

CHILD PROTECTION POLICY FOR THE SIXTH FORM COLLEGE COLCHESTER

APPROVED BY GOVERNORS SEPTEMBER 2025

POLICY TO BE REVIEWED SEPTEMBER 2026

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1. Introduction

College context

This policy relates to the College's statutory duty to comply with child protection legislation and it is based on the Essex Model Child Protection Policy. For this reason, the use of the word "child" is retained. We recognise that most of our students will cease, legally, to be children at some point during their time at College. For the College's overarching principles with regard to transitional safeguarding, including the safeguarding of students aged 18 and over, please see the College Safeguarding Policy (July 2021).

The role of the Child Protection Policy

Schools 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, 2025)

This Child Protection policy is for all staff, parents, governors, volunteers and the wider College community. It forms part of the safeguarding arrangements for the College and should be read in conjunction with the following:

- *Keeping Children Safe in Education* (DfE, 2025)
- *The College Community Code* (which includes expectations of student behaviour)
- *Staff Code of Conduct*
- College Safeguarding Policies (*Safeguarding, Harmful Sexual Behaviour, Procedure for dealing with Safeguarding Allegations against Adults, Prevent, Physical Intervention Policy*)
<https://www.colchsfc.ac.uk/policies/>
- the role of the designated safeguarding lead (Annex C of KCSIE)

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in *Keeping Children Safe in Education* as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

We have a whole College approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies. It is important that our values are understood and shared by all students, staff, parents/carers, governors and the wider College community. We believe that working in partnership is essential.

2. Statutory framework

There is government guidance set out in [Working Together to Safeguard Children \(DfE 2023\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the [Essex Safeguarding Children Board](#) (ESCB). In Essex, the statutory partners are Essex County Council, Essex Police and three NHS Integrated Care Boards covering the county.

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school/college.

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

- [Keeping Children Safe in Education \(DfE 2025\)](#)
- [Working Together to Safeguard Children \(DfE 2023\)](#)
- [Working Together to Improve Attendance \(DfE 2024\)](#)
- Education Act (2002)
- [Essex Effective Support](#)
- [Counter-Terrorism and Security Act \(HMG, 2015\)](#)
- [Serious Crime Act 2015](#) (Home Office, 2015)
- Children and Social Work Act (2017)
- [Children Missing Education - statutory guidance for local authorities \(DfE, 2016\)](#)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- [Information Sharing \(DfE 2024\)](#)
- [Data Protection Act \(2018\)](#)
- [What to do if you're worried a child is being abused](#) (HMG, 2015)
- Children Act (1989)
- Children Act (2004)
- [Preventing and Tackling Bullying \(DfE, 2017\)](#)
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- [Teaching online safety in schools \(DfE, 2023\)](#)

- [Meeting digital and technology standards in schools and colleges \(DfE 2025\)](#)
- [Generative AI: product safety expectations \(DfE 2025\)](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE 2025\)](#)
- [Behaviour in Schools \(DfE 2024\)](#)
- [School suspensions and permanent exclusions \(DfE, 2024\)](#)
- [Searching, screening and confiscation \(DfE 2022\)](#)
- [Understanding and supporting behaviour and appendices \(ECC 2025\)](#)
- [Meeting digital and technology standards in schools and colleges DfE 2025\)](#)
- Domestic Abuse Act (2021)
- [Victims and Prisoners Act \(2024\)](#)
- [Education Access Team CME / Home Education policy and practice \(ECC, 2023\)](#)

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 schools and colleges and the Local Authority and other agencies who have specific responsibilities under child protection procedures. The names of those in the College with these specific responsibilities (the designated safeguarding lead, the operational safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children has a role to play.

The governing body

The governing body has overall responsibility for safeguarding the College. It ensures that the policies, procedures and training in the College are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governor for safeguarding arrangements is named on the front cover of this document. This governor takes strategic responsibility at governing body level for safeguarding arrangements in the College and a 'whole college approach' to this. The governing body ensures there is a named designated safeguarding lead and at least one deputy safeguarding lead in place (also named on the front cover).

The governing body ensures the College engages with statutory safeguarding partners and contributes to multi-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 governing body ensures that all adults in the College (including governors / trustees) who work with children undergo safeguarding and child protection training at induction as appropriate and that it is 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 governing body ensures our students are taught about safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. Although the teaching of Relationship and Sex Education is not mandatory in Colleges, we educate students on these matters as part of our Tutorial Programme.

The governing body has specific duties around online safety and ensures we have appropriate filtering and monitoring systems in place.

The governing body and College leadership team are responsible for:

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

The Principal

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. The Principal works in accordance with all statutory requirements for safeguarding and is responsible for ensuring that safeguarding policies and procedures adopted by the governing body are followed by all staff.

The Designated Safeguarding Lead (and Deputy / Deputies)

The designated safeguarding lead in College has ultimate lead responsibility for safeguarding and child protection. Their role (with the assistance of the operational safeguarding lead) includes managing child protection referrals, working with other agencies, ensuring all staff are appropriately trained, leading on online safety (including filtering and monitoring standards) and raising awareness of all safeguarding and child protection policies and procedures. They ensure that everyone in College (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that any referrals to Essex Children's Social Care (Children and Families Hub) are made in a timely way and in accordance with current SET procedures. They work with the local authority and the ESCB as required and ensure that information is shared appropriately.

The deputy designated safeguarding leads are trained to the same standard as the designated safeguarding lead. If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding leads is able to act in their absence.

All College staff

Everyone in the College has a responsibility to provide a safe learning environment where our students can learn. All staff are aware of the types of abuse and safeguarding issues that can put children at risk of harm, so we are able to identify children who may be in need of help or protection. We understand that behaviours linked to issues such as drug taking and/or alcohol misuse, missing education and consensual/non-consensual sharing of nudes and semi-nude images can be signs that children are at risk. In addition, we

recognise that any child may benefit from additional help and all staff members are aware of the local early help process and our role in it.

All staff members are aware of and follow College safeguarding 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. Staff understand that, if they have any concerns about a student's welfare, they must act on them immediately and speak with the designated safeguarding lead (or deputy) – we do not assume that others have taken action.

Our staff understand that students may not always feel able or know how to tell someone that they are being abused, perhaps because they are embarrassed or they may not always recognise that they are being abused either at home or out in the community. We recognise there are many factors which may impact on children's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). We also understand that abuse, neglect and safeguarding issues are rarely 'stand-alone' events and that, in most cases, multiple issues will overlap.

Our staff will always reassure students who report abuse / victims of abuse that they are taken seriously and that they will be supported and kept safe. We will never make a student feel ashamed for reporting abuse, nor make them feel they are causing a problem.

4. Types of abuse / specific safeguarding issues

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

"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children"

The guidance refers to four main categories of abuse:

- **Physical:** a form of abuse causing physical harm to a child – this includes where an adult fabricates or deliberately induces illness in a child
- **Emotional:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development
- **Sexual:** forcing or enticing a child to take part in sexual activities (through actual physical or online contact)
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development

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

Child criminal exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of

the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. It may occur over time or be a one-off occurrence. 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 College 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 will lead on these issues and work with other agencies as appropriate.

Child on child abuse

We recognise that our College may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered, harm and trauma. Nevertheless, whilst at College, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other students. The College recognises that some children may abuse their peers and that this may happen in College, or outside of it. Any incidents of child on child abuse will be managed in the same way as any other child protection concern and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required.

Our College understands that even though child on child abuse / harmful sexual abuse may not be reported, it is likely that it is occurring and we are clear there is a zero-tolerance approach to inappropriate or abusive behaviour. We understand the barriers which may prevent a child from reporting abuse and work actively to remove these.

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, harmful sexual behaviours, gender-related abuse, 'up-skirting', 'sexting' or initiation / hazing type violence and rituals. We do not tolerate harmful behaviour of any kind in College and will take swift action to intervene where this occurs, challenging inappropriate behaviours when they occur – we do not normalise abuse, nor allow a culture where it is tolerated.

We use the Tutorial programme to help students 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. The College understands the different gender issues that can be prevalent when dealing

with child on child abuse. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so.

Any incidents of child on child abuse will be managed in the same way as any other child protection concern and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required.

Our college recognises that some students may abuse other students and that this may happen in college, or outside of it. We understand there are many factors which may lead a young person to display abusive behaviours towards other students, and that these matters are sensitive and often complex. We recognise our college may be the only stable, secure and safe element in the lives of some students, particularly those who have experienced harm and trauma. We have a duty to safeguard all young people and, whilst inappropriate behaviours will be challenged and addressed, it is in the context of providing appropriate support to all students in our college where harmful behaviour has occurred. We will, at all times, take a balanced and proportionate approach to risky or harmful behaviour.

It should be noted that almost all our students turn 18 whilst they are at College, and that relationships between peers at College will inevitably involve relationships between “adults” (students aged 18 or 19) and “children” (students aged 16 or 17). This is entirely normal and natural, but should not lead to confusion about the acceptability of a relationship between a member of staff and a student, regardless of their age. In all cases, this would lead to serious disciplinary action and in some cases prosecution.

We understand the barriers which may prevent a student from reporting abuse and work actively to remove these. We use our tutorial programme and lessons to teach students about healthy, positive relationships, how to report concerns, and to help them understand what abuse is. We aim to provide students with the language to report abuse and to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We will never make a student feel ashamed for reporting abuse, nor that they are creating a problem by doing so. We never assume, if abuse is not being reported, that it is not occurring in our college – we are vigilant to signs of abuse and promote a culture of safety and understanding.

Further detail on the College response to child on child abuse can be found in the College’s *Protection from Bullying and Harassment Policy* and the College’s *Harmful Sexual Behaviour Policy*. It should be noted that these policies relate to all our students not just those who are legally children. It should also be noted that incidents may occur between peers at College, even in the same year group, where one party is legally a child (aged 17) and another is legally an adult, at 18. Our approach to transitional safeguarding can be found in the College’s Safeguarding Policy.

Children who are absent from education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to full-time education. We recognise that good attendance begins with our college being somewhere our children want to be, and also that some children find it harder to attend college for a range of reasons. We will always try to understand underlying reasons for absence and will work collaboratively with other partners to support children to attend college and to ensure that they receive the right help at the right time.

Although school attendance reporting procedures are not available to the College (i.e. we do not report persistent non-attendance to the local authority), we nevertheless recognise that a child missing education is a potential indicator of abuse or neglect. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks. We believe that early intervention to address absence from College is vital, so we work with parents/ carers and other partners to keep students in College and remove any barriers to them accessing their education.

Parents or the student themselves should always inform us of the reason for any absence. Students are required to provide the name of two emergency contacts to the College when they enrol, which enables us to communicate with someone if we need to.

Risk in the community (RIC)

RIC is the Essex partnership approach to tackling criminal and sexual exploitation of children and young people.

We understand that safeguarding incidents and behaviours can be associated with factors in the community, outside of a child's home or our college. All staff are aware of contextual safeguarding and we are therefore mindful of whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. We always consider relevant information when assessing any risk to a child and share it with other agencies when appropriate to support better understanding of a child and their family. This is to ensure that our students and families receive the right help at the right time.

Domestic abuse

Domestic abuse can involve a wide range of behaviours and can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. We understand that anyone can be a victim of domestic abuse, and that it can take place inside or outside of the home.

The College recognises that exposure to domestic abuse (either by witnessing or experiencing it) can have a serious, long-term emotional and psychological impact on children. We work with other key partners and we receive / 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.

As a part of our safeguarding arrangements and our work with safeguarding partners, our college has signed up to [Operation Encompass](#). Operation Encompass is a national initiative which aims to provide support to children who have experienced domestic abuse. It means the Police inform us if they have attended an incident of domestic abuse which involved a child enrolled with us, so that appropriate support can be put in place. Any information in relation to this will be held on the child's child protection file, as with any other safeguarding information.

Harmful sexual behaviour

We understand that children's sexual behaviours exist on a continuum, ranging from appropriate / to inappropriate / problematic / abusive. We also understand that harmful sexual behaviour and child on child abuse can occur between children of any age and gender, either in person or online. We recognise that children who display harmful sexual behaviour may have experienced their own abuse and trauma, and we will support them accordingly.

The College will not tolerate harmful sexual behaviour of any kind, and any inappropriate behaviour is challenged and addressed. We work in accordance with all statutory guidance in relation to such behaviours and with other agencies as appropriate.

We seek to teach our students about healthy and respectful relationships, boundaries and consent, equality, the law and how to keep themselves safe (on and offline). This learning takes place during a series of Tutorial sessions.

See also the College's *Harmful Sexual Behaviour Policy*.

Mental health

Positive mental health is the concern of the whole community and we recognise that the College plays a key part in this. The College aims 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 resilience. 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.

Our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

Our primary relationship is with students and, as all our students are over 16, they are entitled to seek help with their mental health from external agencies without informing their parents. Nevertheless, we seek to work in partnership with parents/carers where appropriate. Parents should share any concerns about the well-being of their child with the College, so appropriate support and interventions can be identified and implemented.

Online safety

We recognise that children are growing up in an increasingly complex world, living their lives on and offline. Whilst this presents many positive and exciting opportunities, we recognise it also presents challenges and risks, in the form of:

- **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, suicide, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and / or financial scams

All staff in the College are aware of the risks to children online. We aim to equip all our students with the knowledge they need to use the internet and technology safely, and we want to work with parents, when

appropriate, to support them to keep their children safe online. Further information and advice for parents/carers can be found on the parents' section of the College website.

We have systems in college to filter information and block internet access to harmful sites and inappropriate content. These systems are monitored and regularly reviewed to ensure they are effective, and all staff are trained in online safety and how to report concerns. Staff are informed of responsibilities relating to the Smoothwall filter. All students read and agree to the College *IT Acceptable Use Policy*.

Prevention of radicalisation

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

The Prevent Duty requires schools and colleges to:

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

Channel is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. If a student at this College is referred to the Channel Panel, a representative from the College may be asked to attend the Channel panel to help with an assessment and support plan.

The College operates in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate. Where we have concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to the Police, Social Care and/or the Channel Panel.

Serious violence

All staff are aware of the risk factors and indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence from school or College, 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 a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

So-called ‘honour-based violence’ (including Female Genital Mutilation and forced marriage)

So-called ‘honour’-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM),

forced marriage, and practices such as breast ironing. We understand that this form of abuse often involves a wider network of family or community pressure and can include multiple perpetrators.

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

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

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. It is a crime to organise or facilitate the marriage of a child (anyone under the age of 18) even where there is no coercion.

5. Children potentially at risk of greater harm

We recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care or previously in Care or those requiring mental health support. We work with Social Care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

Our College understands that children with special educational needs (SEN) and / or disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

6. Procedures

Our College 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 school 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 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, 2022)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2024)
- Working Together to Safeguard Children (DfE, 2023)
- 'Effective Support for Children and Families in Essex' (ESCB)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the College must refer any concerns to the Operational Safeguarding Lead, the designated safeguarding lead or deputy designated safeguarding lead. 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 sent to the Children and Families Hub via [Essex Effective Support](#). The College may also seek advice from Social Care or another appropriate agency about a concern if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to another agency, with parents or carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede a criminal investigation. Wherever possible, we will seek the young person's consent to share their personal information with a third party (which includes their parent). We will share information with consent, unless the urgency or seriousness of the issue overrides the young person's right to privacy. 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.

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

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

When new staff, volunteers or regular visitors join the College they are informed of the safeguarding arrangements in place, the names of the safeguarding team and how to share concerns with them. We also provide information on safeguarding to any visitor to the College, so they understand how to report a concern if they have one.

7. Training

In line with statutory requirements, the designated safeguarding lead (and operational safeguarding lead and deputies) undertake Level 3 child protection training at least every two years. The Principal, all staff members and governors 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 and other adults working with children in the College 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 safeguarding training undertaken are kept for all staff and governors.

The College ensures that the safeguarding team also undertakes training in inter-agency working and other matters as appropriate.

8. Information sharing and confidentiality

Sharing information is a key part of safeguarding work and decisions about how much information to share, with whom and when, can have a profound impact on a child's life.

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

A member of staff will never guarantee confidentiality to anyone (including parents/carers or students) about a safeguarding concern, nor 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.

In some cases, it may be necessary for the designated safeguarding lead (or deputy) to share information on individual child protection cases 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.

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

9. Child protection records

Well-kept records are essential to good child protection practice. The College is clear about the need to record any concern held about a child or children within the College and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse will report it to a member of the safeguarding team, at the first opportunity. In some cases, a disclosure may form part of a legal action and, therefore, the person receiving the disclosure should record it as soon as possible, noting what was said or seen, 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.

When students join the College, we will request child protection records from the previous educational setting. We will request nil returns and follow up any non-responders.

When we receive paper files from schools, we read them and write a short summary which is added to the MyConcern system. We then archive and retain paper files. Any continuing/new concerns are then recorded via MyConcern on an ongoing basis.

Unless the subject of a child protection file leaves the College and joins another educational setting before the age of 18, we will retain files, storing them securely and confidentially until they reach the age of 25. In line with statutory guidance, where a student under the age of 18 transfers from the College to another educational setting, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving setting'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 setting and then destroy any copies held in the College. Where appropriate, the designated safeguarding lead may also make contact with the new educational setting to enable the new setting to put in place appropriate support.

10. Interagency working

It is important that agencies work together to keep children safe, and there is a legal requirement to do so.

We work with other relevant agencies, such as Social Care, the Virtual School, Police and Health/ mental health services to support children and keep them safe. This includes where a student on roll (or previously known to us) has a Child in Need, Child Protection or Care Plan. Where this is the case, it is the responsibility of the designated safeguarding lead to ensure the College is represented at, and that a report is submitted to, any statutory meeting called for an enrolled student where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the College has and be prepared to contribute to the discussions.

If a child is subject to a Care, Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their College attendance, emotional well-being, academic progress, welfare and presentation, linking with the Essex Virtual School, which has strategic oversight of this group of children. If the College is part of the core group, the designated safeguarding lead will ensure the College is represented, provides appropriate information and contributes to the plan at these meetings. We will report on the young person's progress in College and any concerns about them will be shared at the meeting, unless to do so would place the child at further risk of significant harm. In this case the

designated/operational safeguarding lead will inform the child's key worker outside of the meeting, and as soon as there is a concern.

11. Allegations about members of the children's workforce

We ensure all staff members (including irregular staff and agency staff) are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Code of Conduct. All staff are regularly reminded of this through updates and training, and are also informed about our Whistleblowing Policy.

Keeping Children Safe in Education (DfE 2025) and the SET procedures (ESCB 2025) set out the procedures in respect of allegations against an adult working with children (in a paid or voluntary capacity). These procedures should be followed where an adult has:

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

See also College Procedure for Dealing with Safeguarding Allegations against Adults.

Any concerns about an adult in our setting should be reported to the Principal or the designated safeguarding lead, who will then decide how to take this forward. In some cases, it might not be clear whether an incident constitutes an allegation. If this is the case, it will be necessary for us to explore the concerns to establish some facts – this initial fact-finding is not an investigation, it is to clarify information and to direct our response to the concern raised.

Where an allegation against a member of staff is received, and it is felt that any of the above criteria apply, the SET procedures (ESCB, 2025) require this to be reported to the Duty Local Authority Designated Officer (LADO) at the Essex Workforce Allegations Team at LADO@essex.gov.uk. We will not carry out any investigation before a Workforce Allegations Team referral has been made.

In the event of an allegation relating to the conduct and behaviour of irregular or an agency member of staff, the Principal (or Designated Safeguarding Lead) will liaise with the agency, while following due process, to facilitate a joint investigation or enable the agency to move this forward.

Any concern relating to the Principal should be reported directly to the Chair of Governors, who will refer the matter to the Workforce Allegations Team.

Staffing matters are confidential and the College operates within a statutory framework around Data Protection. We do not share information about any individual staff member with anyone other than any appropriate statutory agencies.

12. Behaviour, use of physical intervention and reasonable force

The College Community Code sets out our expectations of behaviour for all students. We recognise there are some children who have needs that require additional support and a more personalised approach and we always consider all behaviour, and our response to it, in the context of safeguarding.

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

- to comfort a child or young person in distress
- to direct a child or young person;
- for curricular reasons (*for example in PE, Music, Drama etc*);
- in an emergency, to avert danger to the child or young person or others;

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

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

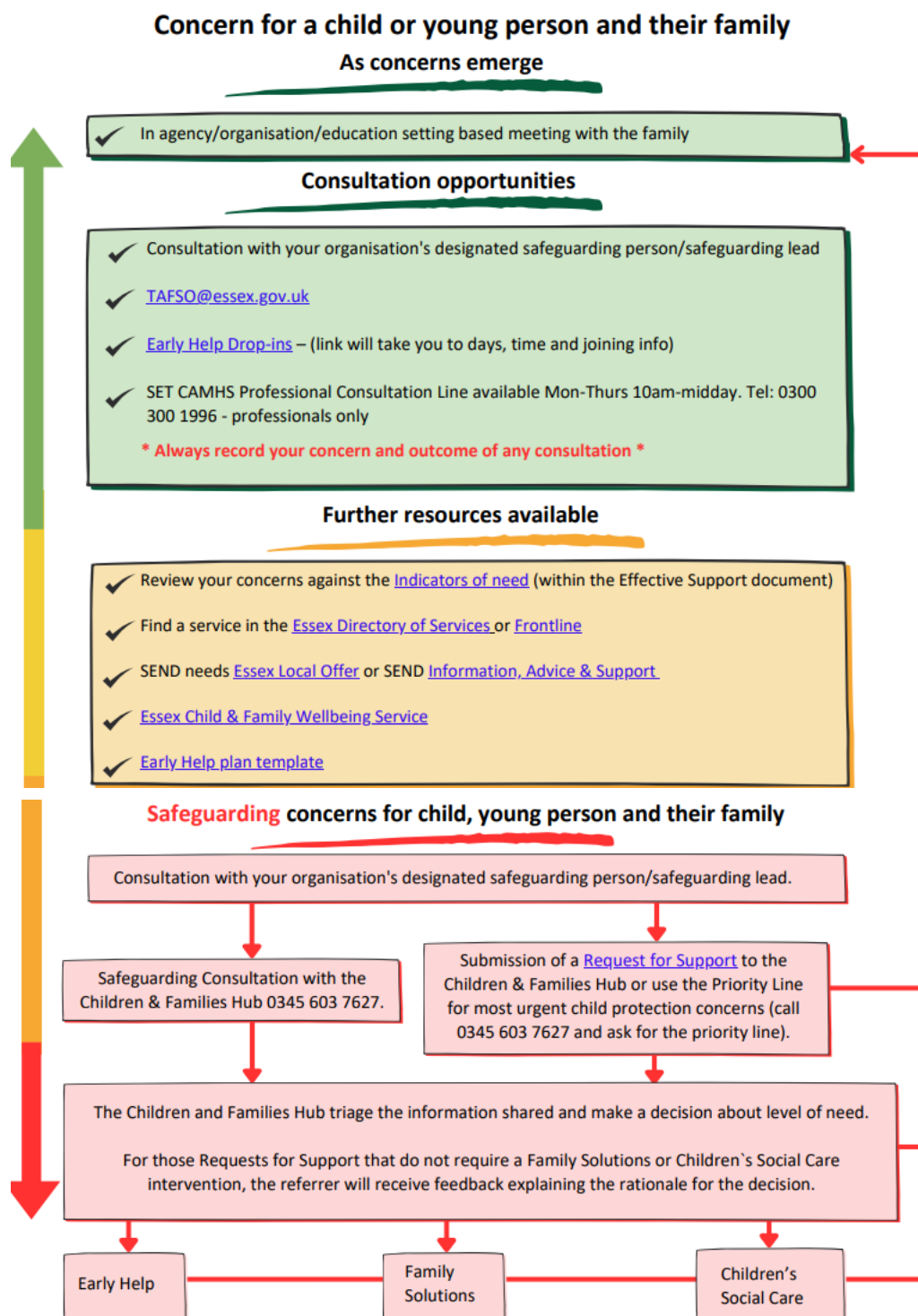
The term ‘reasonable force’ covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. ‘Reasonable’ means using no more force than is needed. Our College 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. Further detail can be found in the College’s *Physical Intervention Policy*, which also covers the conducting of searches for prohibited items.

13. Whistleblowing

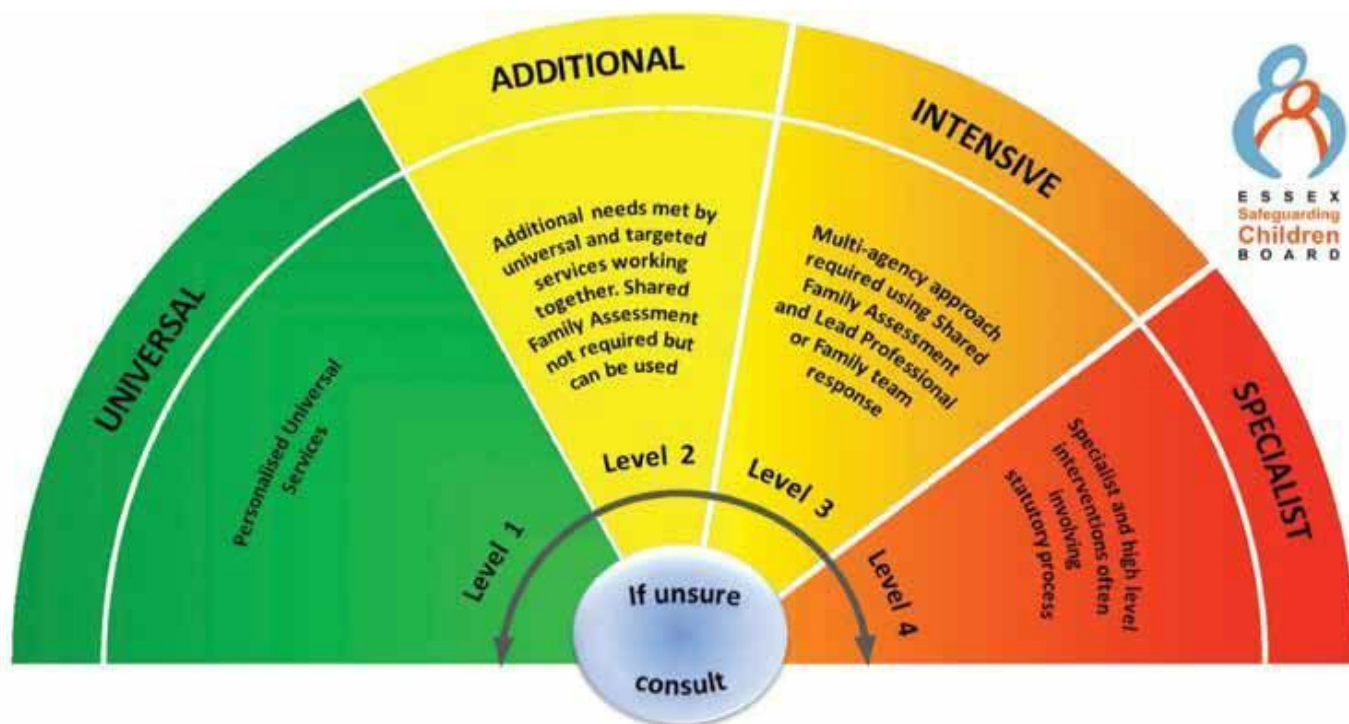
All members of staff and the wider College community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the College leadership team. We have ‘whistleblowing’ procedures in place and these are available in the College’s *Public Interest Disclosure Policy*. However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the [NSPCC whistleblowing helpline](#) on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: help@nspcc.org.uk.

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

Appendix A: Children and Families Service Map and Key Contacts



Appendix B: 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.

Appendix C: Missing Children Protocol – arrangements for children who have missing episodes

Definition

The definition of missing used in Essex is *‘anyone whose whereabouts cannot be established will be considered as missing until located and his or her well-being confirmed’*

(College of Policing Authorised Professional Practice Guidance).

Introduction

A child going missing could be a ‘one-off’ incident that, following investigation, does not need further work. However, multiple episodes of children who go missing can be an indicator of wider concerns (for example: exploitation, difficult home lives or poor mental health).

This guidance sets out the procedures to follow when children go missing from schools and other education settings, hereafter referred to as education settings. Missing children are among the most vulnerable in our community. Sometimes children go missing from education settings. When this occurs, it is important that action is taken quickly to address this, and in line with local procedures. This document should be read in conjunction with the education setting’s Child Protection Policy, and the Southend, Essex and Thurrock Child Protection Procedures (SET Procedures).

- [Essex Schools Infolink](#) – for the model Child Protection Policy and other resources
- [Essex Safeguarding Children Board](#) – for the SET Procedures and other resources

Education settings should consider missing episodes like any other child protection concern and take action as appropriate. This may include contacting parents/carers, the Children & Families Hub (CFH) consultation line or, in an emergency, the CFH priority line and / or the police. It may be appropriate to use the Early Help Procedures (including holding a Team Around the Family meeting) to identify underlying reasons for the missing episodes, address the issues and prevent escalation. Advice should be sought from appropriate partners, and concerns should be escalated if there is no improvement.

Education setting staff may be asked to attend strategy meetings for a missing child and should prioritise attendance at these meetings. Where children missing frequently are open to Children’s Social Care, a Missing Prevention Plan may be in place. Where this is the case, the education setting may be set actions as part of the Missing Prevention Plan and should receive a copy if consent has been provided.

When a child goes missing

When it is suspected that a child is missing from an education setting, this must be addressed immediately. Active steps to locate the child should be taken, for example, searching the premises and surrounding areas, attempting contact with the child by phone,

text and social media, and contacting their parents/carers. If none of these actions locate the child, they must be reported missing to the Police by dialling 101, **or 999 if there is a belief that the child is immediately suffering significant harm.** It is important that the police are informed of any checks already completed as it may save time and prevent duplication of tasks set by the police to locate a child.

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

When the child is found

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

Essex Police

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

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

Missing Chats

Each child that returns from missing will be offered a 'missing chat' (an independent return from missing interview) by a person not involved in their care. This will be facilitated by the Local Authority with responsibility for the child. Missing chats are offered to all children from Essex who go missing.

Useful contacts:

Shane Thomson, ECC Missing Co-ordinator: shane.thomson@essex.gov.uk

Lucy Stovell, ECC Missing Chats: lucy.stovell@essex.gov.uk