SAFEGUARDING & Child Protection POLICY
SAFEGUARDING POLICY

Shenfield High School has the following Designated Safeguarding Leads:
1. Deputy Headteacher: Student Support and Wellbeing – Mrs J Comerford
2. Wellbeing Co-ordinator (with specific responsibility for mental health issues, including self-harming and suicidal ideation) – Mrs J Pitkin
3. Behaviour for Learning Co-ordinator – Mr J Rigg

The nominated Governor for Child Protection is Mrs J Swettenham

Key Contacts within the local authority: Family Operations Hub for referral or for consultation, Monday – Thursday 08.45 – 17.30, and Friday 08.45 – 16.30 03456037627 or out of hours 03456061212; Local Authority Designated Officer (LADO) – Children’s Workforce Allegations Team 03330 139 797 (for referral or consultation where an allegation has been made against a member of staff); Prevent (for allegations relating to extremism, radicalism or terrorism); Virgin Care for issues relating to health – 01268 240 300; Essex Safeguarding Children’s Board Safeguarding Officer – 01245 435167 The Police – direct to Essex (for allegations where a crime has been or we suspect may have been committed) 101

Purpose:
There is a difference between Safeguarding and Child Protection, but two have a clear overall aim, which is protect children and young people, to ensure that they feel safe and to promote their welfare at all times.

Safeguarding at Shenfield High School encompasses all the policies and procedures that we have to support this aim including our Child Protection procedures, Health and Safety, our pastoral care, anti-bullying procedures and our ethos, which encapsulates the value that every child at Shenfield High School is known and known well. Child welfare, support and wellbeing is a very important tent of our ethos as a school and this policy lays out the many ways that we use to ensure that this remains at the heart of everything that we do as a school.

Our Child Protection procedures are governed by the law and guidelines for ensuring that children and young people at Shenfield High School remain safe. We follow the Southend, Essex and Thurrock guidelines (SET Procedures December 2016), and also the guidelines laid out in the document, Keeping Children Safe in Education (September 2016) and these are also laid out in this document.

In particular, we agree with the following statement: “Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide support for children to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. Schools should work with Social Care, the police, health services and other services to promote the welfare of children and to protect them from harm.”

(Keeping Children Safe in Education – DFE September 2016)
The document, *Keeping Children Safe in Education* (DFE, September 2016) must be read in conjunction with this policy. Staff have been issued with this policy and the above mentioned document as a hard copy, the Staff Code of Conduct and pink reminder cards for what to do in the event that an individual might be concerned about a child or young person at our school, in conjunction with whole staff training received on induction and also annually. Electronic copies can also be found on W Drive: Whole School/ Safeguarding/ SHS Policies and Procedures, and also on our website.

**Introduction:**
Shenfield High School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care.

“The welfare of the child is paramount” – this statement is key to all training delivered to staff at the school and is the central tenet of this policy.

*(The Children Act 1989)*

The Governing Body is committed to have policies and procedures in place that safeguard and promote the welfare of children and young people who are students at the school.

*(Section 175 of the Education Act 2002)*

The school will provide clear direction to staff and others via in-school training. Every member of staff in the employ of Shenfield High School will attend annual update training, read and sign for related documents, read and sign for half termly Safeguarding Newsletters, and where relevant, take part in online CPD opportunities in key issues. A log of training delivered to staff including annual Level 2 and online PREVENT training in 2016 – 2017 is kept by the HR manager. Staff also keep personal logs of their CPD, which includes any additional Safeguarding training that they undertake during the year. Opportunities for further online training are signposted during the year via our Safeguarding Newsletters.

In this training and in this policy, we will make explicit our commitment to the development of good practice and sound procedures. We will ensure that safeguarding concerns, referrals and monitoring will be handled sensitively, professionally and in ways that support the needs of the child.

Additional training and specialised support shall be provided via the weekly Safeguarding Board, attended by members of the Interventions Team and Pastoral Team. The aim of this group is to disseminate training from specialist CPD opportunities; and also to discuss and provides support around specific case studies.

The overall aim of this package of on-going CPD is that the welfare of the child is maintained and is paramount at all times.

In this way the school recognises the following three elements to our policy:
Prevention through the creation of a positive school atmosphere and the teaching, pastoral and wellbeing support offered to children and young people who are students at our school.

Protection by following agreed procedures and ensuring all staff are trained and supported to respond appropriately and sensitively to any concerns that they might have in relation to children and young people at our school.

Support to children and young people who are students at our school who may have been abused, or who have been abused.

This policy applies to all children and young people, staff, governors, volunteers and visitors to our school.

This school recognises that it is an agent of referral, not of investigation. The referral pathway is shown in Appendix 3 and is also distributed for reference to all members of staff.

Aims:

Shenfield High School aims to:

- Establish and maintain an environment where children and young people in our school feel safe and secure, are encouraged to talk and are listened to.
- Ensure that students know whom they can approach if they are worried or in difficulty.
- Include in curriculum activities, citizenship, form time, assemblies, mentoring programme, specific workshops and nurture groups and interventions, opportunities for children and young people at our school to develop the skills they need to stay safe from abuse and to develop safe and healthy relationships.
- Measure the impact of these opportunities for helping children and young people at our school develop their knowledge and skills in relation to safeguarding.
- Make parents/carers of children and young people at the school aware of the policies and practices for safeguarding and ensure that, wherever possible, every effort is made to maintain open and honest and effective relationships with parents and carers.
- To work within The Essex Effective Support Windscreen both through our Interventions Team in school and also via outside agencies to maintain positive and effective relationships with colleagues across the school and all outside agencies, with the sole aim of providing support to young people, thereby creating a culture of vigilance, so that the welfare of our students is promoted, and where timely and appropriate safeguarding action is taken.
- Overall, our key aim is to protect children and young people from harm, and to ensure that they are taught in a way that is consistent with the law, our values, and to promote respect for all others within our institution and wider community. To this end, we will facilitate understanding of wider issues within the context of learning about the values upon which our society is founded and the principles which govern our system of democratic government. Therefore, we will actively promote British values such as democracy, individual liberty, mutual respect and tolerance of those with different faith and beliefs. We will continue to promote
tolerance and respect for people of all faiths (including those with no faith), races, genders, ages, disabilities, sexual orientation and gender orientation.

The Law and Essex guidelines.
Child Protection is the responsibility of all adults, and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the school leaders and the governors, and wider support in this process is the responsibility of the Essex Safeguarding Children’s Board. (ESCB)

In Essex, all professionals must work in accordance with the SET procedures (December 2016). These procedures can be referenced online via the ESCB, via the school Whole School Drive in the Safeguarding/SHS Policies and procedures folder, or as hard copies in the offices of the Designated Safeguarding Leads and in W drive under the safeguarding folder.

Our school also works in accordance with ‘Keeping Children Safe in Education’ (DFE 2016), ‘Working Together’ (DFE 2015), ‘What To Do If You Think a Child is Being Abused (2015), Information Sharing (2015) and ‘Effective Support for Children and Families in Essex’ (ESCB 2013). All of these documents can also be found on the W drive in the safeguarding folder.

We also work in accordance with ‘The Counter Terrorism and Security Act’ (HMG 2015). Under Section 26 of this Act, this school has due regard in our policies and procedures to the need to prevent young people from being drawn into terrorism. This duty is known as the PREVENT duty, and two senior members of staff are PREVENT/WRAP trained. This duty is also reflected in our training schedule for all staff, monitored via our CPD systems, and in particular our safeguarding training log/register.

Additionally, in this respect, the school undertakes to teach a broad and balanced curriculum, which promotes spiritual, moral, cultural, mental and physical development of young people. We want to prepare young people for the opportunities, responsibilities and experiences of life by promoting community cohesion and giving students the time and space to talk about sensitive issues when required. To this end we have created safe spaces for young people to talk about all manner of issues, including if needed, ideas that could be part of terrorist ideology, providing alternatives and the capacity to challenge misconceptions and threats to our published values. Staff are reminded to be mindful about the potential for political viewpoints to be perceived as the ‘right way of thinking’ by young people. Any child/young person perceived to be at risk in this respect will be referred to CHANNEL and Social care in line with SET procedures (December 2016).

The school also works in accordance with ‘The Serious Crime Act’ (Home Office 2015) by recognising and upholding the duty of all adults who work with children/young people to notify the police of known cases of Female Genital Mutilation, where it appears to have been carried out on a girl aged under 18. Our school will operate in accordance with statutory requirements relating to this issue, and in line with SET procedures (December 2016).

The school also works in accordance with statutory guidance and SET procedures (December 2016), in respect of allegations made against an adult who works with children in either a
paid in a voluntary capacity. Section 7 of the current SET procedures provides detailed information on this possibility, and the school has processes in place for reporting any concerns about a member of staff (or any adult working with children). In the event that any allegation is received about a member of staff, the Local Authority Designated Officer (LADO) will be informed within one working day, and no investigation will be carried out prior to communicating the issue to the LADO.

School Policy:
We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevent abuse.
Our school will therefore:
a) Establish an environment in which students feel safe and secure and are encouraged to talk and are listened to, as evidenced by our Interventions Team, Pastoral Team, Wellbeing Support, SEN Support and Peer Mentoring Scheme. This policy will therefore work closely with our Staff Code of Conduct, Confidentiality Policy, E Safety Policy, Peer on Peer Abuse Policy, Equality and Diversity policy, Anti Radicalisation Statement and our Behaviour for Learning Policy.
b) Ensure that students know that there are adults within the school who they can approach if they are worried or in difficulty.
c) Include in the curriculum, work schemes that will help students develop realistic attitudes towards the responsibilities of adult life across the curriculum.
d) Ensure that wherever possible every effort will be made to establish effective working partnerships with parents and also with colleagues from outside agencies like Brentwood Community Safety Partnership, Brentwood Behaviour and Attendance Partnership, EWMHs, Statutory assessment Service, the Police and Social Care.

Roles and Responsibilities:
Child safeguarding is the responsibility of all adults. The Teacher Standards 2012 state that teachers, including Headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff should be aware of the signs of abuse so that they can identify children and young people who may be in need of help or protection. All staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child or young person, all staff should always act in the interests of the child or young person.

The development of appropriate procedures is the responsibility of the Deputy Headteacher: Student Support and Wellbeing, who has been appropriately trained by the Essex Safeguarding Children Board. Additionally, it is the role of the Deputy Headteacher: Student Support and Wellbeing to ensure all staff employed, including temporary staff and volunteers within the school are aware of the school’s internal procedures and to advise and offer support to those requiring this.

It is also the role of the Designated Safeguarding Leads to ensure that all child protection procedures are followed within the school, and to make timely and appropriate referrals to Children’s Social Care in accordance with SET procedures (December 2016).
The Designated Safeguarding Leads will ensure that all concerns are reviewed at least three times a year, and will undertake an annual Safeguarding Audit in line with their responsibilities under Section 175 and section 157 of the Education Act 2002.

**What to do if any member of staff has a concern about a child or young person?**

At Shenfield High School we train staff to do the following if they have concerns about a child or young person:

- Tell one of the Designated Safeguarding Leads immediately verbally, by telephone or by email.

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<thead>
<tr>
<th>Name of DSL</th>
<th>Office area</th>
<th>Telephone Extension</th>
<th>Email</th>
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<tbody>
<tr>
<td>Jenny Comerford</td>
<td>Bottom corridor of iblock</td>
<td>258</td>
<td><a href="mailto:j.comerford@shenfield.essex.sch.uk">j.comerford@shenfield.essex.sch.uk</a></td>
</tr>
<tr>
<td>Deputy Headteacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julie Pitkin</td>
<td>Oasis, Technology corridor.</td>
<td>224</td>
<td><a href="mailto:j.pitkin@shenfield.essex.sch.uk">j.pitkin@shenfield.essex.sch.uk</a></td>
</tr>
<tr>
<td>Wellbeing Co-coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jamie Rigg</td>
<td>Pastoral Office, South hall</td>
<td>455</td>
<td><a href="mailto:j.rigg@shenfield.essex.sch.uk">j.rigg@shenfield.essex.sch.uk</a></td>
</tr>
<tr>
<td>Behaviour for Learning</td>
<td></td>
<td></td>
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<td>and Pastoral Team Co-ordinator</td>
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- The DSL will have a short conversation with you to find out the facts.
- You then be asked to email the details of your concerns to the DSL you have talked to, copying in the other two within 24 hours of the initial conversation.
- State clearly in the email:

  The name, year group and form group of the child you are referring to.

  The detail of your concern – try to write exactly what a child has said to you if they made a disclosure, or what you may have overheard or what you have been told, or a change in behaviour, attitude, or demeanour of a child or young person that has made you curious about their wellbeing.

  Always make it clear where the information came from and by which pathway – YOU CANNOT MAINTAIN CONFIDENTIALITY.

  Please be as accurate as possible – in the long run your email could be used in court as a primary document.

  Ensure you finish the email with your full name, date and time of disclosure.

- If you have not sent this email within the minimum period, please expect that the DSL will follow up and that the other DSL’s will be kept informed about the delay and the reasons for the delay.

**The Governing Body and Senior Leadership Team** are responsible for ensuring that Shenfield High School follows **safe recruitment** procedures and that all appropriate checks and pre appointment checks are carried out on staff and regular volunteers who work with children; and that the school has procedures for dealing with allegations of abuse against
members of staff and volunteers that comply with statutory guidance. As part of the school’s recruitment and vetting process, attention will be drawn to the DBS check and any other local intelligence required. There will always be a senior member of staff who is trained on ‘Safer Recruitment’ procedures on every interview panel. In this way, the school undertakes to follow recruitment guidance and procedures that help deter, reject and identify people who might abuse children. Training certificates for staff and governors trained in Safer Recruitment are held by the HR manager, as are the training certificates of the three Designated Safeguarding Leads.

The school will not allow any individual that we know who about whom we have reason to believe is barred from regulated activity to work at the school in any capacity.

The role of the Nominated Governor for Safeguarding is to ensure that the school has an effective policy, and that this is updated annually; to ensure that ESCB guidelines are complied with, and to support the school in this aspect.

Governors will also ensure that there is a maintained central register of staff and regular volunteers. Also, that the school has an up to date Code of Conduct for staff, which includes a Whistleblowing Policy.

Governors must ensure that laid down procedures are carried out in relation to allegations against members of staff, visitors, volunteers and students. Where an allegation is made against the Headteacher, the Chair of Governors will take responsibility for ensuring that any referral, investigation or subsequent action is properly conducted and in accordance with SET procedures (December 2016).

In the event of a member of staff being dismissed as a result of an allegation of abuse, the Governing Body will inform the DBS. This is a legal duty where an individual engaged in a regulated activity is dismissed from the school due to safeguarding concerns.

Governors will recognise that there is always an emotional impact on staff dealing with safeguarding issues, and will provide support when staff request it and signpost support as an on-going protocol designed to help staff who are feeling stressed.

The school will publish its Safeguarding Policy on the school website alongside ‘Keeping Children Safe in Education’ DfE 2016). All staff are required to read this, and a hard copy of this document is supplied with training updates, which staff sign to say that they have read. An electronic copy is also always available in the Safeguarding area of the staff whole school drive. The specific content of this document is further reviewed and expanded on, with relevant Shenfield High School related case studies in the safeguarding newsletters produced each half term.

The Designated Safeguarding Lead will provide an annual report for Governors detailing the training of staff and any changes to the policies and procedures that may be required in the light of updates to the legislative framework.
Ultimately, the Headteacher will take overall responsibility for ensuring the safeguarding of children and young people at Shenfield High School.

In addition all staff will recognise their responsibility to refer all concerns, not to promise confidentiality, and also to take every opportunity to teach children and young people how to be safe. Staff will participate in assemblies, deliver of Safeguarding messages and discussion during form time, participation and presence at specially arranged Safeguarding related workshops for children and young people, emphasising safeguarding opportunities in the curriculum and by ensuring that our ethos and values are upheld. We teach, encourage and expect our students to share our ethos of keeping each other safe.

School Procedures
All action is taken in accordance with the following guidance:

- Essex Safeguarding Children Board guidelines
- Essex Safeguarding Children Board Forum meetings, relating both to safeguarding in general and Child Sexual Exploitation in particular.
- SET Guidelines December 2016
- Keeping Children Safe in Education DfE 2016
- Working Together to Safeguard Children DfE 2015
- What To Do if you are Worried About a Child being Abused 2015
- Information Sharing 2015
- Responding to Sexting 2016
- Effective Support for Children and Families in Essex ESCB 2013

All staff will receive Level 2 safeguarding training, which equates to 6 hours of training over 3 years; and this training will be logged and held centrally for each individual. All staff will be informed who the Designated Safeguarding Leads are and also be given a pink card with the details of who to refer concerns to, and when to refer concerns and how to refer concerns. On the pink card is also the number for Family Operations Hub, which can be called by any adult working with children should they feel that their concerns about an individual or an issue have not been adequately met.

Visitors will be given a visitor’s badge and will be asked to say whether or not they have a current DBS check. They will be given a leaflet that summarises this policy. In the event that they do not have a current DBS check as proven either by certificate or by a current identification badge, they will be supervised whilst on site at all times. Posters in reception also emphasise our policy and identify the Designated safeguarding leads in the school.

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or a suspicion of abuse must inform one of the Designated Safeguarding Leads immediately.

The matter will be handled in accordance with the Interdisciplinary Guidelines laid down by SET and ESCB. Where a referral to Social Services is deemed necessary, The Family Operations Hub will be informed by telephone and the referral confirmed in writing within 24 hours using the form: Family Operations Request for Support Form, (FORS) where required. This can be found in the whole staff safeguarding file, with any member of the
school Safeguarding Board and also on the ESCB website. Referral procedures for any child or young person who attends our school, but lives outside the area covered by the SET procedures will be followed according to their localised procedures, which will be checked prior to referral.

Essential information will include the pupil’s name, address, date of birth, family composition, the reason for the referral, whether the child’s parents are aware of the referral, the name of the person who initially received the disclosure, plus any advice given from FOH or the Police. The written confirmation will be dated and signed by the referrer.

The school will always share our intention to refer a child to Social Care Service with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from Essex Children’s Social Care Services or Essex Police. In addition, there will be some occasions where the disclosure is complex, and in these cases the DSLs will take advice from FOH or Police and will follow that advice, even if this means that on rare occasions that parents are not told about the referral.

If a member of staff continues to have concerns about a child or young person who attends our school and feels that the situation is not being addressed or does not appear to be improving, the staff member should press for re-consideration, follow the school’s complaints procedure and make a referral direct to Social Care themselves, using the number of The Family Operations Hub printed on the pink card, and also below: 0345 603 7276

Safeguarding details for referral, training and related documents are kept for open perusal on W: whole school/administration/safeguarding.

Training and support:
The Designated Safeguarding Leads will undergo updated child protection training every two years. All other staff will receive Level 2 training, and also training on specific issues like PREVENT. A record of all Child Protection training is kept by the Designated Lead and is available for perusal at any time.

The Designated Safeguarding Leads will also undertake training in inter agency working and also training in specific issues such as Child Sexual Exploitation and Honour Based Abuse. This training will be disseminated to other staff as and when it is completed and the notes from this training will be added to the open safeguarding file on the W drive. In particular, all interagency training will be shared with, and discussed with the Safeguarding Board.

The Designated Safeguarding Leads will provide support and supervision to staff involved in child protection issues, and the Headteacher will provide support and supervision to the Designated Safeguarding Leads.
All staff sign for and undertake to be bound by the boundaries of appropriate professional behaviour and conduct. These matters form part of staff induction and are referred to in the Staff Code of Conduct and Staff Guide.

**Professional Confidentiality**
Confidentiality is an issue that is at the heart of the school’s training, given that this is likely to be a difficult aspect of responding to a child’s disclosure. A member of staff must never promise confidentiality to a student nor should they agree with a student to keep a secret, as where there is a safeguarding concern this must be reported to the designated leads and may require further investigation by the appropriate authorities. Further details on confidentiality can be found in the school’s Confidentiality Policy, which runs alongside the Safeguarding Policy.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a “need to know basis” only. Any information shared with a member of staff in this way must be held confidentially to themselves.

Staff are trained to understand that the only purpose of confidentiality in this respect is to benefit the child.

Staff who refer a concern should follow up with the relevant DSL if they do not know what action has occurred in respect of their referral. Staff must also understand that the processes of safeguarding and Child Protection are sometimes complex and on-going, and in addition, that in most cases, parents need to give permission for confidential information to be shared with staff.

**Records and Monitoring**
Well-kept records are essential to a good safeguarding practice. Our school is clear about the need to record any concerns held about a student in our school, the status of these records and when such records should be passed over to other agencies.

Any member of staff receiving a disclosure or noticing any signs/symptoms of possible abuse must make an accurate written record as soon as possible, noting what was said or seen, putting the event in context and giving the date, time and location. All records must be dated and signed and include the action taken. These file notes are kept confidentially separate to other files and located in the safe keeping of the Designated Safeguarding Lead. In the same way notes must be kept of any students who are being monitored for safeguarding reasons. The school chooses not to use a designed template, but asks all referrals about concerns to be completed by email. This allows staff to write accurately and in detail, without being affected by the officialdom of a template. It is also allows information to be shared quickly and accurately with the relevant people including outside agencies, without disclosures being paraphrased or summarised in a way that might change to meaning of the referrer’s concerns. It also shows the log of records and enables the DSL to keep an accurate chronology of concerns as they occur. This procedure enables busy staff to fulfil their Safeguarding duties of referral and encourages fuller statements than a
A chronology file is kept updated to track the activity of cases. In this way, every concern is logged, dated, along with actions in response to the concern. Each case is also rag rated according to current levels of concern, and as this changes overtime so the change of rating is shown. This includes telephone logs and other communications, which are relevant to the concern.

All cases are reviewed at least three times a year and more regularly as required if the case is currently of high concern. All cases are rag rated to indicate high medium and low concern and the rag rating can change depending on the circumstance of the case. Where rag rating is changed, this is indicated on the case notes as to when and the reasons why the concern has been upgraded or downgraded.

If a student moves to a new school these files must be copied for the new establishment and forwarded marked ‘Confidential and for the attention of the receiving school’s Designated Child Protection Officer’. If a child comes to the school an email is included in the school reference request asking for CP/Safeguarding records to be forwarded for the attention of the Designated Safeguarding Lead. If there is no reply, the DSL will call the school to ask personally if there have been concerns.

Any CP records must be archived appropriately, securely and confidentially and will be retained for 35 years after the last entry (in line with ECC policy).

**Attendance at Child Protection Conferences and Partnership Meetings**

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented and a report submitted to any child protection conference called for students on the school roll or previously known to the school. Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is made subject to a Child Protection Plan, it is the Designated Safeguarding Lead’s responsibility to ensure that the child is monitored regarding attendance, welfare and presentation. (Refer to the SET procedures Chapter 8 for conferences and 9.4 for Child Protection Plans). If the school is part of a core group then the Designated Safeguarding Leads must ensure that the school is represented and contributes to the plan made at these meetings. They must also ensure that attendance at these meetings is recorded along with minutes of any issues discussed. All issues will be discussed at these meetings, but if in the interim, the designated officers believe that the child is further at risk of significant harm, they must inform the child’s key worker immediately, and record that they have done so and the key actions agreed. Any aspects of the plan that need sharing, will be shared and acted upon appropriately.

Furthermore, The DSL will also ensure that staff attending Child Protection Conferences are appropriately trained so that full contribution to the child centred methodology of these conferences can be made.
Looked After Children (CiC): CiC are the responsibility of the Designated Safeguarding Lead. File notes pertaining to CiC are kept in the confidential files, and their PEPs (Personal Education Plan) are also kept in these files having been posted on the achievement tracker in line with Essex Achievement Service requirements. Progress mentors assigned to each child who is CiC will be responsible for the day to day contact and support of CiC, and they will also ensure that their Pupil Premium is spent on relevant and specific areas that can help support each CiC in achieving their targets. They will attend any review meetings and ensure that strategies discussed and agreed at review meetings are implemented.

Missing Children: a child going missing from education is a potential indicator of abuse and neglect. The school must refer children in this position to MECES, after 5 days of CME on appendix 2. (Refer to the school’s Attendance Policy).

**Supporting Children and young people who are at risk of harm and or significant harm.**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or to view the world as a positive place. We also recognise that our school may be the only stable, safe and secure environment in the lives of children and young people at risk.

Children and young people who at risk of harm and/or significant harm are supported under the umbrella of the Essex Effective Support Windscreen, from which a model to support students at Shenfield High School has been devised. (Appendix 3) This model is reviewed annually and consists of universal, additional, intensive and speciality referral to interventions both within the school and to outside agencies.

The Interventions Team works to the framework of Achievement for All, providing bespoke support to all students referred to the team, and especially to socially and emotionally disadvantaged children such as those identified via pupil premium funding.

In conjunction with the work of The Interventions Team, pastoral managers will inform staff twice weekly staff notices if interventions are in place in relation to individual students. Interventions will be recorded on the Interventions tab in SIMs and judgements about impact will be made with reference to achievement and progress data, behaviour points, achievement points, and attendance and wellbeing measurements. Staff are reminded that such communications are strictly confidential, and must never be open to student scrutiny.

The Interventions Team meet weekly – once as a referral team where interventions will be agreed, recorded and tracked and once in alternative weeks as a link between the interventions team and the Pastoral Team from whom most referrals come. The Designated Officer chairs both meetings, with the aim to discuss the most vulnerable students at any given point in the school year – looking at strategies to support and deal with student issues in a targeted and consistent way. The students will be tracked using data to show the impact of interventions at any given point.

The school will also endeavour to support such children and young people through their Form Tutors, Year Teams, mentors, Key Workers, Subject Teachers, the curriculum, the school ethos, our Behaviour Policy and a consistent approach to issues that may be
presented. There will be regular liaison with outside agencies, families of vulnerable children and young people, and a commitment to develop open and honest and supportive relationships with all who are working with such students.

Staff training teaches and reinforces what the signs and symptoms of abuse are, with specific reference to physical, sexual, neglect and emotional abuse. Staff are also asked to be aware of current ‘hot issues’ in safeguarding and be particularly vigilant in the following areas:

**Signs and Symptoms:**

**Four Categories of abuse** – in a secondary school, it is possible that children and young people can disguise the signs and symptoms of abuse if they wish to. Therefore the most effective indicator of possible abuse is a student’s change in behaviour.

However the **key features** of each category are:

**Sexual abuse** – forcing/coercing a child/young person to take part in sexual activities including non-contact sexual activities: aggression, withdrawn, self-harming including eating disorders, sexually inappropriate behaviours, promiscuity or precociousness, reluctance to remove clothing for PE. Research indicates that between 80 – 90% of known cases of sexual abuse involve a known adult. Online availability has increased the risk of non-contact abuse and grooming and sexting.

**Physical abuse** – any action that causes physical harm including fabricating the symptoms of or deliberately inducing illness: bruising, bite marks, burns and scalds, fractures, injuries in unusual area or with well-defined edges, old injuries or scars, refusal to discuss injuries, inconsistent explanations, corporal punishment, arms and legs kept covered, reluctance to remove clothing for PE, parents uninterested or undisturbed about reports of their child being injured.

**Neglect** – failure to meet a child’s physical or psychological needs: inadequate clothing for a child’s size, the weather or time of year, underweight for age, frequent school absences, persistent and unexplained poor health, emotionally needy, persistently dirty clothes or body odour.

**Emotional** – persistent emotional maltreatment of a child: developmental delay, abnormal attachment to a parent or another child, low self-esteem, inappropriate emotional response.

Andrew Hall ‘safeguarding in schools’ 2017

**Radicalisation/Extremism** – vulnerability factors include student is confused about or seeking out identity indicators, including becoming distanced from cultural heritage, discomfort about their place in society, personal crisis/tension in the family, loss of self-esteem, disassociated from previous friendship group, searching for answers about identity, faith and belonging, unmet aspirations, perceptions of injustice, experience of criminality, lack of empathy with others, being in contact with extremist recruiters e.g. via the internet, using extremist narrative, justifying and/ or glorifying the use of violence. In the event that radicalisation or extremism is suspected or disclosed the school will make a referral to the
police (PREVENT) and also to Social Care.

**Self-Harm** – in the case that self-harm is disclosed, discovered or suspected, one of the safeguarding leads is specifically assigned to assess the situation and make recommendations to the Interventions Team for follow up care. Referral will be made to either our in house counselling services or to outside agencies such as extended schools. In severe cases, tier two, three or even four services will be referred to, including taking a child or young person to Accident and Emergency for immediate psychiatric assessment for students for whom an immediate suicide risk is judged to be present.

**Cyberbullying and online grooming and sexting** – one of the safeguarding leads is also specifically assigned to cyberbullying and e safety as a whole. Where this is disclosed, discovered or suspected, the issue will be referred through this one person for assessment and follow up action. This should be viewed in conjunction with our Peer on Peer abuse policy and our e-safety policy. The school is committed to referring to agencies like CEOP and ‘Thinkuknow’ for further support when required; and in particular for materials in support of education and training of young people and parents /carers in this regard. The school adheres to the advice and guidance issued by the UK Council for Child Internet Safety (August 2016), and therefore will always refer to Police and Social Care if the incident involves an adult, coercion, blackmail or grooming, concerns about the capacity to consent, the images are atypical of age appropriate development, violent acts are depicted, sexual imagery is depicted and includes a child aged under 14, a young person is or appears to be at risk of significant harm. Our Esafety Policy sets out the procedures for staff dealing with sexting in an appropriate manner that safeguards children and young people concerned.

**Honour based abuse** – Staff are trained to understand the ‘one chance rule’, defined as a sign or symptom that is easy to rationalise as being part of someone’s culture. For example, a child telling an adult that they are going on holiday for a ‘special celebration’ that ‘will make me a part of my family/community’. Every care is taken to identify and support students to whom this might pertain. Staff are asked to report any of the following warning signs that often accompany a child at risk of **forced marriage**: extended absence, drop in performance, excessive parental restrictions, history of older siblings leaving to get married, evidence of self-harm, depression, social isolation, eating disorders, substance misuse, domestic violence, family disputes or running away from home.

Students at risk of **Female Genital Mutilation (FGM)**. Staff are asked to look out for and report the following, which may be signs of FGM: students of certain ethnic minorities and all students who report a ‘special celebration’ without saying what it is, and students reporting a long holiday without explaining what it is about. Staff are reminded that there is a mandatory duty on adults who work with children to report disclosures about FGM in relation to a girl aged under 18, and that the school will always pass on such disclosures to Social care and the police immediately.

Students at risk of **Child Sexual Exploitation**. In line with work published nationally:
**Statutory definition of Child Sexual Exploitation**

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

‘Working Together to Safeguarding Children’ February 2017

Staff are asked to look out for and report the following: evidence that a child regularly goes home very late, comes to school with unexplained gifts such as jewellery, mobile phones, money, associates with unknown adults, becomes withdrawn from family and friends, suffers from sexually transmitted diseases, experiments with drugs and alcohol, has a poor self-image, self-harms, has eating disorders, has an older boyfriend/girlfriend outside of normal age group. The school recognises that children may be the perpetrators of abuse, and in the event that this is suspected or uncovered will make referrals to both the police and Social Care in respect of both the victim and alleged perpetrator. The school agrees to and follows agreed SET risk assessments, framework and referral pathways for CSE. Four members of staff are trained as CSE champions, and a member of staff will always attend CSE network meetings and disseminate further training and information via the Safeguarding Board.

Children Missing in Education are also addressed in our Attendance Policy, for example by refusing to authorise holidays, except in the most pressing of cases, by Headteacher’s consent only; and by informing the Local Authority via ‘Children Missing from Education’ procedures as explained in that policy.

**Unhealthy relationships** - the school looks out for signs and symptoms that young people are in an age appropriate relationship, which is unhealthy. This includes controlling behaviour from one to another, coercive behaviour including threats, humiliation and intimidation. If children and young people are believed or known to be in such relationships and their parents or carers fail to safeguard them appropriately then referral will be made to social care and where appropriate to the police.

Other issues are also safeguarding issues and must be reported immediately to the designated safeguarding leads: bullying, domestic violence (including controlling and coercive behaviour), frequent or prolonged absenteeism, drug use or selling drugs, fabricated or induced illness, breast ironing, faith abuse, gangs and youth violence, gender based violence, violence against women and girls, harassment and discrimination, racist and homophobic abuse, mental health issues, private fostering, radicalisation, extremism, sexting, teenage relationship abuse, trafficking. This list is not exhaustive, and the basic training given to all staff is that if they have any concerns at all about a child or young person, they are to refer that concern to the DSLs.

In addition, Shenfield High School is clear that Children and young people with Special
Educational Needs and Disabilities can face extra safeguarding challenges. Every child on the SEND register is therefore assigned a key worker, who uses the achievement for all philosophy to work closely with the child or young person and their parents to use One Plan profiling to ensure the additional vigilance and support is always available. This procedure is detailed in our SEND policy.

**Safe School, Safe Staff**

It is essential that the high standards of concern and professional responsibility adopted with regards to alleged child abuse by people outside the school are similarly displayed when staff are accused of abuse.

In the safeguarding training, explicit requirement is made of staff not to place themselves in vulnerable situations with students. Scenarios and situations exploring exactly what that means are discussed. With regards physical intervention, staff are specifically required not to place their hands on children unless they have employed all other safe strategies to stop a child or young person hurting themselves or other and those strategies have either not worked or are not employable in that situation. Where staff find it necessary to physically intervene, they must report any such physical intervention immediately and to follow by a written report within 24 hours to the DSL (Deputy Headteacher).

Regards personal and intimate care – there are some members of staff who are specifically trained and employed to undertake such care. There will be specific reference to this in their job descriptions. In general, other staff will not provide personal or intimate care unless in exceptional circumstances, in which case the intervention will be reported immediately, with a written report to follow to the DSL (Deputy Headteacher) with 24 hours.

Staff supervising PE changing rooms and swimming sessions will be vigilant to safeguarding issues that could potentially arise without being obtrusive to children and young people getting changed. In the case where a child feels unable to change within the confines of the changing rooms, alternative arrangements will be made without making an issue of this need.

Staff working one to one will ensure that there is a window into the room, or that the door is left open and that children and young people, where possible, are sat closest to the door, and that they can leave without being physically prevented from doing so. However, any child who leaves without permission or is upset, then advice and support must be sought by calling Timeout on extension 400.

Staff supervising children and young people on trips and especially overnight stays must adhere to the specific conditions of the trip risk assessments, including assuring that only gender appropriate staff attend a child or young person in their bedroom if help or first aid is required. Any such incident must be reported immediately to the trip leader and the trip leader must make a written report to the DSL (Deputy Headteacher) within 24 hours of the trip returning.

If an allegation is made against a member of staff that concern will be immediately relayed
to the Headteacher.

Only authorised agencies may investigate allegations of abuse against staff. Whilst it is permissible to ask simple non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements are not allowed in the first instance, and may only be undertaken subsequently following direction from Essex Safeguarding Board. The procedure to be followed in the event of an allegation made against a member of staff is set out in Section 7 of the SET procedures (December 2016).

Recording of allegations on staff files is done in line with Section 5, ‘Working Together’ 2011 guidance, and although we are an Academy we will refer allegations to the Essex Local Authority Designated Officer to support further measures as required. We also recognise that allegations can be unsubstantiated and malicious, but follow SET procedures in all cases. Specifically, referrals to the Essex LADO will be made where it is alleged that a person who works with children has behaved in such a way that has harmed, or may have harmed a child (where at our school, a child is defined as being aged 0 – 19); possibly committed a criminal offence against or related to the child; behaved towards a child in such a way that indicates that s/he is unsuitable to work with children. It is the Headteacher’s responsibility to decide whether an allegation is an indicator that a child has been or may have been harmed by a member of staff.

Where an allegation against a member of staff has been made that is an allegation of abuse the Headteacher or the Designated Safeguarding Lead will immediately call the Children’s Workforce Allegations Management Team on 03330 139 797. A Local Authority Designated Officer (LADO) will advise on how to proceed and whether the matter requires police involvement. This will include advice on speaking to students and parent/carers. This allegation will always be discussed with parents.

If an allegation of abuse is made against the Headteacher, then the concern must be raised with The Chair of Governors, who must follow the same procedures above.

All staff must understand that certain documentation pertaining to keeping children safe in our school will be kept, recorded and monitored via our Single central record, which is maintained by our HR manager, and checked at least annually by the DSL (Deputy Headteacher) and our nominated safeguarding governor. This is a key safeguarding document and the information kept is essential to the safeguarding of children and young people in the school. Information held in this record can be disclosed to outside agencies if required.

Appendix 4 shows the flowchart to be followed in the initial management of any allegations made about staff or volunteers at Shenfield High School.

**Whistle blowing**

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school’s Code of Conduct and Whistleblowing Policy. If any member of staff has a concern about another member of staff they should raise the concern with the DSL (deputy Headteacher) or the Headteacher. If they have ongoing concerns,
they should raise the issue with the nominated ‘safeguarding’ Governor, The Chair of Governors or Children’s Safeguarding Service. Any staff member can press for a reconsideration of a case if they feel the situation does not appear to be improving. They must refer their concerns as already explained, if they have concerns for the safety of a child.

Information Sharing
The school will share information with The Family Operations Hub and the police freely if the issue is a safeguarding concern. Information with staff will be shared on a ‘need to know basis’ and in accordance with individual risk assessments as required. The school will receive safeguarding information from partner agencies, and in accordance with SET procedures will not be required to notify parents/carers that this information has been received. The school will also pass on confidential safeguarding information to new institutions if a child/young person should leave Shenfield High School for another place of education, and request potential safeguarding information from other institutions as children/young people arrive newly on our roll. This is also in accordance with SET procedures (December 2016).

Keeping Parents informed.
The school will seek to help parents understand what is required by law in terms of safeguarding, and how Shenfield High School seeks to protect children, and the procedures that must be followed. There is a section on the website related to Safeguarding and Child Protection procedures, and issues regarding safeguarding are referred to in the Parent Newsletter at regular intervals. Unless informing parents’ places students at risk of significant harm, parents will always be informed when a concern has been raised about their child. The only exception to this rule is if the issue is not an abuse issue, and the student is aged over 14, and does not want the parent to be informed (Fraser Competence ruling).

Policy Review
The Governing Body is responsible for the annual review of this policy. It is renewed every year or whenever deemed necessary by the Headteacher and Governors. This policy was written by Jenny Comerford, Designated Safeguarding Lead. March 2017.


(NB all of these documents are in W: whole school/administration documents/safeguarding or can be viewed as a paper copy and are kept in the offices of The Designated Safeguarding Leads.

Appendix 2 – referral procedures at Shenfield High School based on The Essex Effective Support Windscreen.
Appendix 3 –

Appendix 4 - the flowchart to be followed in the initial management of any allegations made about staff or volunteers at Shenfield High School.

Guide to Interventions and support for students (Linked to “Effective Support for Children and Families in Essex” 2013).

All students at SHS will receive UNIVERSAL interventions and support. This is provided via our curriculum, Behaviour and Standards Team, pastoral guidance and extra-curricular activities. The aim of this support is that students are happy and healthy, and are able to learn and develop safely and securely. Ultimately we value academic achievement, wellbeing, inclusion and relationships.

<table>
<thead>
<tr>
<th>Level</th>
<th>Student Need</th>
<th>Provision</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 UNIVERSAL</td>
<td>All students on roll at SHS.</td>
<td>KS3, KS4 and KS5 curriculum. Pastoral Team guidance. Behaviour for Learning Expectations. Form tutor guidance. First Aid. Extra-curricular activities. Whole Year Group Workshop Education. Assemblies. Attendance checks. Health e.g. vaccinations, self-referral for advice, C-Card.</td>
<td>Students make good progress at school, and report feeling happy and safe</td>
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However, some students, either because of their additional needs or because of less advantageous circumstances will need extra help to be healthy and safe and to achieve their potential. Students with additional needs will receive support from professionals working within the school or Behaviour & Attendance Partnership.

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<thead>
<tr>
<th>Level</th>
<th>Student Need</th>
<th>Provision</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Level 2 ADDITIONAL</td>
<td>SEN</td>
<td>Behaviour support strategies e.g. report cards, Blue Room, detentions.</td>
<td>The educational and wellbeing outcomes of identified students are improved by offering additional support. In particular progress is measured by baseline and improvement measurements in one or more of the following required outcomes: Improvements in: Attainment, Attendance, Behaviour and Wellbeing.</td>
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<td></td>
<td>Low parental engagement.</td>
<td>SEN framework.</td>
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<td>Pupil premium identified.</td>
<td>Oasis Breakfast club.</td>
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<td></td>
<td>LAC (CIC) Persistent absentees.</td>
<td>Homework Support.</td>
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<td></td>
<td>Persistent behaviour issues.</td>
<td>Attendance Strategies.</td>
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<td>Initial /low level</td>
<td>Counselling.</td>
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<td></td>
<td>Mental health / health</td>
<td>Vocational pathways.</td>
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<td></td>
<td>emotional needs.</td>
<td>Adult mentoring.</td>
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<td>Vulnerable due to home environment or social issues.</td>
<td>Peer mentoring</td>
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<td>Pupil Premium Offer.</td>
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<td>SPACE Club.</td>
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<td>Key Skills</td>
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<td>Emotional Literacy Groups – a number of themed workshops for small groups run through the year.</td>
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<td>Catch up Literacy.</td>
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<td>Dyslexia Group.</td>
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<td>EAL.</td>
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<td>Exam access Arrangements.</td>
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<td>Lexia.</td>
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<td></td>
<td>Maths Withdrawal.</td>
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<td>Occupational Physio/therapist support.</td>
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<td>Oasis Centre.</td>
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<td>Stride Ahead.</td>
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<td>Toe by Toe.</td>
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</table>
For some students, the need for support is INTENSIVE, and for this a Multi-Agency or Team around the Family approach is required. This requires a relevant OUTSIDE AGENCY referral form to be filled out. The improvement is tracked in the same way as additional support, and it is recognised that outside agencies also often have their own impact measurements that can be used to support evaluation of referral too.

<table>
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<tr>
<th>Level</th>
<th>Student Need</th>
<th>Provision</th>
<th>Outcome</th>
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</table>

Finally, SPECIALIST services are where the needs of the student are so great that statutory or specialist intervention is required to keep them safe or to ensure educational progress or wellbeing. This is appropriate when substantial interventions are requested because otherwise the student or
another person may suffer from significant harm. Such support is achieved by referring to outside specialist or statutory agencies such as social care.

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<tr>
<th>Level</th>
<th>Student Need</th>
<th>Provision</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Level 4 SPECIALIST</td>
<td>Students who have or are likely to have suffered significant harm as a result of abuse or neglect.</td>
<td>FOH – social care (via designated officers – JIC, JP and JR). Police. Level 4 CSS referrals. Managed Moves. Permanent Exclusion. Youth treatment orders. Custodial sentences. Hospital in-patient (e.g. The Priory) Virtual school – for Looked After Children.</td>
<td>Students or family likely to suffer significant harm / removal from home / school WITHOUT intervention of specialist services.</td>
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<td></td>
<td>Students with a significant impairment of function / learning or life limiting illnesses.</td>
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<td>Students whose family are unable to care for them.</td>
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<td></td>
<td>Students who have committed a crime against another child or an adult.</td>
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<td></td>
<td>Families involved in drugs / crime / violence / alcohol at significant level.</td>
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<td></td>
<td>Families with significant mental or physical health needs.</td>
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<td></td>
<td>Parents need practical support and respite at home because of disabled child’s complex care needs.</td>
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</table>

The Interventions Team should use this guide to track individual student’s needs and likely referral routes for interventions. A progress measurement should always be made at the beginning of an intervention, mid-way through an intervention, and at the end. Additionally, evaluation of the intervention should be sought from the student and the student’s parents, and such evaluation entered onto the tracking tool. This will be monitored and evaluated every half term.

**Indicators of Possible Need**

This guide should be used by the Interventions Team and referring staff, to give a more detailed indication as to what level of need a student is likely to be at.
Level 1: UNIVERSAL – Form Tutor, Pastoral Team, Teaching and Support Staff, Team Leaders, SLT

Learning: student on track according to data
- Student enjoys and participates in learning activities (classroom, extra-curricular e.g. sport, drama, music, school trips)
- Student has experiences of success and achievement
- Parents are engaged and supportive. There are sound links between home and school
- Student is able to and wants to plan for career and adult life.

Behaviour
- Student has few or no behaviour points
- Where behaviour does not reach expectations, this is occasional, and student takes responsibility for lapses.
- Student responds well to reminders about boundaries and expectations, and accepts constructive guidance.
- Student has good relationships with peers and adults
- Student is **not** a recidivist in terms of lapses in behaviour
- Student is able to participate in efforts to restore relationships

Health & Safety
- The basic needs of the student are provided for. No concerns around food, drink, clean clothing, medical and dental care
- No concerns regarding actual or possible danger or significant harm
- Generally physically well – attendance remains above 94%
- Sexual activity (where known) is age appropriate
- Good mental health – generally happy, able to articulate feelings
- Can discriminate between safe and unsafe contacts
- Generally has good self-esteem
- Is able to make and maintain peer / age appropriate friendships
- Has stable and affectionate relationship with family / including when parents are separated
- Responds well to warm regard, praise and encouragement
- Knows the difference between right and wrong
- Accommodation meets family needs
- Debt in the family is not an overt issues
- The family feels part of the community

Level 2 – ADDITIONAL NEEDS
In school support or single agency or extended schools. Overseen by a member of the Interventions Team/ PM/ Key Worker / mentor / Coach.

Learning
- Student has some identified specific learning needs requiring targeted support
- Student has some language or communication issues e.g. EAL
- Progress report indicates across subject underachievement
- Poor punctuality / pattern of regular school absences leading to attendance below 94%
- Not always engaged in learning e.g. persistent low concentration.

Behaviour
- Student has a build-up of/repeated C3s often in a short period of time.
• Student is unable to engage with restorative approaches or take any responsibility for what has gone wrong.
• Student does not engage with The BLUE ROOM.
• Behaviour and Standards Team has exhausted normal strategies of controlling behaviour.
• There is a clear, identifiable reason for poor behaviour, that has (in most cases) been discussed with parents/carers.

Health & Safety
• Insecurities expresses around identity / self-esteem / sexuality / gender identity
• Inadequate diet e.g. no breakfast, or being noticeably under / overweight, no lunch money / lunch
• Concerns re hygiene
• Using tobacco, alcohol or illegal drugs, openly or on a suspected regular basis.
• Frequent accidents
• Difficulties with family / peer group relationships
• Evidence of inappropriate responses / actions
• Unresolved issues arising from parents’ separation, reconstituted families or bereavement
• Parent / carer requires advice on parenting
• Unnecessary / frequent visits to doctor
• At risk of teenage pregnancy / STD / overly inappropriate sexualised behaviours e.g. ‘sexting’
• Showing sign of attachment disorder, excessive clinginess to parents / older siblings
• Is a young carer
• Is adopted
• Evidence that young person spends a considerable time alone
• Evidence student behaves in an anti-social way outside of school; e.g. in neighbourhood
• Family seeking asylum or refugees
• Parent(s) / carers unemployed
• Student entitled to FSM
• Inadequate housing for family
• Student is ‘Not in Education, Employment or Training’ (NEET) post 14; e.g. in neighbourhood
• Family seeking asylum or refugees
• Parent(s) / carers long term unemployed/ critical unemployment effects for a short period.

Level 3 – INTENSIVE INTERVENTIONS
Multi Agency Support requiring ‘Team around the Family’ referred through FOH.

Learning
• Consistently poor attendance, persistent absentee <80%
• Underachieving in all / nearly all subjects
• At risk of not achieving any / most academic targets
• Not in education
• Student has significant learning difficulties e.g. statement of learning needs

Behaviour
• Persistently disruptive / challenging behaviour at school / at home / in neighbourhood
• Major re-offending at school, at home or in neighbourhood
• Mental Health issues persist beyond CAMHs Tier 2 support
• Prosecution of offences results in court orders, ASBOS, youth offending interventions
• Repeat FTE / Blue Room entries
• Student displays behaviours that harm themselves or others e.g. self–harm
• Student is at risk of Imminent Permanent Exclusion
<table>
<thead>
<tr>
<th>Health &amp; Safety</th>
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<tbody>
<tr>
<td>• Student has chronic / recurring physical / mental health issues that are not</td>
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<td>treated / badly managed or impact severely on their capacity to access education</td>
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<tr>
<td>• Regular substance misuse</td>
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<tr>
<td>• Regular and unsafe inappropriate age sexual activity</td>
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<tr>
<td>• Hygiene issues impact significantly on all relationships</td>
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<tr>
<td>• Previously had periods of LA accommodation</td>
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<tr>
<td>• Student main carer in the family</td>
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<tr>
<td>• Parent’s mental health problems or substance misuse affects care of students</td>
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<tr>
<td>• Non engagement of parents with outside agencies at all</td>
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<tr>
<td>• Chronic unemployment has affected parents’ own identities</td>
</tr>
<tr>
<td>• Community are hostile to family</td>
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</tbody>
</table>

**LEVEL 4 – SPECIALISED**

Specialised – complex – statutory intervention is required or put in place – staff guided by outside agencies.

<table>
<thead>
<tr>
<th>Learning</th>
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<tbody>
<tr>
<td>• Student does not attend education</td>
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<tr>
<td>• Student is unable to access curriculum on any pathway offered in school</td>
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<td>• Physical / learning disability requiring constant supervision</td>
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<table>
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<tr>
<th>Behaviour</th>
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</thead>
<tbody>
<tr>
<td>• Severe emotional / behavioural challenges – so that student is unsafe</td>
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<td>to remain in mainstream school environment</td>
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<table>
<thead>
<tr>
<th>Health &amp; Safety</th>
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</thead>
<tbody>
<tr>
<td>• Student fails to thrive</td>
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<tr>
<td>• Realising medical care endangering life / development</td>
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<tr>
<td>• Persistent and high risk substance misuse</td>
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<tr>
<td>• Dangerous sexual activity</td>
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<tr>
<td>• Confirmed teenage pregnancy</td>
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<tr>
<td>• Sexual exploitation</td>
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<tr>
<td>• Threat of or actual forced damage</td>
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<tr>
<td>• Female genital mutilation</td>
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<tr>
<td>• Domestic violence</td>
</tr>
<tr>
<td>• Sexual abuse</td>
</tr>
<tr>
<td>• Evidence of neglect</td>
</tr>
<tr>
<td>• Unexplained injuries</td>
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<tr>
<td>• Threat of suicide</td>
</tr>
<tr>
<td>• Disclosure of abuse from adult/child.</td>
</tr>
<tr>
<td>• Disclosure of abuse / physical injury caused by a professional / adult</td>
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<tr>
<td>working with children</td>
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<td>• Student put self in danger – meeting someone from the internet, running</td>
</tr>
<tr>
<td>away from home / missing from school</td>
</tr>
<tr>
<td>• Failed education supervision order – for non-attendance at school</td>
</tr>
<tr>
<td>• Rejection by parent(s) / carer(s)</td>
</tr>
<tr>
<td>• Looked After Child</td>
</tr>
<tr>
<td>• Family breakdown related to child’s behavioural difficulties</td>
</tr>
<tr>
<td>• Subject to physical, emotional or sexual abuse or neglect</td>
</tr>
</tbody>
</table>
• Unaccompanied refuge / asylum seeker
• Privately fostered
• Abusing other children
• Young sex offender
• Serious / persistent offensive behaviour in community – at risk of custodial sentence
• Long Term Hospitalisation – for more than two weeks.
• Disclosure from parent of abuse to child
• Suspected / evidence of fabricated or induced illness
• Parent request to have child accommodated by local authority
• Individual posing known risk to child in or to the family
• Family home being used for drug taking, prostitution, illegal activities
• Homelessness
• Physical accommodation places child in danger.

EFFECTIVE INTERVENTION PROCESS DIAGRAM
STAFF / FAMILY has a concern / identifies a need

You have identified a need at Level 1, which can be met by form tutor or classroom teacher or by
The Behaviour and Standards Team.

Contact person who can best support need.

Child’s needs have been resolved –
Evaluate process and feedback to
Interventions Team
Child is exited from monitoring by
Interventions Team, but is open for re
referral at any time.

You have identified a need at Level 2, which can be met by Interventions.

You have identified a need at Level 3, which requires an Outside Agency Response.
Refer via appropriate pathway.

You have identified a need at Level 4, which may be at risk of, or may be suffering significant harm

Refer to Designated Safeguarding Lead (JIC, JP, JR)

Further support is needed -
Assess and put in place.
NB for a very few students
No further support will be available in a mainstream setting.

Refer to Interventions Team

Review – in the case that exit to an intervention is proposed, please refer back to the interventions Team
Appendix 3

Flow Chart for raising safeguarding concerns about a child/young person.

**Designated Safeguarding Leads:**
- JIC
- JP
- JR

**Link Governor:**
Mrs J Swettenham

**Concern?**
Immediately tell one of the DSLs –
Follow with an email detailing your concern, the child(ren) involved, how you know.
Full name, date, time.

**Local Authority designated officer (LADO)** for concerns about adult behaviours/attitudes to children can be contacted on:
03330139797
For direct **Social Care** referrals call FOH on:
0345 603 7627
For direct referral to **police** call 101.

**DSL reviews** concern and **makes decision** about next steps. This process will be documented in confidential files. NB all of the next steps will always be discussed with parent/carers unless to do so could place the child at further risk of harm or a level 4 agency – Social care or police advise NOT to.

| No immediate danger of harm to child: |
| Monitor concern – usually monitored by relevant Pastoral Manager or Interventions key worker |

| Harm occurred in the past and was dealt with/ not enough information of possible present harm. |
| Put level 2 (in school) intervention or level 3 (out of school agency) intervention into place and then monitor |

| Child at risk of harm: |
| Consult with or refer to level 4 agency – Social care and/or police |

If referral to level 4 (SC or Police) – school will then implement instructions from this outside agency.

DSL will keep all paperwork including initial concern, subsequent decisions and on-going concerns in a secure and locked confidential file.

Staff will be informed of outcomes on a ‘need to know’ basis.

In exceptional circumstances anyone can report concerns directly to social care or the police:
Appendix 4: What to do in the event that an allegation of harm against a child is made against an adult that works in the school?

Initial management of allegations about staff or volunteers:

- **Allegation received** – pass on straight to DSL or Headteacher

  - Is the allegation about a current member of staff/volunteer
    - No – contact LADO
      - Initial discussion to consider the nature, content and context of the allegation
      - NFA from LADO/Police – follow in school procedures
    - Yes – contact the LADO
      - School attends Strategy meeting convened by LADO.
      - Investigation ensues.
      - School and LADO agree next steps.

- Yes – has the person behaved in such a way that a child has been harmed or may have harmed?
  - No – follow in school procedures.
    - (See Staff Code of Conduct)