

Elm Green Preparatory School



Safeguarding, Child Protection and Promoting the Welfare of Pupils

This policy applies to all pupils in the school including those in EYFS

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ELM GREEN PREPARATORY SCHOOL

Safeguarding and Promoting the Welfare of Pupils Policy

Elm Green is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. This policy applies to all staff, visitors, volunteers and children at Elm Green School.

CONTENT

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- Introduction including aims and objectives
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- Definitions and indicators of abuse and neglect
- Specific safeguarding issues
- Promoting mental health and resilience
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- Policy and procedures for dealing with concerns about a child, in accordance with locally agreed inter-agency procedures
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- Arrangements to fulfil other safeguarding and welfare responsibilities
- Child-on-child sexual violence and sexual harassment
- Details of arrangements to review safeguarding policy and procedures at least annually

INTRODUCTION

Schools and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance *Working Together to Safeguard Children*.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider at all times what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

(Keeping Children Safe in Education – DfE, 2025)

The school has regard to the following guidance in preparing this policy and procedures:-

- The Children Act (1989, 2004, and 2006)
- Keeping Children Safe in education (September 2025) **(KCSIE)**
- Working Together to Safeguard Children (September 2023) **(WT)**
- Relationships Education, Relationships and Sex Education **(RSE)** and Health Education (2019, updated September 2021)
- Prevent Duty Guidance: for England and Wales (July 2015, updated April 2023) (Prevent)
- The use of social media for on-line radicalisation (July 2015)
- Southend, Essex and Thurrock **(SET)** Child Protection Procedures 2025

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Children includes everyone under the age of 18.

Because of their day to day contact with individual children, teachers and other staff in the school are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. All staff should be prepared to identify children who may benefit from early help and to discuss any concerns with the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy Designated Safeguarding Lead (DDSL).

This policy should be implemented alongside other policies detailed under Arrangements for Reviewing Policies and Procedures. This policy is available to all parents on the school website and copies are available on request from the School Office. It is also on display in a folder outside the School Office.

AIMS OF THE POLICY

- The paramount aim is to provide a safe, secure and supportive environment where pupils achieve and flourish in partnership with parents, other agencies and the wider community in line with agreed school policies, local and national procedures and practices
- The school aims to provide pupils with relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family. Together

with these skills we hope that pupils will feel confident that they can confide in staff on issues of emotional need, neglect, abuse and deprivation

- The school aims to ensure that training in child protection procedures, inter-agency working, safeguarding and safe recruitment is arranged in accordance with statutory requirements for all
- The school aims to enable staff to be familiar and confident with the appropriate and relevant locally agreed inter-agency child protection and safeguarding procedures. (See Appendix C). Detailed information is available from the Essex Safeguarding Children Board (**ESCB**) www.escb.co.uk. This policy is intended to give clear guidance to all staff on:
 - i. the signs that may indicate the possibility of abuse
 - ii. the procedures to follow if a child discloses abuse or a member of staff or volunteer at the school suspects abuse
- The school aims to work with parents to build an understanding of their responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other agencies as a constructive and helpful measure
- When the abuse or allegations concern anyone (child or adult) who is not an employee/volunteer at the school, the children's Social Care Services should be contacted. (See Appendix C).
- The school aims to monitor children who have been identified as 'at risk' and to keep written records of concerns securely and to maintain confidentiality. **However, confidentiality is an issue that needs to be fully understood by adults working with children. The only purpose of confidentiality in this respect is for the benefit of the child. Staff must never guarantee confidentiality nor agree with a child to keep a secret and should be aware that they must report any disclosures or concerns to the DSL/DDSL.** Shared information on a 'need to know basis' must be held confidentially
- The school aims to contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools - thereby contributing towards a more effective detection and communication of the incidence of child abuse

OBJECTIVES OF THE POLICY:

These objectives relate directly to the aims of this Policy at Elm Green School and are intended to show how the aims are actually put into practice. There are three main elements to the implementation of this Child Protection Policy.

1) **PROTECTION:** Our objectives are:

- 1a) To nominate the Principal as having overall responsibility for maintaining the high standards of safeguarding, safety and welfare of all pupils
- 1b) To nominate a designated senior member of staff as DSL and ensure that they receive appropriate training and support for this role that also includes pupils in the EYFS

- 1c) To ensure that the school operates safe recruitment procedures when appointing new staff and volunteers. The school will also seek assurances that appropriate safeguarding checks and procedures apply to any staff employed by another organisation and working with the school's pupils both on and off-site
- 1d) To develop effective links with relevant statutory agencies and co-operate with their enquiries regarding child protection matters that are relevant to all students, including those in the EYFS. This may mean attendance at Case Conferences
- 1e) To provide child protection training to all school staff and in particular to designated teachers to ensure that their skills and expertise are up to date, including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring systems
- 1f) To develop and implement arrangements to deal with allegations of abuse against staff
- 1g) A bullying incident should be treated as a child protection concern when there is a reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school should report such cases to the Local Authority Designated Officer (LADO)
- 1h) To ensure the mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in Part 1 and Annex B of KCSIE
- 1i) Staff should be aware of the safeguarding guidance regarding the use of mobile phones in the EYFS and within the main school. In particular, at no time should staff use personal mobile phones whilst supervising children. At no time should the camera facility on a phone be used for recording images of children
- 1j) WT also stresses the importance of creating an environment where staff feel able to raise concerns, to be supported in their safeguarding role and to respond with confidence to any inappropriate behaviour displayed by another member of staff or any other person working with children. KCSIE also makes it clear that any member of staff may make a referral to external agencies

2) PREVENTION

- 2a) To create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to
- 2b) To use the curriculum to support students' protection and safety, including keeping themselves safe on-line
- 2c) To treat children and colleagues with respect and encourage all pupils to treat each other and staff with respect
- 2d) To look carefully at the role models that the School offers pupils through staffing, materials, selection of curricular content and other experiences
- 2e) To try and impress upon pupils the importance of rejecting violence as a means of resolving conflict
- 2f) To annually review and evaluate the school's E-Safety, Anti-Bullying and Behaviour policies and practices of rewards and sanctions
- 2g) To give pupils opportunities to learn about child development and good parenting
- 2h) To ensure that all staff are aware of their duty to raise concerns about the inappropriate attitude or actions of colleagues with the DSL

3) SUPPORT

In addition to the provision of a supportive ethos and appropriate curriculum:

3a) To provide pastoral support and guidance so that pupils have a range of appropriate adults and supportive friends whom they feel confident to approach if they are worried or in difficulties

3b) To give pupils opportunities and strategies to understand and cope with stress

3c) To liaise with other relevant agencies and carers in the provision of a child protection plan

3d) To attend any relevant meetings and maintain confidentiality of information as required for the continuing safety of a child

3e) To transfer confidential information to the child's next school by appropriate means and to seek confidential information from a previous school or pre-school setting by appropriate means

MANAGEMENT OF SAFEGUARDING

The Principal is ultimately responsible for all safeguarding matters, maintaining an overview of safeguarding in the school, monitoring effectiveness of policies and procedures in practice. The Principal completes an annual review of safeguarding.

The Deputy Headteacher is the Designated Safeguarding Lead (DSL) in charge of child protection and safeguarding. Any case or suspected case of child abuse or concern regarding safeguarding should be discussed immediately with the Deputy Headteacher, (DSL). A job description for the DSL is attached as Appendix B. The DSL has lead responsibility for safeguarding and child protection, however; in the absence of the DSL, the Deputy Designated Safeguarding Lead (DDSL) is Ivich Milner. The DSL and DDSL undergo formal Level 3 training that is updated every two years. In addition to their formal training their knowledge and skills are regularly updated to keep up with any developments relevant to their role. The DSL liaises with the local authority and works with other agencies in line with WT.

The Senior Teacher has a role with assisting development of policies and procedures and providing staff training updates.

EARLY HELP

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled or who has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently going missing from care or from home
- has experienced multiple suspensions, is at risk of being permanently excluded from school
- is at risk of modern slavery, trafficking, sexual or criminal exploitation

- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug or alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is persistently absent from education, including persistent absences for a part of the school day

Options for early help include:

- managing any support internally via the school's pastoral system
- undertaking an early help assessment
- making a referral to statutory services

INDICATORS OF ABUSE AND NEGLECT

All staff should be aware of indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of the home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues. If any member of staff is unsure, they should always speak to the DSL.

All staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Staff should be alert to the particular vulnerabilities of those children with SEND. Child abuse can be categorised into distinct types ('Keeping Children Safe in Education' (pages 11-17). Department for Education has produced advice 'What to do if you are worried a child is being abused 2015 – Advice for Practitioners' to help identify abuse and neglect and take appropriate action in response.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face and in many cases abuse and other risks take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist 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 content.

Abuse

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly

online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical Abuse

This form of abuse 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.

Emotional Abuse

Emotional abuse is defined as 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.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education and all staff should be aware of it and of the school's policy and procedures for dealing with it.

Neglect

Neglect is 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.

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol abuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and non-consensual sharing of nudes or semi-nudes images and/or videos can be signs that children are at risk.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL and DDSL should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

KCSIE Annex B contains important additional information about specific forms of abuse and safeguarding issues. **ALL STAFF MUST READ AND UNDERSTAND THE CONTENTS OF ANNEX B.**

These specific forms of abuse include:

- Child abduction and community safety incidents
- Child criminal exploitation (CCE) and Child sexual exploitation (CSE)
- Children and the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- County lines
- Homelessness
- Mental health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation
- The Prevent Duty
- Channel
- Sexual violence and sexual harassment between children in schools
- Serious violence
- So-called 'honour-based' abuse (Including FGM and Forced Marriage)
- FGM mandatory reporting for teachers
- Forced Marriage
- Additional advice and support

PROMOTING MENTAL HEALTH AND RESILIENCE

Positive mental health is the concern of the whole community. Elm Green School wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. It is vital that we work in partnership with parents to support the

wellbeing of pupils. Parents should share any concerns about the well-being of their child with the school so that appropriate support and intervention can be identified and implemented.

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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or at risk of developing one. If a member of staff has a mental health concern about a child that is also a safeguarding issue, immediate action should be taken and the DSL must be informed.

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

The DfE has published guidance: Mental Health and Behaviour in Schools and Public Health England has the guidance: Promoting children and young people's emotional health and wellbeing.

CHILD-ON-CHILD ABUSE

All staff should recognise that children can abuse other children (often referred to as child-on-child abuse), and this abuse can happen inside and outside the school or online. The school has a zero tolerance approach to peer-on-peer abuse.

Staff should recognise that even if there are no reports within the school it does not mean it is not happening, it may be the case that is just not being reported. If staff have any concerns about peer on-peer they should speak to the DSL.

Staff should understand the importance of challenging inappropriate behaviour between peers that are abusive. This should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" or "boys being boys" as downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to reporting it. The gendered nature of child on child abuse is recognised (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously. Children with SEND may be particularly vulnerable to child on child abuse.

All staff should be aware that child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- 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 sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and on-line sexual harassment which may be stand-alone or part of a broader pattern of 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-nude images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, 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 (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Child-on-child sexual violence and sexual harassment

KCSIE (2025) Part 5 is dedicated to child-on-child sexual violence and harassment and covers all concerns including those that have happened outside the school premises or online.

Sexual violence and sexual harassment can occur between two children of any age and sex and within intimate personal relationships between peers. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

All staff are advised to maintain an attitude of 'it could happen here'.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor should a victim ever be made to feel ashamed for making a report or having their experience minimised. Early intervention can help prevent problematic, abusive and/or violent behaviour in the future. Children who are victims wherever it happens, will find the experience stressful and distressing. This will, in all likelihood adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attend the same school.

It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely to be perpetrated by boys.

It is important that any staff who deal with reports of sexual violence and sexual harassment read and follow the guidelines in KCSIE Part 5. This is particularly important where there is an online element to the report. The key consideration is for staff not to view or forward illegal images of a child.

Part 5 of KCSIE should be read alongside the DfE advice: *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges*.

We use PSHE and ICT lessons and assemblies to help children understand, in an age-appropriate way, what child-on-child abuse is, and we encourage the children to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. All reported incidents are treated seriously and recorded on an incident reporting form.

Initial concerns may be dealt with through the school's Behaviour and Anti-Bullying policies. In the event of a child protection concern: when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm', the DSL should be informed immediately. In the event of a disclosure about child on child abuse, all children involved, whether perpetrator or victim, are treated as being 'at risk' and separate referrals to Children's Social Care will be made for the victim and the perpetrator.

SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from, or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's: *Criminal Exploitation of children and vulnerable adults*: county lines guidance and Preventing Youth Violence and Gang Involvement.

DOMESTIC ABUSE

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be the victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and this may have a detrimental or long-term effect on their health, wellbeing, development, and ability to learn.

ONLINE SAFETY

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

The four main areas of online risk can be categorised as:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

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

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

The Proprietor ensures that Elm Green School has appropriate filtering and monitoring systems in place, which follow the recommendations of The Department for Education's filtering and monitoring standards and safe use of generative AI, and regularly reviews their effectiveness.

Elm Green School seeks to help children keep themselves safe online in a range of ways – full details are included in the E-Safety Policy.

CHILDREN MISSING FROM EDUCATION

In addition to the advice in KCSIE Annex B about children missing from education, the school will follow the procedures in the Essex County Council – Children Missing from Education Policy and procedures. The school must inform the local authority of any pupil who has been absent without school permission for a continuous period of 10 days or more. The school will also report any pupil who has a pattern of repeated periods of absence.

CONCERNS ABOUT A CHILD

The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous 'categories of abuse', or, if that child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress. An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration and a fall-off in school performance
- aggressive or hostile behaviour
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- difficulties in relationships with peers
- regression to more immature forms of behaviour, e.g. thumb sucking

- self-harming or suicidal behaviour
- low self-esteem
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual/physical abuse
- disturbed sleep
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour
- a sudden change in school performance

Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries
- unwillingness to seek appropriate medical treatment for injuries
- injured child kept away from school until injuries have healed without adequate reason
- a high level of expressed hostility to the child
- grossly unrealistic assumptions about child development
- general dislike of child-like behaviour
- inappropriate labelling of child's behaviour as bad or naughty
- leaving children unsupervised when they are too young to be left unattended

Further detailed guidance on symptoms of each category of abuse are contained in Appendix A

PROCEDURES FOR DEALING WITH A CONCERN ABOUT A CHILD

Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and when concerned about the welfare of a child, staff should always act in the best interests of the child. The DSL or a deputy should always be available to discuss safeguarding concerns.

Any member of staff having a concern or receiving a disclosure of abuse from a child or noticing signs or indicators of abuse must act on them immediately. They should make an accurate record (using the proforma in Appendix E including the Body Map, if relevant) as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. (It is important that these notes are contemporaneous i.e. within 1 hour of the disclosure and that the child's own words should be recorded wherever possible). The child must not be pressed for information, led, cross-examined or given false assurances of confidentiality or asked to give a written statement. Reassurance may be given that the child will be kept safe and that the School's DSL will be informed. The DSL will then decide to follow one of the following options:

- Manage any support for the child internally via the school's own pastoral support process
- An early help assessment using SET procedures of ESCB
- A referral for statutory services, for example as the child might be in need, is in need or likely to suffer harm

All records should be dated and signed and will include action taken. They should be given to the designated DSL.

Any staff member can, if they feel it appropriate, make a referral directly to Essex Children and Families Hub via the Essex Effective Support portal.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to Essex Children and Families Hub (and if appropriate the police) is made immediately.

It does not require parental consent for referrals to be made to Children's Social Care.

INTERAGENCY WORKING

It is the responsibility of the DSL to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the child's parents or carers. The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.) In Essex, the statutory partners are Essex County Council, Essex Police and five of the seven Clinical Commissioning Groups covering the county.

If a child is subject to a Child Protection or a Children in Need plan, the DSL will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the DSL will ensure the school 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.

CONCERNS ABOUT SAFEGUARDING PRACTICES WITHIN THE SCHOOL (WHISTLEBLOWING)

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Senior Management Team.

Staff are encouraged to raise concerns or allegations with the DSL who will take all concerns seriously and conduct a thorough investigation. Concerns may be raised discreetly by speaking to the DSL directly or raised in the weekly staff meeting under the standing agenda item of safeguarding.

Where a staff member feels unable to raise an issue with the DSL or Senior Management Team, or feels that their genuine concerns are not being addressed, they may use alternative whistleblowing channels. General guidance on whistleblowing can be found via: *Advice on Whistleblowing* or The NSPCC whistleblowing helpline is available. Staff can call 0800 028 0285 between 08:00 and 20:00 Monday to Friday and e-mail help@nspcc.org.uk. Contact numbers for Children's Social Care Services, Essex Police and the NSPCC whistleblowing helpline are displayed in the staff room and contained in this policy.

RECORDS, REPORTING, MONITORING, AND INFORMATION SHARING

The DSL/DDSL will keep all safeguarding records of concern and communications confidentially and securely in a separate file from the child's main records. They will be retained for 25 years after the pupil's date of birth or until they transfer to another setting. Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved, and
- A note of any action taken, decisions reached and the outcome

When a pupil transfers from Elm Green School to another educational setting their records will be forwarded to the new educational setting. These will be marked "Confidential" and for the attention of the receiving school's DSL with a return address on the envelope in the event of their going astray. Evidence will be obtained that the paperwork has been received. Where appropriate, the DSL may also make contact with the new educational setting in advance of the child's move there, to enable planning so that appropriate support is in place when the child arrives.

When a pupil joins Elm Green school, we will request child protection records from the previous educational establishment including nurseries (if none are received).

The proprietor is aware that among other obligations, the Data Protection Act 2018 and the UK GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. **Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

ARRANGEMENTS FOR DEALING WITH ALLEGATIONS MADE AGAINST/CONCERNS RAISED IN RELATION TO THE PRINCIPAL, TEACHERS AND OTHER STAFF, INCLUDING VOLUNTEERS AND CONTRACTORS

The school complies with the guidance contained in KCSIE 2025 Part 4 and the Essex SET procedures to develop and implement arrangements to deal with allegations of abuse against members of staff, the Principal, visitors, volunteers or contractors.

Guidance is given to all staff in the Staff Code of Conduct (Appendix E), including work experience students and volunteers, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on), or commit a criminal offence against or related to a child, or behave in a way that indicates he or she would pose a risk of harm to children. Employers have a duty of care to their employees. The Principal and DSL will provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

There are two levels of allegation/ concern:

1. Allegations that may meet the harms threshold
2. Allegations/concerns that do not meet the harms threshold – referred to as ‘low level concerns’

Section 1: Allegations that meet the harms threshold

These are allegations that might indicate that a person would pose a risk of harm if they continued to work in their present position, or in any capacity with children in a school. The guidance should be followed where anyone working or volunteering in the school has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (including because of transferable risk)

The SET procedures (ESCB, 2025) require that, where an allegation against a member of staff is received, the Principal 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 and parents. The school does not carry out any investigation before speaking to the LADO. If the allegation concerns the Principal or DSL the person receiving the allegation must contact the LADO at the ESCB, in which case, the Principal and DSL must not be informed of the allegation. A ‘case manager’ will lead any investigation. The case manager will usually be the Principal unless the allegation concerns the Principal, in which case the concern will be dealt with by the LADO.

In the case that the school identifies:

- that a child has been harmed
- that there may be an immediate risk of harm to the child, or
- if the situation is an emergency immediate contact should be made with ESCB and as appropriate the police informed immediately in accordance with KCSIE Part 1.

There are two aspects to consider when an allegation is made:

- looking after the welfare of the child
- investigating and supporting the person subject to the allegation

The school will follow the detailed guidance in KCSIE Part 4 on:

- when to inform the individual of the allegation
- where the case manager is concerned about the welfare of other children
- where it is clear or decided that an investigation by the police or ESCB is unnecessary
- where the initial discussion leads to no further action
- where further enquiries are necessary
- suspension (which is not an automatic response when an allegation is reported)

- support
- confidentiality and information sharing
- allegation outcomes
- following a criminal investigation or prosecution
- unsubstantiated, unfounded, false or malicious accusations
- returning to work
- resignations and settlement agreements
- record keeping
- references
- learning lessons
- non-recent allegations
- Where necessary, the school will report to the Disclosure and Barring Service **(DBS)** and consider referral to the Teaching Regulation Agency **(TRA)**.

Section 2: Concerns and or allegations that do not meet the harm threshold ('low level' concerns)

These concerns or allegations do not meet the harm threshold for Section 1 allegations, however, that does not mean that the allegation is insignificant. They may arise from a variety of sources, including suspicion, complaint from a parent or other adult within or outside of the school, a disclosure (by child or adult) or during vetting checks.

Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- enable the school to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Such behaviour can exist on a wide spectrum, from inadvertent or thoughtless, or behaviour that may look to be inappropriate but might not be in specific circumstances, through to what is ultimately intended to enable abuse.

It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of the school from becoming the subject of potential false low-level concerns or misunderstandings. Staff should feel confident to self-refer where they have, for example, found themselves in a situation that is open to misinterpretation.

Further detail about the management of low level concerns is contained in The Low Level Concerns Policy.

STAFF CODE OF CONDUCT

Appendix D contains the Staff Code of Conduct outlining guidance about expectations for behaviour and actions of staff, so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

The Code of Conduct is included in Induction Training and refresher training for all staff.

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 a child. There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils, such as guiding a child to safety or breaking up a fight. “Reasonable” means using no more force than is needed. Elm Green School works in accordance with the statutory and local guidance on the use of reasonable force.

SAFER RECRUITMENT

Elm Green is committed to safe recruitment of staff. Full details of recruitment procedures are contained in the Recruitment Policy.

TRAINING

The school’s arrangements for training in safeguarding and child protection are:

- Level 3 training every 2 years for designated persons (DSL, DDSL), Principal and Senior Teacher (provided by ESCB or approved training agency, including Prevent training and inter-agency working)
- for all other staff as indicated by ESCB including reading and understanding KCSIE Part 1 and Annex B, and Prevent training. Training will focus on the recognition of the symptoms of child abuse, procedures, case studies and how to respond appropriately and sensitively to child protection concerns
- all staff are provided with induction training, full details of content are contained in the Induction Policy.
- regular updates about safeguarding and child protection via staff meetings, emails and e-safety updates including annual update training
- records of all child protection training are held for all staff
- temporary staff and volunteers are provided with a safeguarding briefing and handout on arrival at school

ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

The curriculum and pastoral care provision are designed to raise pupils’ awareness and build confidence and self-esteem so that pupils have a range of contacts and strategies to ensure their own protection and safety and understand the importance of protecting others. A cross-curricular approach together with the PSHE programme of study and assemblies is used to implement this.

Pupils are taught how to use the internet and electronic equipment safely and issues such as cyberbullying are discussed in PSHE and ICT sessions.

The school is committed to on-line safety and full details can be found in the e-Safety Policy.

ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

This policy and related procedures will be reviewed at least annually. The DSL, DDSL and Senior Teacher will review the School Policy and procedures and present their findings to the Principal in order to develop and improve the way child protection and safeguarding issues are managed on an annual basis. The school will remedy without delay any deficiencies or weaknesses in child protection arrangements.

The Safeguarding, Child Protection and Promoting the Welfare of Pupils Policy should be read in conjunction with the following school policies and documents:

- Health and Safety
- Anti – Bullying
- Behaviour
- EYFS
- PSHE
- First Aid and Support for Pupils with Medical Conditions
- Missing Child Policy
- e-Safety
- SEND
- Educational Visits
- Recruitment Policy
- Code of Conduct for Employees
- Relationships Policy
- Attendance Policy
- Intimate Care Policy
 - Low Level Concerns

REVIEW

This policy is reviewed at least annually and is included in the School's policy review schedule.

SAFEGUARDING STATEMENT

Elm Green Preparatory School is committed to maintaining a safe and secure environment for all pupils in accordance with its Safeguarding, Child Protection and Promoting Pupil Welfare Policy.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children in accordance with the School's Equal Opportunities Policy

ELM GREEN PREPARATORY SCHOOL

RECOGNISING ABUSE/NEGLECT

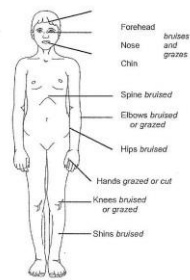
Physical Abuse:

Typical signs could be:

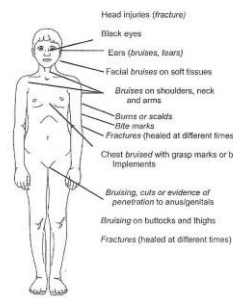
- **bruises and abrasions** - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently
- **slap marks** - these may be visible on cheeks or buttocks
- **twin bruises on either side of the mouth or cheeks** - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking
- **bruising on both sides of the ear** - this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury
- **grip marks on arms or trunk** - found in babies who are handled roughly or held down in violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse
- **black eyes** - are most commonly caused by an object such as a fist coming into contact with the eye socket. NB A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred
- **damage to the mouth** - e.g. bruised/cut lips or torn skin where the upper lip joins the mouth • **bite marks**
- **fractures** - in children less than 2 years
- **poisoning and other misuse of drugs** - e.g. over use of sedatives
- **burns and/or scalds** - a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always a cause for concern

The diagrams below outline the expected body sites for accidental and non-accidental injuries

ACCIDENTAL INJURIES



NON-ACCIDENTAL INJURIES



Emotional Abuse

There might not be any obvious physical signs of emotional abuse or neglect. Also a child might not tell anyone what's happening until they reach a 'crisis point'. That's why it is important to look out for signs in how a child is acting.

As children grow up, their emotions change. This means it can be difficult to tell if they're being emotionally abused. But children who are being emotionally abused might:

- seem under-confident or lack self-assurance
- struggle to control their emotions
- have difficulty making or maintaining relationships
- act in a way that's inappropriate for their age.

The signs of emotional abuse can also be different for children at different ages.

Sexual Abuse

Typical signs of Sexual Abuse are:

- **a detailed sexual knowledge** inappropriate to the age of the child
- **behaviour that is excessively affectionate or sexual** towards other children or adults
- **attempts to inform** by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality
- **a fear of medical examinations**
- **a fear of being alone** - this applies to friends/family/neighbours/baby-sitters, etc
- **a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa**
- **excessive masturbation** is especially worrying when it takes place in public

- **promiscuity • unusually explicit or detailed sex play** in young children
- **sexual approaches or assaults** - on other children or adults
- **pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified
- **bruising** to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place
- **discomfort or pain** particularly in the genital or anal areas
- the drawing of **pornographic or sexually explicit images**

Neglect

Typical signs of Neglect are:

- **Underweight** - a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern
- **Inadequately clad** - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

APPENDIX B

ELM GREEN PREPARATORY SCHOOL

DESIGNATED SAFEGUARDING LEAD Job Description

The Proprietor will ensure that the school designates a senior member of staff to take the lead responsibility for Safeguarding and Child Protection (including online safety). This member of staff will have the status and authority within the school to carry out the duties of the post including committing resources and where appropriate, supporting and directing other staff.

During term time the DSL or DDSL should always be available (during school hours) for staff to discuss any safeguarding concerns. For out of hours/out of term contact the DSL may be contacted via e-mail or the school office.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to ESCB as required and support staff who make referrals
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- where a crime may have been committed to the Police as required. *NPCC - When to call the police* should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the Principal to inform her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.
- as required, liaise with the "case manager" (as per Part 4) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

- work with the Principal and Senior Management Team, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome. The DSL should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE. Where children leave the school (including in year transfers) the DSL should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as DSLs and SENCOs, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Principal regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including ESCB criteria for action and referral arrangements
- have a working knowledge of how ESCB conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are 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 at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts 1, 2 and 5 of the KCSIE document, and therefore the Designated Safeguarding Lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
 - be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

ELM GREEN PREPARATORY SCHOOL

DEPUTY DESIGNATED SAFEGUARDING LEAD Job Description

The Proprietor will designate a Deputy Designated Safeguarding Lead (DDSL) to support the Designated Safeguarding Lead (DSL). The DDSL will be trained every two years to the same standard as the DSL. The DSL may delegate activities to the DDSL, however, the ultimate lead responsibility for child protection remains with the DSL.

The Proprietor will ensure that the school designates a senior member of staff to take the lead responsibility for Safeguarding and Child Protection (including online safety). This member of staff will have the status and authority within the school to carry out the duties of the post including committing resources and where appropriate, supporting and directing other staff.

During term time the DSL or DDSL should always be available (during school hours) for staff to discuss any safeguarding concerns.

Manage referrals

The deputy safeguarding lead is expected assist the designated safeguarding lead to refer cases:

- of suspected abuse and neglect to ESCB as required and support staff who make referrals
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- where a crime may have been committed to the Police as required. *NPCC - When to call the police* should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The deputy designated safeguarding lead is expected to assist the designated safeguarding lead to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the Principal to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the Principal and Senior Management Team, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school

Information sharing and managing the child protection file

The deputy designated safeguarding lead is responsible for assisting with ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome. The DSL should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE. Where children leave the school (including in year transfers) the DSL and DDSL should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as DSLs and SENCOs, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL and DDSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The deputy designated safeguarding lead should assist the designated safeguarding lead to:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Principal regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
 - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff

Training, knowledge and skills

The deputy designated safeguarding lead should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The deputy designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including ESCB criteria for action and referral arrangements

- have a working knowledge of how ESCB conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the deputy designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are 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 at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the deputy designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, deputy designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them

- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts 1, 2 and 5 of the KCSIE document, and therefore the Deputy Designated Safeguarding Lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

APPENDIX C

ELM GREEN PREPARATORY SCHOOL IMPORTANT CONTACT DETAILS

Elm Green Designated Safeguarding Lead – Michelle Henly

Contact: 01245 225230 email: michelle.henly @elmgreen.essex.sch.uk

Elm Green Deputy Designated Safeguarding Lead – Ivich Milner

Contact: 01245 225230 email: Ivich.milner@elmgreen.essex.sch.uk

OFSTED

Whistleblowing: Tel: 0300 12 3155/Email: whistleblowing@ofsted.gov.uk Address

WBHL

Ofsted

Piccadilly Gate, Store Street

Manchester

M1 2WD

DfE

Sanctuary Buildings,

Great Smith Street

London SW1P 3BT

INDEPENDENT SCHOOL INSPECTORATE

CAP House

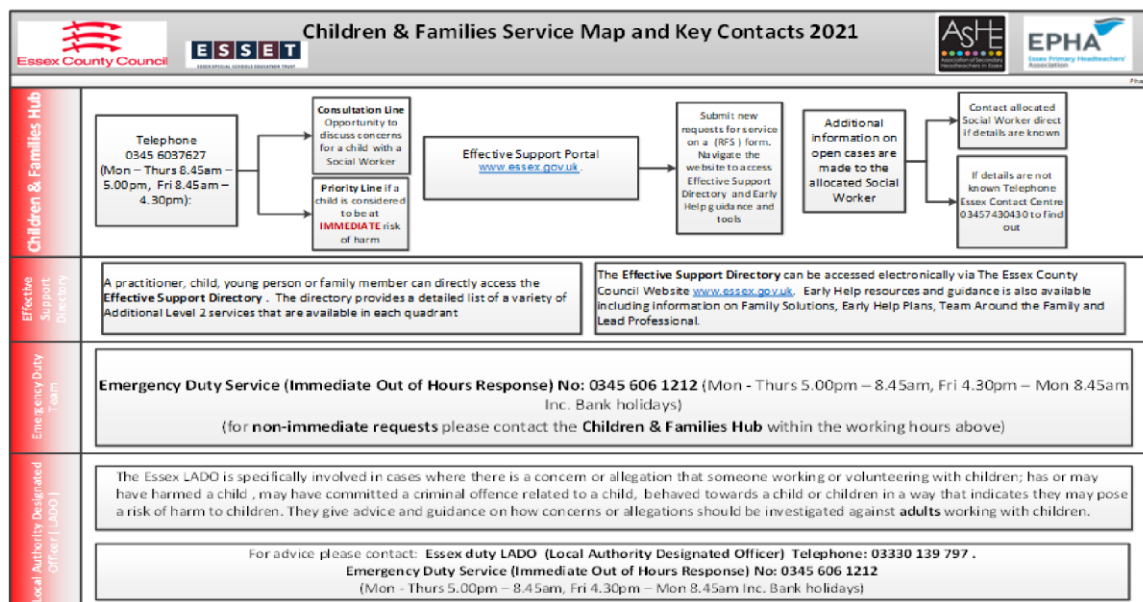
9-12 Long Lane

London EC1A 9HA

Email: concerns@isi.net

How to report a concern about a child to Essex Children and Families Hub

Full contact details provided in the table below for office hours and out of office hours contacts



ELM GREEN PREPARATORY SCHOOL

CODE OF CONDUCT FOR EMPLOYEES

Introduction

This Code of Conduct is designed to give clear guidance on the standards of behaviour that all school staff are expected to observe. School staff are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the students within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This Code of Conduct applies to all staff who are employed by the school, including the Principal, and aims to help all staff to understand what behaviour is and is not acceptable. It should be read in conjunction with the Staff Handbooks, the Health and Safety Policy and e-Safety Policy. All employees have a responsibility to be familiar with relevant school policies and to consistently apply them.

The physical environment at the school is kept as safe and secure as possible in line with the School's Health and Safety Policy (Appendix 4 Site Security) that all staff are required to adhere to. All members of staff have a responsibility to report hazards to the caretaker and complete risk assessments as required.

Staff are required to have due regard to all written risk assessments completed by the school and comply with their recommendations.

Commitment to Child-Centred Education

All staff must:

- Prioritise the safety, happiness, and holistic development of every child.
- Foster a nurturing and inclusive learning environment that supports curiosity, creativity, and confidence
- Cooperate and collaborate with colleagues and with external agencies where necessary to support the development of pupils
- Follow reasonable instructions that support the development of pupils

Professional Behaviour

All staff must:

- Maintain a respectful, and professional demeanour at all times
- Be punctual, prepared, and actively engaged in all school activities
- Dress appropriately, in a professional style, for the working day and meetings with parents. (See Staff Handbook for further guidance)
- All Elm Green PE staff should wear the kit provided
- Follow the guidelines contained in the Staff Handbook

Respectful Relationships

All staff must:

- Treat all pupils, parents, colleagues, and visitors with kindness, patience, and respect.
- Model positive behaviour and language for pupils, and avoid the use of inappropriate or offensive language towards each other and all members of the school community
- Encourage collaboration and teamwork among staff including in support of school events

Safeguarding and Child Protection

All staff must:

- Follow all safeguarding policies and procedures without exception including the E-Safety Policy and Staff User Agreement
- Immediately report any concerns about a pupil's welfare to the designated safeguarding lead
- Maintain appropriate physical and emotional boundaries with students
- Ensure they take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare
- Refrain from giving their personal mobile phone number to pupils and should not engage in electronic communication with pupils e.g text messaging or personal e-mail
- Ensure any telephone calls with parents are made using the school office telephone
- Refrain from using their personal mobile devices for the taking or storing of images of pupils
- Any physical contact by a member of staff should be appropriate for the safety and care of the pupil
- Mobile phones are not to be used in the classroom or in front of children (the exception is in a lockdown scenario). The school has risk assessed some situations where it is deemed as appropriate for staff to use their mobile devices for communicating with school or parents
- Avoid transporting an individual pupil on his/her own in a vehicle
- Ensure that if they are engaged in one-to-one tuition, sports coaching, it is good practice to ensure that other staff are within earshot/nearby
- Ensure that when teaching music lessons with closed doors, they are visible through the viewing windows when working with individual pupils
- Ensure they understand the whistleblowing procedures in line with the guidelines contained in 'Working Together to Safeguard Children'(WT) and KCSIE. Staff should feel able to raise concerns, to be supported in their safeguarding role and to respond with confidence to any inappropriate behaviour displayed by another member of staff or any other person working with children

Confidentiality and Data Protection

All staff must:

- Keep pupil and family information confidential and secure
- Discuss sensitive matters only with authorised personnel
- Use digital tools responsibly and in line with school data protection policies

Use of School Resources

All staff must:

- Use school materials, equipment, and facilities responsibly
- Ensure resources are used to support learning and student well-being
- Report any damage or safety concerns promptly
- Ensure their use of e-technology is in accordance with the e-Safety Policy
- Read and sign the Staff e-User Agreement

Honesty and Integrity

All staff must:

- Maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.
- Comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person
- Declare any gifts from suppliers or associates of the school to the Principal, with the exception of “one off” token gifts from pupils or parents. Personal gifts from individual members of staff to pupils are inappropriate and could be misinterpreted.

Conduct outside work

All staff must:

- Refrain from engaging in conduct outside work which could seriously damage the reputation and standing of the school or the employee’s own reputation or the reputation of other members of the school community. In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct will be regarded as unacceptable.
- Refrain from engaging in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute
- Understand that they may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance
- Understand that KCSIE incorporates statutory guidance about Disqualification under the Childcare Act 2006 (July 2018). This requires that schools must not knowingly employ people to work in childcare or allow them to be directly concerned in its management, if they are “disqualified”. All staff are required to sign an annual declaration to this effect.

Staff Medication

All staff must:

- Seek medical advice if they are taking medication that may affect their ability to care for students and should disclose a medical condition to enable the school to make reasonable adjustments to support that member of staff in the workplace and to safeguard the students
- Ensure that medication is always stored securely away from the teaching environment on the school premises

Disciplinary Action

All staff must:

- Recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal (Refer to details in Staff Handbook)

**ELM GREEN PREPARATORY SCHOOL
RECORD OF SAFEGUARDING CONCERN/DISCLOSURE**

CONFIDENTIAL

Name of Pupil:	Date of Birth:
Address:	

Name of Person Reporting Event:

Date:

Time:

SEQUENCE OF EVENTS/ACTUAL WORDS USED/OBSERVATIONS: <i>(use body chart where appropriate, but do not undress the child!)</i>

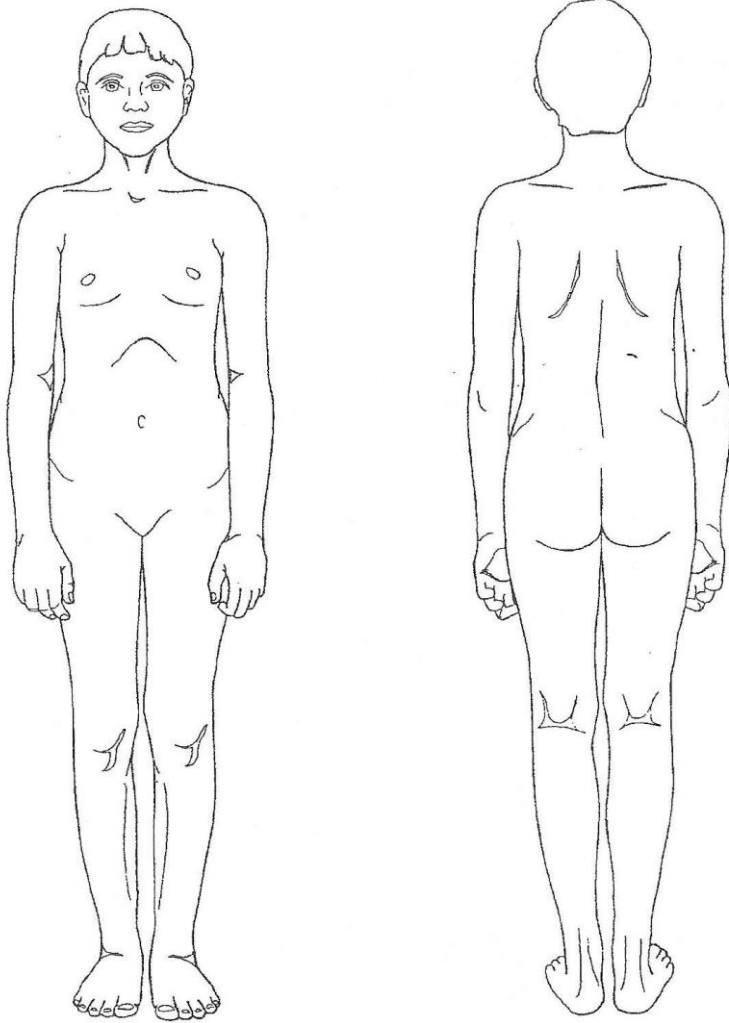
Action Taken: (person reporting)

Name of Person Contacted

Date: **Time:**

Action taken by DSL/DDSL:

BODY MAP (For recording symptoms of physical abuse)



Action taken by DSL/DDSL continued: