

Bridge Academy Trust

CHILD PROTECTION POLICY

September 2023

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Summary of changes – August 2023

Updated in line with the Essex Model Policy – August 2023

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CHILD PROTECTION POLICY FOR BRIDGE ACADEMY TRUST

1. Introduction

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, 2023)

This Child Protection policy is for all employees of Bridge Academy Trust, Trustees, Governors, parents, volunteers and the wider school community. It forms part of the safeguarding arrangements for Bridge Academy Trust and its schools and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2023)
- Each schools Behaviour Policy;
- Bridge Academy Trust Staff Code of Conduct;
- The safeguarding response to children missing from education
- 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:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

2. Statutory framework

There is government guidance set out in [Working Together \(DfE, 2018\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements.

These arrangements sit under the [Essex Safeguarding Children Board](#) (ESCB). In Essex, 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.

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

- [Keeping Children Safe in Education \(DfE 2023\)](#)
- [Working Together \(DfE, 2018\)](#)
- Education Act (2002)
- [Essex Effective Support](#) (2021)
- [Counter-Terrorism and Security Act \(HMG, 2015\)](#)
- [Serious Crime Act 2015](#) (Home Office, 2015)
- Children and Social Work Act (2017)
- [Children Missing Education - statutory guidance for local authorities \(DfE, 2016\)](#)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- [Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)
- [Data Protection Act \(2018\)](#)
- [What to do if you're worried a child is being abused](#) (HMG, 2015)
- Children Act (1989)
- Children Act (2004)
- [Preventing and Tackling Bullying \(DfE, 2017\)](#)
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- [Preventing youth violence and gang involvement \(Home Office, 2015\)](#)
- [Criminal Exploitation of children and vulnerable adult - county lines guidance \(Home Office, 2018\)](#)
- [Teaching on-line safety in schools \(DfE, 2019\)](#)
- [Education Access Team CME / Home Education policy and practice \(ECC, 2018\)](#)
- [Behaviour in Schools \(DfE 2022\)](#)
- [Suspension and permanent exclusion in schools, academies and PRUs, including pupil movement \(DfE 2022\)](#)

- [Searching, screening and confiscation \(DfE 2022\)](#)
- [Let's talk: reducing the risk of suicide \(ESCB 2022\)](#)
- [Understanding and Supporting Behaviour - good practice for schools \(ECC, 2021\)](#)
- [Filtering and Monitoring Standards \(DfE\)](#)

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, the Local Authority and other agencies who have specific responsibilities under child protection procedures. The names of those in our schools with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown in appendices E-O. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children has a role to play.

Trustees

Trustees ensure that the policies, procedures and training in our schools 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 Trustee for safeguarding arrangements is named in [Appendix D](#).

Trustees and each Local Governing Committee ensures that all adults in our schools who work with children undergo safeguarding and child protection training at induction as appropriate and that it is regularly updated. All employees 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 Trust and the school leadership teams are responsible for:

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

The Local Governing Committee

The governor for safeguarding arrangements at each of our schools is named on the appropriate appendix for each of our schools at the back of this document. This governor takes strategic leadership responsibility for safeguarding arrangements in their school.

The Local Governing Committees ensure there is a named designated safeguarding lead and at least one deputy safeguarding lead in place (also named on each school appendices E-O at the back of this document).

The Local Governing Committees ensures that their school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The Local Governing Committee ensures that children are taught about safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. The Trust and its schools work in accordance with government regulations which make the subjects of Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.

The Headteacher

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. Our Headteachers work in accordance with all statutory requirements for safeguarding and is responsible for ensuring that safeguarding policies and procedures adopted by Bridge Academy Trust and its Local Governing Committees are followed by all staff.

The Designated Safeguarding Lead (and Deputy/Deputies)

The designated safeguarding lead in school has ultimate lead responsibility for safeguarding and child protection. Their role includes managing child protection referrals, working with other agencies, ensuring all employees are appropriately trained, leading on online safety (including filtering and monitoring standards) and raising awareness of all safeguarding and child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other employees (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 lead/leads is/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 lead/leads will act in their absence.

All Bridge Academy Trust Employees

Everyone in Bridge Academy Trust has a responsibility to provide a safe learning environment where our children can learn. All employees 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. All employees 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-nudes images can be signs that children are at risk. In addition, all employees

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

All employees are aware of and follow Trust and school 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. Our Employees understand that, if they have any concerns about a child'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 employees understand that children may not always feel able or know how to tell someone that they are being abused. This may be because they are embarrassed, scared or do not recognise they are experiencing abuse, either at home or out in the community. We understand there are many factors which may impact on our children's welfare and safety and we also understand safeguarding in the wider context (contextual safeguarding). We recognise that abuse, neglect and safeguarding issues rarely occur in isolation and that, in most cases, multiple issues will overlap.

Our employees will always reassure children who report abuse that they are taken seriously and that they will be supported and kept safe. We will never make a child feel ashamed for reporting abuse, nor make them feel 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 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".

We recognise that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate.

Child on child abuse (including sexualised behaviours)

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 school and will take swift action to intervene where this occurs, challenging inappropriate behaviours when they occur. We do not normalise abuse, and it is not tolerated in our setting. Our culture is very much one of kindness, compassion, hope, connection and belonging.

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

We understand the barriers which may prevent a child from reporting abuse and work actively to remove these. We use lessons and assemblies to teach children about healthy, positive relationships, how to report concerns, and to help them understand, in an age-appropriate way, what abuse is. We aim to provide children 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 child 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 school – we are vigilant to signs of abuse and promote a culture of safety and understanding.

We have a Bridge Academy Trust Harmful Sexual Behaviour Policy and each of our schools have a Behaviour Policy, a link to this can be found via the website or on appendices D – O.

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and we follow the procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents/carers and other partners to keep children in school whenever possible. Parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency ([Education Access Team](#), Social Care or Police). Our 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.

We work in accordance with the Essex Protocol for children who go missing during the school day (see Appendix C), to ensure that there is an appropriate response to children who go missing.

Contextual safeguarding

We understand that safeguarding incidents and behaviours can be associated with factors outside our schools. All employees 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 will share it with other agencies when appropriate to support better understanding of a child and their family. This is to ensure that our children 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.

Our schools recognise 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.

Harmful sexual behaviour

We understand that children's sexual behaviours exist on a continuum, ranging from age-appropriate / developmental 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.

Our school has a 'zero-tolerance' approach to 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 pupils about healthy and respectful relationships, boundaries and consent, equality, the law and how to keep themselves safe (on and offline).

We have a Bridge Academy Trust Harmful Sexual Behaviour Policy and each of our schools have a Behaviour Policy and an RSHE Policy. You can find a link to these on the appropriate appendices.

Mental health

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

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.

It is vital that we work in partnership with parents/carers to support the wellbeing of our pupils. We expect parents/carers, if they have any concerns about the wellbeing of their child, to share this with us, so we can ensure that appropriate support and interventions can be identified and implemented.

Online safety

We recognise that our 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 our school are aware of the risks to children online. We understand any child can be vulnerable online, and that their vulnerability can vary according to age, developmental stage and personal circumstances. We aim to equip all our pupils with the knowledge they need to use the internet and technology safely, and we want to work with parents to support them to keep their children safe online.

We have systems in school 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. This can be found in [Appendix P](#).

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 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 child on roll at our school is referred to the Channel Panel, a representative from the school may be asked to attend the Channel panel to help with an assessment and support plan.

Our school 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, 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.

5. Procedures

Our schools work 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, 2023)
- Working Together to Safeguard Children (DfE, 2018)
- '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 school must refer any concerns to 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](#). We may also seek advice from Social Care or another appropriate agency about a concern if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to another agency, with parents or carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede a criminal investigation. If it is necessary for an external agency to meet with a child in school, we will always seek to inform parents or carers, unless we are advised not to by that agency. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

All staff understand that, if they continue to have concerns about a child, feel a concern is not being addressed or that a situation does not appear to be improving for a child, they should raise this with the designated safeguarding lead.

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

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

6. 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.

Schools within Bridge Academy Trust 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

7. Training

In line with statutory requirements, the designated safeguarding lead (and deputy/deputies) undertake Level 3 child protection training at least every two years. Trustees, Headteachers, all employees, and local 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 employees and other adults working with children in our schools 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/child protection training undertaken is kept for all employees and governors.

Our schools ensure that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate

8. Information Sharing and Confidentiality

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 regularly reviewed; and our online Trust privacy notices accurately reflect our use of data for child protection purposes.

An employee will never guarantee confidentiality to anyone (including parents/carers or pupils) 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 an essential aspect of effective child protection practice. Schools within Bridge Academy Trust are clear about the need to record any concern held about a child or children within our schools and when these records should be shared with other agencies.

Any employee receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible (using CPOMS or MyConcern), noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. Where a paper record system is in place, records will be dated and signed and will include the action taken, and the paper record will then be presented to the schools designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

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

In line with statutory guidance, where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. Where possible this will be an electronic transfer from CPOMS or MyConcern. Where paper copies are necessary, these will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our schools. Where appropriate, the designated safeguarding lead may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

Where a pupil joins one of our schools, the school will request child protection records from the previous educational establishment (if none are received).

10. Interagency working

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

Our schools work with other relevant agencies, including where a child on roll (or previously known to us) has a Child in Need, Child Protection or Care Plan. Where this is the case, it is the responsibility of the designated safeguarding lead to ensure our school is represented at, and that a report is submitted to, any statutory meeting called. Where possible and appropriate, any report will be shared in advance with the parent(s)/carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school 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 have oversight of their school attendance, emotional well-being, academic progress, welfare and presentation. Where the school is part of the core group, the designated safeguarding lead will ensure we are represented, provide appropriate information and contribute to the plan at these meetings. We will report on the child's progress in school, and any concerns about them will be shared at the meeting, unless to do so would place them at risk of harm. In this case the designated safeguarding lead would speak with the child's key-worker outside of the meeting, and as soon as there is a concern.

11. Allegations about members of the workforce

All Bridge Academy Trust employees are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of our employee induction and are outlined in the Employees Behaviour policy/Code of Conduct. Bridge Academy Trust and its schools work in accordance with statutory guidance and the SET procedures (ESCB, 2022) in respect of allegations against an adult working with children (in a paid or voluntary capacity).

Schools within Bridge Academy Trust have processes in place for reporting any concerns about an employee (or any adult working with children). Any concerns about the conduct of an employee must be referred to the Headteacher (or the Deputy Headteacher in their absence), as they have responsibility for managing employment issues. Where the allegation concerns an agency member of staff, the Headteacher (or Deputy) will liaise with the agency, while following due process.

Where the concern involves the Headteacher, it should be reported direct to the Chief Executive Officer (CEO) ([Appendix D](#)).

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

Staffing matters are confidential and Bridge Academy Trust and its schools operate within a statutory framework around Data Protection.

12. Behaviour, Use of Physical Intervention and Reasonable Force

Each schools Behaviour Policy sets out their approach to behaviour for all children and also for those with more difficult or harmful behaviour. 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 our employees will have cause to have physical contact with children and young people for a variety of reasons, this may include:

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





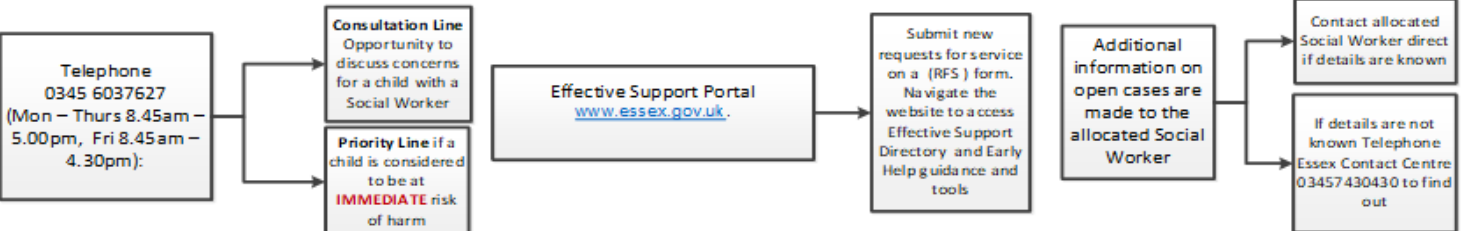




The term ‘reasonable force’ covers a broad range of actions used by employees that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for employees to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. ‘Reasonable’ means using no more force than is needed. Bridge Academy Trust schools work 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 and should be recorded via My Concern or CPOMS.

Whistleblowing

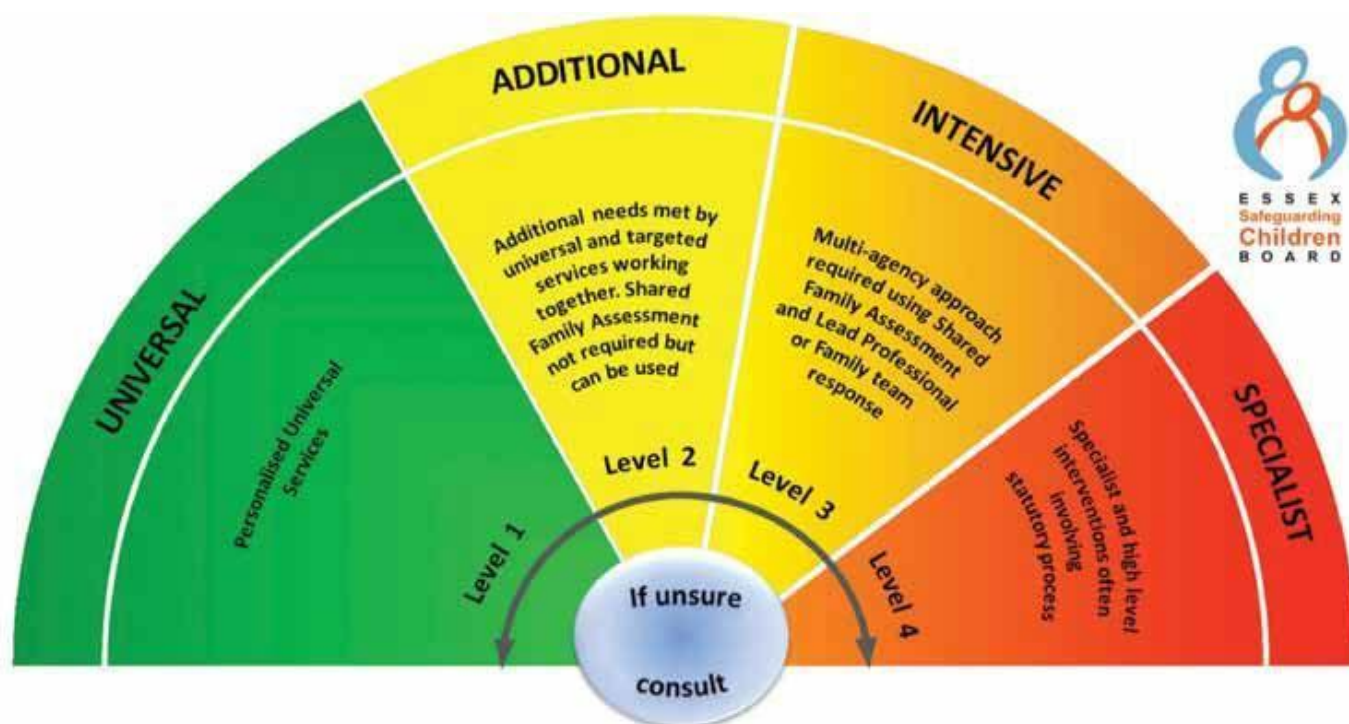
All Bridge Academy Trust employees and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team. We have Bridge Academy Trust ‘whistleblowing’ procedures in place and these are available in the Bridge Academy Trust Whistleblowing Policy. However, for any employees who feel 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 school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk .

Appendix A: Children and Families Service Map and Key Contacts

  Children & Families Service Map and Key Contacts 2021  	
Children & Families Hub	 <p>The flowchart details the process for contacting the Children & Families Hub. It starts with a telephone number (0345 6037627) with hours (Mon-Thurs 8.45am-5.00pm, Fri 8.45am-4.30pm). From there, users can go to a Consultation Line for general concerns or a Priority Line for immediate risk of harm. Both lead to the Effective Support Portal (www.essex.gov.uk). From the portal, users can submit new requests for service on a (RFS) form, navigate to the Effective Support Directory and Early Help guidance, or access additional information on open cases. This leads to contacting an allocated Social Worker directly if details are known, or the Essex Contact Centre (03457430430) if not.</p>
Effective Support Directory	<p>A practitioner, child, young person or family member can directly access the Effective Support Directory. The directory provides a detailed list of a variety of Additional Level 2 services that are available in each quadrant.</p> <p>The Effective Support Directory can be accessed electronically via The Essex County Council Website www.essex.gov.uk. Early Help resources and guidance is also available including information on Family Solutions, Early Help Plans, Team Around the Family and Lead Professional.</p>
Emergency Duty Team	<p>Emergency Duty Service (Immediate Out of Hours Response) No: 0345 606 1212 (Mon - Thurs 5.00pm – 8.45am, Fri 4.30pm – Mon 8.45am Inc. Bank holidays)</p> <p>(for non-immediate requests please contact the Children & Families Hub within the working hours above)</p>
Local Authority Designated Officer (LADO)	<p>The Essex LADO is specifically involved in cases where there is a concern or allegation that someone working or volunteering with children; has or may have harmed a child, may have committed a criminal offence related to a child, behaved towards a child or children in a way that indicates they may pose a risk of harm to children. They give advice and guidance on how concerns or allegations should be investigated against adults working with children.</p> <p>For advice please contact: Essex duty LADO (Local Authority Designated Officer) Telephone: 03330 139 797 . Emergency Duty Service (Immediate Out of Hours Response) No: 0345 606 1212 (Mon - Thurs 5.00pm – 8.45am, Fri 4.30pm – Mon 8.45am Inc. Bank holidays)</p>
Useful Resources	   

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 Child Protocol

Arrangements For Children Who Go Missing During The School Day

Definition of Missing

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)

1. Introduction

This guidance sets out the procedures to follow when children go missing from schools and other educational settings, hereafter referred to as educational settings.

Missing children are among the most vulnerable in our community. Sometimes children go missing from educational settings; when this occurs, it is important that action is taken quickly to address this, and in line with local procedures.

This document should be read in conjunction with the educational 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

A child going missing could be a ‘one-off’ incident that, following investigation, does not need further work. However, a child going missing frequently could be an indicator of underlying exploitation or other forms of child abuse.

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

Where children missing frequently are open to Children’s Social Care, a Missing Prevention Plan may be in place. Where this is the case, the educational setting may be set actions as part of the Missing Prevention Plan and should receive a copy if consent has been provided.

2. When a child goes missing

When it is suspected that a child is missing from an educational setting this must be addressed immediately. Active steps to locate the child should be taken, for example, searching the premises and surrounding areas, contacting the child by phone, text and social media, and contacting their parents/carers. If none of these actions locate the child, then they must be

reported missing to the Police by dialling 101, **or 999 if there is a belief that the child is immediately suffering significant harm**. It is important that the police are informed of any checks already completed as it may save time and prevent duplication of tasks set by the police to locate a child.

Staff at the educational setting must inform the child's parents/carers that the child has been reported missing. Where there is a Social Worker allocated to the child, they should also be informed.

After a child has been reported missing, any further information should be communicated to the police by telephoning 101 and quoting the incident number that the police would have provided following the initial report. Further information must be passed to the police as soon as possible, as officers will continue to search for the child until informed of their return.

3. When the child is found

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

4. 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.

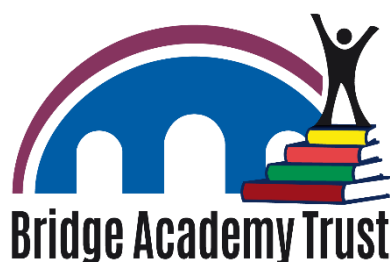
Each child that returns from missing will be offered a 'missing chat' (an independent return from missing interview) by a person not involved in their care. This will be facilitated by the Local Authority with responsibility for the child. Missing chats are offered to all children from Essex who go missing.

Useful contacts:

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

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

Appendix D: Bridge Academy Trust



CHIEF EXECUTIVE OFFICER	Mr Mark Farmer
DESIGNATED SAFEGUARDING LEAD:	Mrs Michelle Steadman
DESIGNATED SAFEGUARDING TRUSTEE:	Mrs Nikki Dunn

Contact Details:

Email: PA@bridgeacademytrust.org

Phone: 01245 202 937

Child on Child Abuse

Please see the [Bridge Academy Trust Harmful Sexual Behaviour Policy](#) which is available on the Bridge Academy Trust website and each of our school websites.

Appendix E: Acorn Academy



Acorn Academy

HEADTEACHER	Mrs C Noble
DESIGNATED SAFEGUARDING LEAD:	Mrs C Noble
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Mrs E Daniels Mrs A Hatchman Mrs C Ingram
DESIGNATED SAFEGUARDING GOVERNOR:	Mrs S McKelvie

Contact Details:

Email: admin@acornacademy.net

Phone: 01376 512605

Safeguarding statement

At Acorn Academy, Governors are committed to:

- Safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
- Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

and expects all staff, volunteers and other workers to share this commitment.

Recording and Reporting Procedure

At Acorn Academy, any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible on My Concern, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. This then alerts the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly. If for, whatever reason, a member of staff is not able to access a computer, urgent concerns must be raised by writing the concerns on paper and handing the document to a member of the safeguarding team who will decide on appropriate action and record this accordingly.

Child on Child Abuse

Please see the schools [Anti-bullying Policy](#). Our school will follow the guidance as detailed in Part Five: Child on Child Sexual Violence and Sexual Harassment of [KCSiE 2023](#).

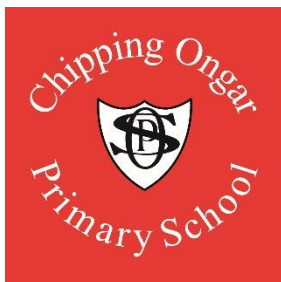
Harmful Sexual Behaviour

Please see the [Bridge Academy Trust Harmful Sexual Behaviour Policy](#) which is available on the Bridge Academy Trust website and our school website.

Children Missing from Education

Please see the [Schools Attendance Policy](#) for specific information.

Appendix F: Chipping Ongar Primary School



HEADTEACHER	Mrs H Russell
DESIGNATED SAFEGUARDING LEAD:	Mrs C Hollingsworth-Turner - SENDco
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Mrs H Russell – Headteacher Mrs H Griffiths – Deputy Headteacher Mr E Gamwells – Teacher
DESIGNATED SAFEGUARDING GOVERNOR:	Mr J Stack

Contact Details:

Email: admin@chippingongar.essex.sch.uk

Phone: 01277 363789

Safeguarding statement

At Chipping Ongar Primary School, Governors and staff are committed to:

- Safeguarding and promoting the welfare & safety and the spiritual, moral, social and cultural development, of children and young people;
- Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

and expects all staff, volunteers and other workers to share this commitment.

Recording and Reporting Procedure

At Chipping Ongar Primary School, any member of staff having a child safeguarding concern, receiving a disclosure of abuse or noticing signs or indicators of a safeguarding issue, will record the details as soon as possible via CPOMS. The CPOMS record will include accurate details of the disclosure, observation or concern (including an electronic body map if/when appropriate) and record the date, time and location. On receipt of the CPOMS notification, the designated safeguarding lead (or deputy) will decide on appropriate action and record this accordingly.

If for whatever reason a member of staff is not able to access CPOMS, all concerns must be recorded and raised in person with the designated safeguarding lead (or deputy) who will decide on appropriate action and record this accordingly.

Where a disclosure or observation suggests that a child may be subject to immediate or significant harm, members of staff are required to report to the Designated Safeguarding Lead (or deputy) in person in order that appropriate action can be taken.

Child on Child Abuse

Please see the schools [Anti-bullying Policy](#). Our school will follow the guidance as detailed in Part Five: Child on Child Sexual Violence and Sexual Harassment of [KCSiE 2023](#).

Harmful Sexual Behaviour

Please see the [Bridge Academy Trust Harmful Sexual Behaviour Policy](#) which is available on the Bridge Academy Trust website and our school website.

Children Missing from Education

Please see the [Attendance Policy](#) for specific information.

Appendix G: High Ongar Primary School



HEADTEACHER	Mrs J Evans
DESIGNATED SAFEGUARDING LEAD:	Mrs J Evans
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Mrs J Putterford Miss S Hampshire
DESIGNATED SAFEGUARDING GOVERNOR:	Mrs W Pike

Contact Details:

Email: admin@highongar.essex.sch.uk

Phone: 01277 363761

At High Ongar Primary School, Governors and staff are committed to:

- Safeguarding and promoting the welfare & safety and the spiritual, moral, social and cultural development, of children and young people;
- Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

and expects all staff, volunteers and other workers to share this commitment.

Recording and Reporting Procedure

At High Ongar Primary School, any member of staff having a child safeguarding concern, receiving a disclosure of abuse or noticing signs or indicators of a safeguarding issue, will record the details as soon as possible via CPOMS (or a 'Safeguarding Concern form' if a visitor to the school) to ensure that the Designated Safeguarding Lead (and relevant deputies) are alerted to the concern. The CPOMS record will include accurate details of the disclosure, observation or concern (including an electronic body map if/when appropriate) and record the date, time and location. On receipt of the

CPOMS notification or Safeguarding Concern form, the designated safeguarding lead (or deputy) will decide on appropriate action and record this accordingly.

If for whatever reason a member of staff is not able to access CPOMS or the Safeguarding Concern form, all concerns must be raised in person with the designated safeguarding lead (or deputy) who will decide on appropriate action and record this accordingly.

Where a disclosure or observation suggests that a child may be subject to immediate or significant harm, members of staff are required to report to the Designated Safeguarding Lead (or deputy) in person in order that appropriate action can be taken.

Child on Child Abuse

Please see the schools [Anti-bullying Policy](#). Our school will follow the guidance as detailed in Part Five: Child on Child Sexual Violence and Sexual Harassment of [KCSiE 2023](#).

Harmful Sexual Behaviour

Please see the [Bridge Academy Trust Harmful Sexual Behaviour Policy](#) which is available on the Bridge Academy Trust website and our school website.

Children Missing from Education

Please see the [Attendance Policy](#) for specific information.

Appendix H: Mildmay Primary School



DESIGNATED SAFEGUARDING LEAD:	Mr D Mulholland – Headteacher
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Ms S Jones – Deputy Headteacher Miss S Pooler – Deputy Headteacher Mrs V Foley Mrs J Lee Mrs B Lecount
DESIGNATED SAFEGUARDING GOVERNOR:	Miss K Hammett

Contact Details:

Email: admin@mildmayprimary.org
Phone: 01245 250019 or 01245 250021

Safeguarding statement

At Mildmay Primary School, Governors and staff are committed to:

- Safeguarding and promoting the welfare & safety and the spiritual, moral, social and cultural development, of children and young people;
- Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs and expects all staff, volunteers and other workers to share this commitment.

Recording and Reporting Procedure

At Mildmay Primary School, any member of staff having a child safeguarding concern, receiving a disclosure of abuse or noticing signs or indicators of a safeguarding issue, will record the details as soon as possible via CPOMS using the (Pink) 'Cause for Concern' category to ensure that the Designated Safeguarding Lead (and relevant deputies) are alerted to the concern. The CPOMS record will include accurate details of the disclosure, observation or concern (including an electronic body map if/when appropriate) and record the date, time and location. On receipt of the CPOMS notification, the designated safeguarding lead (or deputy) will decide on appropriate action and record this accordingly; usually in consultation with a qualified colleague.

If for any reason a member of staff is not able to access CPOMS, all concerns must be raised in person with the designated safeguarding lead (or deputy) who will decide on appropriate action and record this accordingly.

Where a disclosure or observation suggests that a child may be subject to immediate or significant harm, members of staff are required to report to the Designated Safeguarding Lead (or deputy) in person in order that appropriate action can be taken.

Child on child abuse

At Mildmay Primary School, we have a clear anti-bullying policy which will be implemented in the event of persistent or sustained child-to-child issues. We also recognise that bullying behaviours may well be indicative of a child suffering from their own external abuse and investigate the circumstances of the abuser as well as the abused. The Pastoral Support Officer will make appropriate investigations, make appropriate communications with home environments and seek external advice and support as appropriate. Our school will follow the guidance as detailed in Part Five: Child on Child Sexual Violence and Sexual Harassment of [KCSiE 2023](#).

Harmful Sexual Behaviour

Please see the [Bridge Academy Trust Harmful Sexual Behaviour Policy](#) which is available on the Bridge Academy Trust website and our school website.

Children Missing from Education

Please see the Attendance Policy for specific information.

Appendix I: Moulsham High School



HEADTEACHER	Miss J Mead
DESIGNATED SAFEGUARDING LEAD:	Mr M Blenkin
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Mrs B Fernandez Mrs L Hadlow
DESIGNATED SAFEGUARDING GOVERNOR:	Mrs L Pearce

Contact Details:

Email: admin@moulshamhigh.org

Phone: 01245 260101

Safeguarding Statement

At Moulsham High School Staff and Governors are committed to:

- Safeguarding and promoting the welfare and safety together with the spiritual, moral, social and cultural development, of all young people;
- Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Moulsham High School expects all staff, volunteers and other workers to share this commitment.

Recording And Reporting Procedure

Any member of staff having a child safeguarding concern, receiving a disclosure of abuse or noticing signs or indicators of a safeguarding issue, will record the details as soon as possible via CPOMS. The CPOMS record will include accurate details of the disclosure, observation or concern (including an electronic body map if/when appropriate) and record the date, time and location. I

If for whatever reason a member of staff is not able to access CPOMS, all concerns must be raised in person with their line manager or the designated safeguarding lead (or deputy in their absence) who record this accordingly on CPOMs from which the designated safeguarding lead will then make a decision on appropriate action.

On receipt of any CPOMS notification, the Designated Safeguarding Lead (or deputy in their absence) will decide on appropriate action and record this accordingly.

Where a disclosure or observation suggests that a child may be subject to immediate or significant harm, all members of staff are required to report to the Designated Safeguarding Lead (or deputy in their absence) in person in order that appropriate action can be taken and then record the concern on CPOMS.

Visitors and guests on signing in at reception will be given a safeguarding information leaflet along with a paper version of the CPOMS referral form. If a concern needs to be raised this should be recorded on the form and given directly to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead who will record the concern as well as upload the original handwritten form onto CPOMS. The Designated Safeguarding Lead will then make a decision on appropriate action.

Child on Child Abuse

Our school will follow the guidance as detailed in Part Five: Child on Child Sexual Violence and Sexual Harassment [KCSiE 2023](#). Please see the school's Student Behaviour Policy which is available on the school website.

Harmful Sexual Behaviour

Please see the [Bridge Academy Trust Harmful Sexual Behaviour Policy](#) which is available on the Bridge Academy Trust website and our school website.

Children Missing from Education

Please see the [Attendance Policy](#) for specific information.

Appendix J: Notley High School & Braintree Sixth Form



Notley High School & Braintree Sixth Form

HEADTEACHER	Miss M Ryan
DESIGNATED SAFEGUARDING LEAD:	Mrs M Townsend – Assistant Headteacher
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Miss K Murdoch Mrs C Watson
DESIGNATED SAFEGUARDING GOVERNOR:	Mr M Ager

Contact Details:

Email: Enquiries@notleyhigh.com

Phone: 01376 556300

Safeguarding Statement

At Notley High School and Braintree Sixth Form Staff and Governors are committed to:

- Safeguarding and promoting the welfare and safety together with the spiritual, moral, social and cultural development, of all young people;
- Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Notley High School and Braintree Sixth Form expects all staff, volunteers and other workers to share this commitment.

Recording And Reporting Procedure

Any member of staff having a child safeguarding concern, receiving a disclosure of abuse or noticing signs or indicators of a safeguarding issue, will record the details as soon as possible via My Concern. The My Concern record will include accurate details of the disclosure, observation or concern (including an electronic body map if/when appropriate) and record the date, time and location.

If for whatever reason a member of staff is not able to access My Concern, all concerns must be raised in person with their line manager or the designated safeguarding lead (or deputy in their absence) who record this accordingly on My Concern from which the designated safeguarding lead will then make a decision on appropriate action.

On receipt of any My Concern notification, the Designated Safeguarding Lead (or deputy in their absence) will decide on appropriate action and record this accordingly.

Where a disclosure or observation suggests that a child may be subject to immediate or significant harm, all members of staff are required to report to the Designated Safeguarding Lead (or deputy in their absence) in person in order that appropriate action can be taken and then record the concern on My Concern.

Visitors and guests on signing in at reception will be given a safeguarding information leaflet along with a paper version of the My Concern referral form. If a concern needs to be raised this should be recorded on the form and given directly to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead who will record the concern as well as upload the original handwritten form onto My Concern. The Designated Safeguarding Lead will then make a decision on appropriate action.

Child on Child Abuse

Our school will follow the guidance as detailed in Part Five: Child on Child Sexual Violence and Sexual Harassment [KCSiE 2023](#). Please see the school's Student Behaviour Policy which is available on the school website.

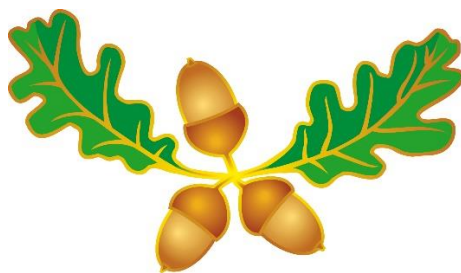
Harmful Sexual Behaviour

Please see the [Bridge Academy Trust Harmful Sexual Behaviour Policy](#) which is available on the Bridge Academy Trust website and our school website.

Children Missing from Education

Please see the [Attendance Policy](#) for specific information.

Appendix K: Oaklands Infant School



HEADTEACHER	Mrs C Williams
DESIGNATED SAFEGUARDING LEAD:	Mrs C Williams
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Mrs S Jones Miss G Cranstone Miss A Clark
DESIGNATED SAFEGUARDING GOVERNOR:	Mrs H Craig

Contact Details:

Email: admin@oaklands-inf.essex.sch.uk
Phone: 01245 250021

Safeguarding statement

At Oaklands School, Governors and staff are committed to:

- Safeguarding and promoting the welfare & safety and the spiritual, moral, social and cultural development, of children and young people;
- Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs and expects all staff, volunteers and other workers to share this commitment.

Recording and Reporting Procedure

At Oaklands School, any member of staff having a child safeguarding concern, receiving a disclosure of abuse or noticing signs or indicators of a safeguarding issue, will record the details as soon as possible via CPOMS the Designated Safeguarding Lead (and deputy) are alerted to the concern. The CPOMS record will include accurate details of the disclosure, observation or concern (including an electronic body map if/when appropriate) and record the date, time and location. On receipt of the CPOMS notification, the designated safeguarding lead (or deputy) will decide on appropriate action and record this accordingly.

If for whatever reason a member of staff is not able to access CPOMS, all concerns must be raised in person with the designated safeguarding lead (or deputy) who will decide on appropriate action and record this accordingly.

Where a disclosure or observation suggests that a child may be subject to immediate or significant harm, members of staff are required to report to the Designated Safeguarding Lead (or deputy) in person in order that appropriate action can be taken.

Child on Child Abuse

At Oaklands Infant Schools, we use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with child on child abuse. Our school will follow the guidance as detailed in Part Five: Child on Child Sexual Violence and Sexual Harassment of [KCSiE 2023](#).

Harmful Sexual Behaviour

Please see the [Bridge Academy Trust Harmful Sexual Behaviour Policy](#) which is available on the Bridge Academy Trust website and our school website.

Children Missing from Education

Please see the [Attendance Policy](#) for specific information.

Appendix L: Ongar Primary School



HEADTEACHER	Ms D Attridge
DESIGNATED SAFEGUARDING LEAD:	Mrs D Attridge
DEPUTY DESIGNATED SAFEGUARDING LEADS:	Ms J Greenstead Ms R Matthews Mrs S Mansell Mrs S Rodway
DESIGNATED SAFEGUARDING GOVERNOR:	Mrs R Newton

Contact Details:

Email: admin@ongar-pri.essex.sch.uk

Phone: 01277 362354

Safeguarding statement

At Ongar Primary School, Governors and staff are committed to:

- Safeguarding and promoting the welfare & safety and the spiritual, moral, social and cultural development, of children and young people.
- Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued.
- The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

and expects all staff, volunteers, and other workers to share this commitment.

Recording and Reporting Procedure

At Ongar Primary School, any member of staff having a child safeguarding concern, receiving a disclosure of abuse, or noticing signs or indicators of a safeguarding issue, will record the details as soon as possible via CPOMS. The CPOMS record will include accurate details of the disclosure, observation, or concern (including an electronic body map if/when appropriate) and record the date, time, and location. On receipt of the CPOMS notification, the designated safeguarding lead (or deputy) will decide on appropriate action and record this accordingly.

If for whatever reason a member of staff is not able to access CPOMS, all concerns must be recorded and raised in person with the designated safeguarding lead (or deputy) who will decide on appropriate action and record this accordingly.

Where a disclosure or observation suggests that a child may be subject to immediate or significant harm, members of staff are required to report to the Designated Safeguarding Lead (or deputy) in person in order that appropriate action can be taken.

Child on Child Abuse

At Ongar Primary, we use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the range of issues that can be prevalent when dealing with child-on-child abuse. The school's [anti-bullying policy](#) supports staff and children in dealing with such incidents. Our school will follow the guidance as detailed in Part Five: Child on Child Sexual Violence and Sexual Harassment of [KCSiE 2023](#).

Harmful Sexual Behaviour

Please see the [Bridge Academy Trust Harmful Sexual Behaviour Policy](#) which is available on the Bridge Academy Trust website and our school website.

Children Missing from Education

Please see the [Attendance Policy](#) for specific information.

Appendix M: Richard De Clare Community Academy



HEADTEACHER	Miss L Bellett
DESIGNATED SAFEGUARDING LEAD:	Mrs K Lonton
DEPUTY DESIGNATED SAFEGUARDING LEADS:	Miss L Bellett and Mrs L Wren
SAFEGUARDING AND PASTORAL TEAM:	Mrs K Harrison – Pastoral Officer Mrs K Chapman - Pastoral Officer Mrs K Rugg – Wellbeing and Pastoral HLTA Mrs M Leon – SENDCO and Inclusion Lead
DESIGNATED SAFEGUARDING GOVERNOR:	Mr B Payne

Contact Details:

Email: admin@richarddeclare.com

Phone: 01787 472153

Safeguarding Statement

At Richard de Clare Community Academy, Governors are committed to:

- Safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
- Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

and expects all staff, volunteers and other workers to share this commitment.

Recording and Reporting Procedure

At Richard de Clare Community Academy, any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible on My Concern. They will note what was said or seen (if appropriate, using a body map to record), giving the date, time and location of disclosure or incident. The pastoral team are alerted by My Concern and any action required is taken and this is overseen by the DSL (Designated Safeguarding Lead or Deputy DSL).

If for whatever reason a member of staff is not able to access My Concern, all concerns are recorded and raised in person with the Designated Safeguarding Lead (or Deputy) who will decide on appropriate action and record this accordingly. My Concern will always be updated at the earliest opportunity.

Where a disclosure or observation suggests that a child may be subject to immediate or significant harm, members of staff are required to report to the Designated Safeguarding Lead (or Deputy) in person so that appropriate action can be taken.

Visitors and guests when signing in at reception will be asked to read the school's safeguarding statement and familiarise themselves with photographs of the safeguarding and pastoral team. If a concern needs to be raised, it should be recorded on a visitors and volunteers concerns form (that are kept in the school office) and given directly to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. They will record the concern as well as upload the original handwritten form onto My Concern. The Designated Safeguarding Lead will then make a decision on appropriate action.

Child on Child Abuse

Please see the schools [Anti-bullying Policy](#). Our school will follow the guidance as detailed in Part Five: Child on Child Sexual Violence and Sexual Harassment of [KCSiE 2023](#).

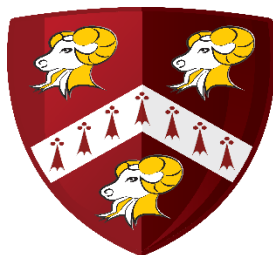
Harmful Sexual Behaviour

Please see the [Bridge Academy Trust Harmful Sexual Behaviour Policy](#) which is available on the Bridge Academy Trust website and our school website.

Children Missing from Education

Please see the [Attendance Policy](#) for specific information.

Appendix N: The Ramsey Academy



HEADTEACHER	Mrs C Sterland
DESIGNATED SAFEGUARDING LEAD:	Mr M Wills
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Mrs J Gerrard
SAFEGUARDING TEAM:	Mrs J Ayres – Pastoral Manager Mrs L Koster – Pastoral Manager Mrs B Retter – Pastoral Manager
DESIGNATED SAFEGUARDING GOVERNOR:	Mrs T De Bruyne

Contact Details:

Email: mwills@ramseyacademy.com
ramseypastoralmanagers@ramseyacademy.com
Phone: 01787 472481

Child on Child Abuse

Please see the schools [Anti-bullying Policy](#).

Harmful Sexual Abuse

Please see the [Bridge Academy Trust Harmful Sexual Behaviour Policy](#) which is available on the Bridge Academy Trust website and our school website.

Children Missing from Education

Please see the [Schools Attendance Policy](#) for specific information.

Appendix O: The Ongar Academy



HEADTEACHER	Mr C Wakefield
DESIGNATED SAFEGUARDING LEAD:	Mrs R Gilbert
DEPUTY DESIGNATED SAFEGUARDING LEAD:	Miss E Valentine
ALTERNATE DESIGNATED SAFEGUARDING LEAD:	Mr C Wakefield
DESIGNATED SAFEGUARDING GOVERNOR:	Mr G Read

Contact Details:

Email: RGilbert@theongaracademy.org

Phone: 01277 500990

Safeguarding Statement

At The Ongar Academy Staff and Governors are committed to:

- Safeguarding and promoting the welfare and safety, together with the spiritual, moral, social and cultural development, of all young people;
- Promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued; and
- The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

The Ongar Academy expects all staff, volunteers and other workers to share this commitment.

Recording and reporting procedure

Any member of staff having a child safeguarding concern, receiving a disclosure of abuse or noticing signs or indicators of a safeguarding issue, will record the details as soon as possible via our chosen safeguarding platform, 'MyConcern'. The MyConcern record will include accurate details of the disclosure, observation and/or concern (including an electronic body map if/when appropriate) and whilst recording the date, time and location.

On receipt of the MyConcern notification, the Designated Safeguarding Lead (or Deputy) will decide an appropriate course of action and also record as to what this is.

If for whatever reason a member of staff is not able to access MyConcern, all concerns must be raised without delay to a member of the academy's core Safeguarding Team, or if deemed more serious / urgent, the Designated Safeguarding Lead (or Deputy in their absence) who will decide on appropriate action and record this accordingly.

Where a disclosure or observation suggests that a child may be subject to immediate or significant harm, members of staff are required to report to the Designated Safeguarding Lead (or Deputy in their absence) in person and without delay in order that appropriate action can be taken.

Child on Child Abuse

Our school will follow the guidance as detailed in Part Five: Child on Child Sexual Violence and Sexual Harassment of [KCSiE 2023](#).

Please see the schools [Anti-bullying and Harassment Policy](#).

Harmful Sexual Abuse

Please see the [Bridge Academy Trust Harmful Sexual Behaviour Policy](#) which is available on the Bridge Academy Trust website and our school website.

Children Missing from Education

Please see the [Attendance Policy](#) for specific information.

Appendix P: Online Filtering and Monitoring Processes

Useful links and resources

Department for Education

[Keeping Children Safe In Education \(DfE\)](#)

[Meeting digital and technology standards in schools and colleges \(DfE\)](#)

[Broadband internet standards for schools and colleges \(DfE\)](#)

[Cyber security standards for schools and colleges \(DfE\)](#)

[Data protection policies and procedures \(DfE\)](#)

Home Office

[The Prevent duty: safeguarding learners vulnerable to radicalisation \(Home Office\)](#)

Information Commissioner's Office

[Data Protection Impact Assessment \(DPIA\) \(ICO\)](#)

London Grid for Learning (LGfL)

[Online Safety Audit \(LGfL\)](#)

South West Grid for Learning (SWGfL)

[Online Safety Review \(360Safe\) \(SWGfL\)](#)

National Cyber Security Centre

[Cyber security training for school staff](#)

UK Safer Internet Centre

[2023 Appropriate filtering and monitoring definitions published \(UK Safer Internet Centre\)](#)

[Test Your Internet Filter \(UKSIC / SWGfL\)](#)

[Filtering provider responses - self-certified by service providers \(UKSIC\)](#)

[A Guide for education settings and filtering providers \(UKCIS\)](#)

[Establishing appropriate levels of filtering \(UKSIC\)](#)

[Online safety in schools and colleges: questions from the governing board \(UKCIS\)](#)

Digital Resilience

[HeadStart Online Digital Resilience Tool \(HeadStart Kernow\)](#)

Meeting digital and technology standards in schools and colleges (DfE)

			Yes/ No	Comment
A		You should identify and assign roles and responsibilities to manage your filtering and monitoring systems		
	A1	Have Trustee's identified and assigned a member of the senior leadership team to be responsible for ensuring these standards are met?	Yes	Headteacher/Safeguarding Leads /IT Director/DPO
	A2	Have Trustees identified and assigned the roles and responsibilities of staff and third parties, for example, external service providers?	Yes	Headteacher/Safeguarding Leads /IT Director/ DPO
	A3	Does the Senior Leadership Team understand that they are responsible for: <ul style="list-style-type: none"> • procuring filtering and monitoring systems • decisions on what is blocked or allowed and why • reviewing the effectiveness of your provision 	Yes	Filtering reviewed annually before end date of filtering software. Blocking / Allowing:- Discussions with Headteacher/Safeguarding leads / IT Director/ DPO
	A4	Has the SLT ensured that all staff: <ul style="list-style-type: none"> • understand their role • are appropriately trained • follow policies, processes and procedures • act on reports and concerns 	Yes	Annual training
	A5	Are arrangements in place for governors or proprietors, SLT, DSL and IT service providers to work closely together?	Yes	Regular meetings between the different stake holders
	A6	Does the DSL should take lead responsibility for safeguarding and online safety, which could include overseeing and acting on: <ul style="list-style-type: none"> • filtering and monitoring reports • safeguarding concerns • checks to filtering and monitoring systems? 	Yes	IT Director / DPO/ IT Technicians / Network Managers. Monitor reports and pass any concerns on to the DSL

A7	Does the IT service provider (Trust Central Services) have technical responsibility for: <ul style="list-style-type: none"> • maintaining filtering and monitoring systems • providing filtering and monitoring reports • completing actions following concerns or checks to systems 	Yes	IT Director / DPO centrally manage the services with third party provider making sure any updates are reviewed, approved & deployed
A8	Has the IT service provider (Trust Central Services) worked with the senior leadership team and DSL to: <ul style="list-style-type: none"> • procure systems • identify risk • carry out reviews • carry out checks 	Yes	IT Director / DPO centrally manage the services with third party provider Regular meetings are held to discuss any issues
B	You should review your filtering and monitoring provision at least annually		
B1	Have Trustee's ensured that filtering and monitoring provision is reviewed at least annually, to identify the current provision, any gaps, and the specific needs of your pupils and staff?	Yes	Headteacher/Safeguarding leads / IT Director/ DPO Safeguarding Audits annually
B2	Are reviews conducted by SLT, DSL, the IT service provider and involve the responsible governor?	Yes	Safeguarding audits annually
B3	Are the results of the online safety review recorded for reference and made available to those entitled to inspect that information?	Yes	Safeguarding audits annually
B4	Does the review cover all required elements (as a minimum)?	Yes	
	• related safeguarding or technology policies and procedures	Yes	
	• roles and responsibilities	Yes	
	• training of staff	Yes	
	• curriculum and learning opportunities	Yes	
	• procurement decisions	No	IT Director reviews annually on contract renewals
	• how often and what is checked	Yes	IT Support check filtering logs and password any concerns to the DSL
	• monitoring strategies	Yes	IT Support check logs daily and pass any concerns over to the DSL

B6	Does the review ensure that checks of the system have been carried out?	Yes	
C	Your filtering system should block harmful and inappropriate content, without unreasonably impacting teaching and learning		
	Technical requirements to meet the standard		
C1	Is your filtering provider <ul style="list-style-type: none"> • a member of Internet Watch Foundation (IWF) • signed up to Counter-Terrorism Internet Referral Unit list (CTIRU) • blocking access to illegal content including child sexual abuse material (CSAM) 	Yes	Filtering system is a compliant Children's Internet Protection Act (CIPA) filter and is a member of the IWF and also Prevent Guidance from the Government
C2	Is the school's filtering operational and applied to all: <ul style="list-style-type: none"> • users, including guest accounts • school owned devices • devices using the school broadband connection 	Yes	All accounts & school owned devices are cover as the filtering service is the Internet Gateway for the Academy
C3	Does the filtering system: <ul style="list-style-type: none"> • filter all internet feeds, including any backup connections • be age and ability appropriate for the users, and be suitable for educational settings • handle multilingual web content, images, common misspellings and abbreviations • identify technologies and techniques that allow users to get around the filtering such as VPNs and proxy services and block them • provide alerts when any web content has been blocked 	Yes	Yes too all, some categories are allowed for certain services such as backup due to the way the filtering system works as it can cause backup failures.
C4	Has the provider confirmed that filtering is being applied to mobile and app content?	Yes	All school owned devices and any device that connects to the BYOD Wi-Fi Network
C5	Has a technical monitoring system been applied to devices using mobile or app content?	Yes	School owned devices are monitored from an MDM
C6	Does the filtering system identify: <ul style="list-style-type: none"> • device name or ID, IP address, and where possible, the individual • the time and date of attempted access • the search term or content being blocked 	Yes	Filtering system can report on any of the system identifiers and also user identifiers, Custom block and allow lists can be applied at a user level.

C7	Are there any additional levels of protection for users on top of the filtering service, for example, Safe Search or a child-friendly search engine?	yes	Safe Search for search engines, Safe search for YouTube. External firewall protecting the boundary of the network
C8	Are staff aware that they should make a report when: <ul style="list-style-type: none"> • they witness or suspect unsuitable material has been accessed. • they can access unsuitable material. • they are teaching topics which could create unusual activity on the filtering logs • there is failure in the software or abuse of the system. • there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks • they notice abbreviations or misspellings that allow access to restricted material 	yes	Annual training
C9	Does the school meet the Broadband Internet Standards?	N/A	See separate audit for DFE Standards
C10	Does the school meet the Cyber Security Standards?	N/A	See separate audit DFE Standards
C11	Have all staff who use the school's IT Network had annual Basic Cyber Security Training?	Yes	National College & GDPRis platforms
C12	Has a least one governor attended a Basic Cyber Security training session?	Yes	National College & GDPRis platforms
D	You should have effective monitoring strategies that meet the safeguarding needs of your school or college		
D1	Does the monitoring system review user activity on school and college devices effectively? (For example, does it pick up incidents urgently, through alerts or observations, allowing prompt action to be taken; and is the response recorded?)	Yes	Uses Keyword libraries and forwarded to the DSL after IT Support reviewing the alerts
D2	Has the Trustees supported the SLT to make sure effective device monitoring is in place which meets this standard and the risk profile of the school or college?	Yes	With support from the IT Director / DPO
D3	Does the monitoring system ensure that incidents, whether of a malicious, technical, or safeguarding nature are picked up urgently?	Yes	based on keyword libraries

D4	Is it clear to all staff how to deal with these incidents and who should lead on any actions?	Yes	Annual Training
D5	Does the DSL take lead responsibility for any safeguarding and child protection matters that are picked up through monitoring?	Yes	
D6	Has the DSL had training to ensure that their knowledge is current?	Yes	Annual Training
D7	Have IT staff had training to ensure that their knowledge is current?	Yes	Annual Training
D8	Does the school's monitoring technology apply to mobile devices or content used in apps?	Yes	School own devices. BYOD Wi-Fi
D9	Are monitoring procedures reflected in the school's Acceptable Use Policy and integrated into relevant online safety, safeguarding and organisational policies, such as privacy notices?	Yes	DPO
D10	If the school has technical monitoring system, has a data protection impact assessment (DPIA) been completed?	Yes	DPO
D11	If the school has technical monitoring system, has a review the privacy notices of third-party providers being undertaken?	Yes	DPO