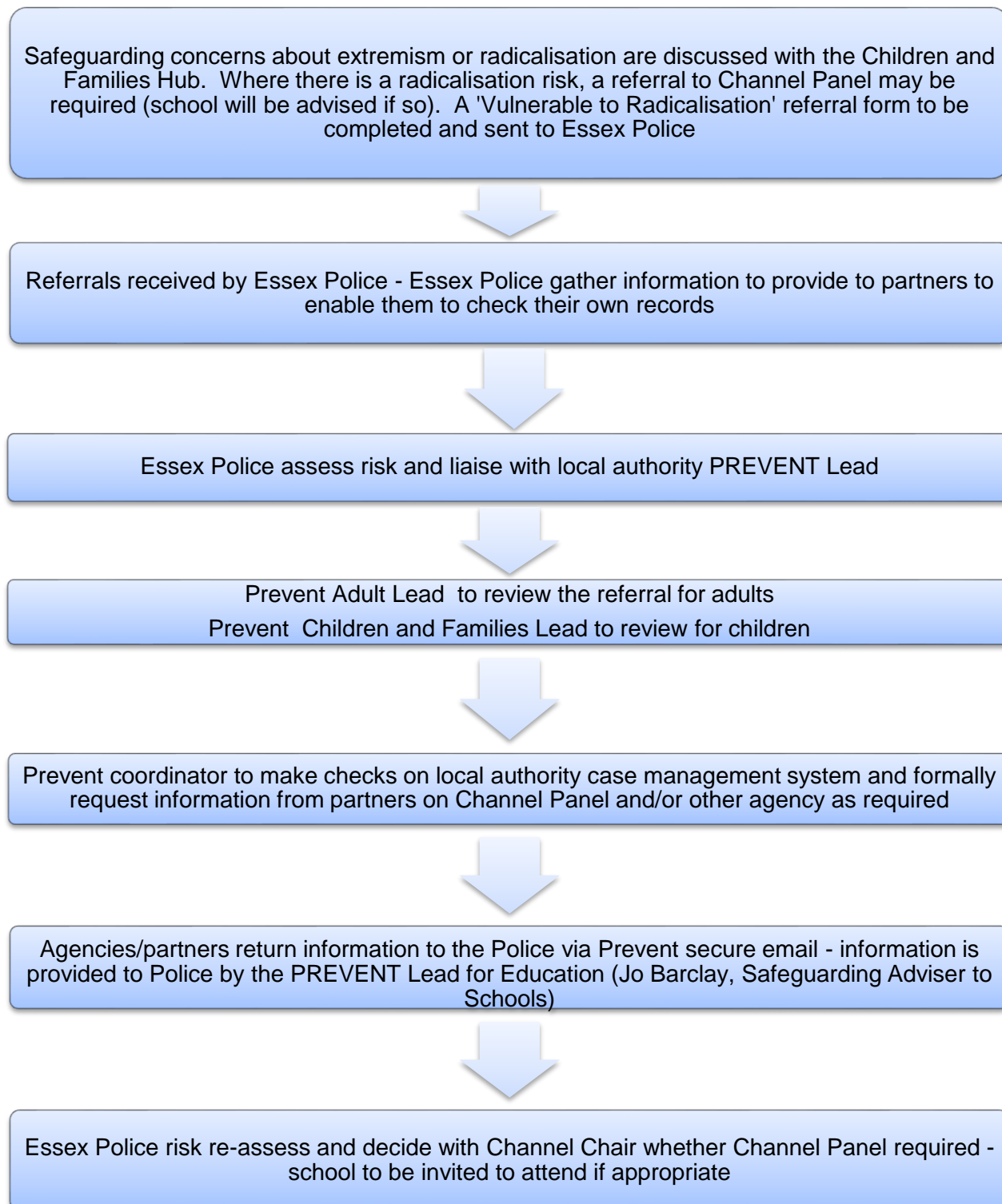


Appendix A:

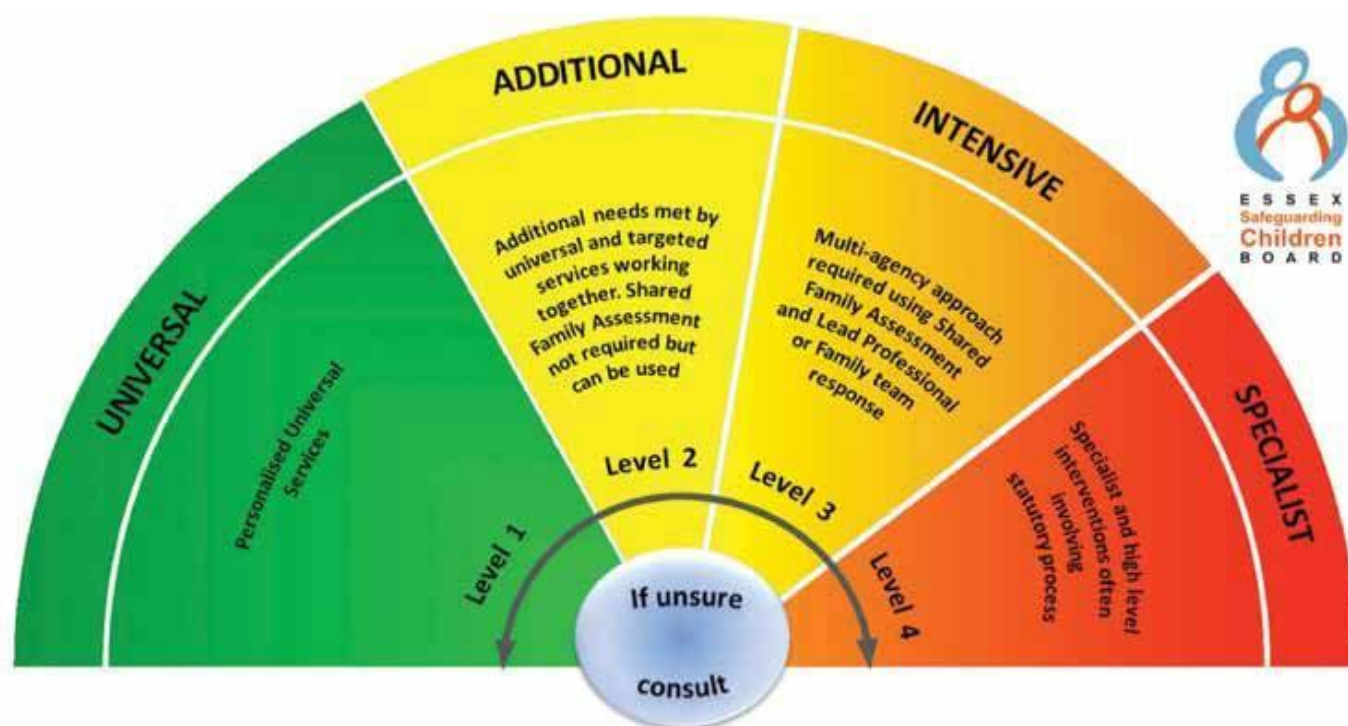




## Appendix B: PREVENT Referral Flowchart



## Appendix C: Essex Windscreen of Need and levels of intervention



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

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

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

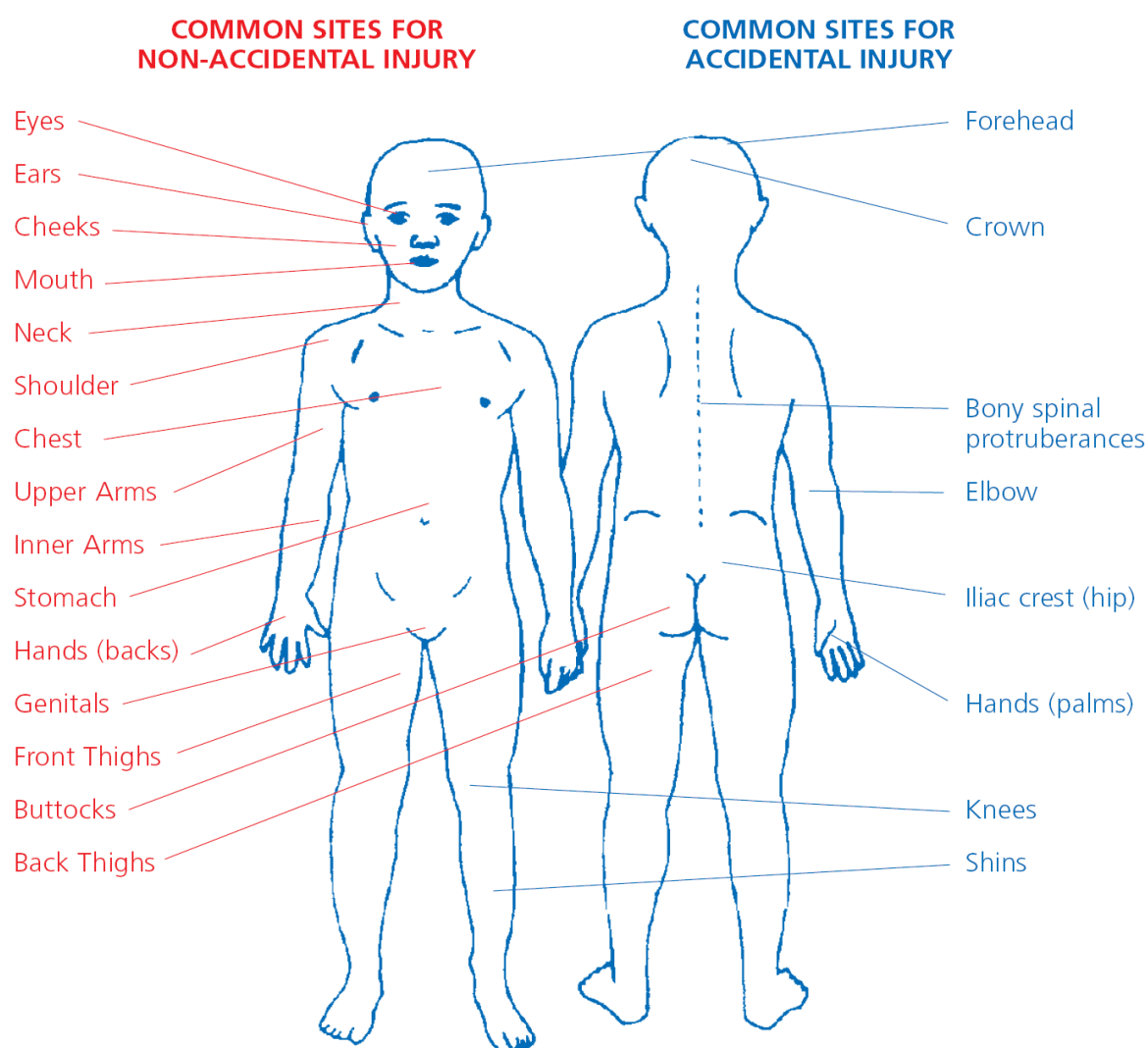
**Specialist** services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively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

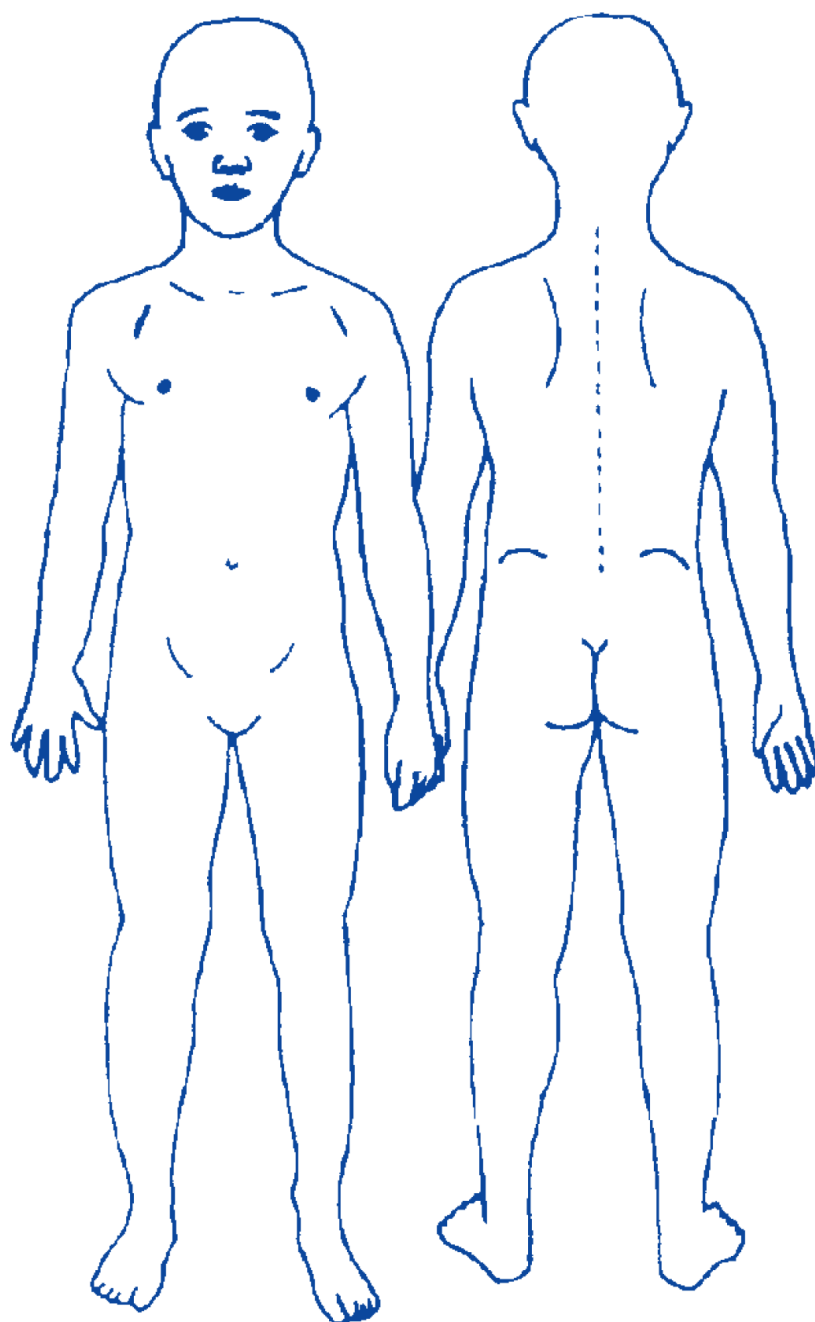
# Child Protection Record Report of a concern

Appendix D

<b>Name of referrer:</b>		<b>Role of referrer:</b>	
<b>Child Name:</b>			
<b>Date of birth:</b>		<b>Year Group / class:</b>	
<b>Details of concern:</b>	<i>(Use body map if appropriate as Appendix E)</i>		
<b>Reported to:</b>		<b>Role of person reported to:</b>	
<b>Signed:</b>			
<b>Date:</b>			

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





## Essex Child Sexual Exploitation Arrangements

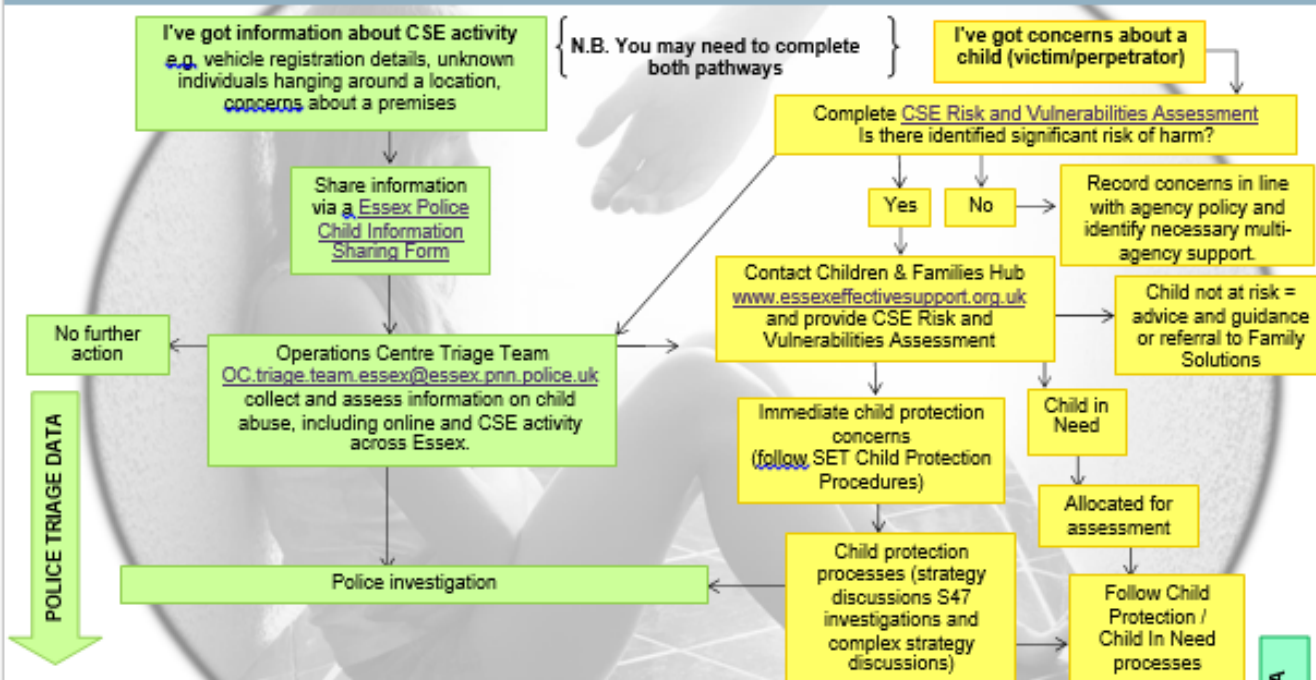
### DEFINITION

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) 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. (Home Office Definition for 2017)

### INDICATORS OF CSE (For more information see SET CSE Risk and Vulnerabilities Assessment)

- ❖ You may notice a change in a young person's behaviour, they may be disruptive or hostile, and associating with older men or women.
- ❖ Their health or mental health might change, for example you may notice marks or scars which they try to conceal or increased health / sexual related problems.
- ❖ Their behaviour might change and you may notice them concealing their use of the internet, exclusion from school or unexplained absences and sexualised risk-taking, including on the internet or mobiles, or association with gangs.
- ❖ Their possessions may change including having unexplained amounts of money, credit, gifts, having multiple phones, sim cards and possession of hotel keys or keys to unknown premises.

FOR FURTHER INFORMATION REFER TO FULL ESSEX CSE & MISSING ARRANGEMENTS ON [WWW.ESCB.CO.UK](http://WWW.ESCB.CO.UK)



**CRITERIA FOR MACE:** Children and young people known to be being exploited, those who are considered our most vulnerable to CSE due to missing episode(s), children and young people assessed as **HIGH RISK** to exploitation (including sexual exploitation).

### Missing and Child Exploitation (MACE) Meetings (A meeting held in 4 quadrants; Mid, North, South and West)

**MACE part 1 (monthly):** Focus on individual case discussion. Provides opportunity for multi-agency senior management oversight and comment for our most vulnerable young people, considers plans, further disruption opportunities and collection of evidence to support prosecutions

**MACE part 2 (bi-monthly):** Considers wider operational activity necessary to tackle CSE threats through analysing local trends, patterns and hotspots. Responsible for building a local problem profile to better understand what threats exist locally and how these can be managed.

#### ESCB Child Exploitation & Missing Sub-Committee

This Sub-Committee oversees the statutory functions of local agencies to drive forward work across Essex around Child Exploitation and Missing. This multi-agency strategic group reports directly to the ESCB and it is responsible for overseeing a Multi-Agency Child Exploitation and Missing Action Plan.

#### District Councils (DC) & Community Safety Partnerships (CSP)

Local Councils have a range of functions such as housing, anti-social behaviour and nuisance, licensing, environmental health, which should all be considered in effectively tackling local threats of CSE. DC regulatory powers can be used to detect, disrupt, and in the collation of evidence, to support prosecutions. Each District has a CSP who has a statutory responsibility to develop and produce crime and disorder reduction strategies. CSPs can support in local community engagement, including supporting victims and their families and awareness raising projects. Representatives from DCs and CSPs attend quadrant MACE meetings.

#### Stay Safe Groups

Leads for Partnership Delivery attend quadrant MACE Part 2 meetings, this provides the mechanism for themes to be shared to support, training and develop the wider workforce.