



# SHENFIELD HIGH SCHOOL

## SAFEGUARDING & Child Protection Policy

Approved by:	Governing Body	Date: September 2022
Last reviewed on:	September 2022	
Next review due by:	September 2023	

## SAFEGUARDING POLICY

Shenfield High School has the following trained **Designated Safeguarding Leads**:

1. Assistant Headteacher: Safeguarding (overall responsibility for safeguarding, Child Protection, recording and monitoring concerns, making referrals and ensuring actions resulting from referrals are carried out, including ensuring all Child Protection Conferences, Core meetings, and Child in Need meetings are attended by appropriately trained school personnel.) – Mr DJ Barron
2. Safeguarding Officer and deputy DSL - Mr N Bolitho
3. Pastoral Co-ordinator and deputy DSL – Miss G Day
4. Pastoral Manager and Mental Health Advocate – Mrs J Lloyd
5. SENCO – Miss E Smith

The nominated Governor for Child Protection is **Mr J Beard**

**Key Contacts within the local authority:** Children and Families Services via Children and Families Hub for referral or for consultation, Monday – Thursday 08.45 – 17.30, and Friday 08.45 – 16.30 **03456037627** or out of hours **03456061212** or referral by the online portal [www.essexeffectivesupport.org.uk](http://www.essexeffectivesupport.org.uk) ; 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 the workforce) ; Prevent (for allegations relating to extremism, radicalism or terrorism) email referrals to [PREVENT@essex.pnn.police.uk](mailto:PREVENT@essex.pnn.police.uk) or call 101 for consultation or reporting of a crime related to PREVENT, further contact details for Prevent Champions in Essex are found on ESCB website [here](#); 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 or 999 in emergency situations**; Emotional Wellbeing and Mental Health Services (EWMHs) **03003001600** or referral by form available from the website or direct from DSL.

### Purpose:

At Shenfield High School, we are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always work in the best interests of the child, taking account of their voice and views. Good safeguarding requires a continuing commitment from governing bodies, proprietors, and all staff to ensure the safety and welfare of children is embedded in all of an organisations process, procedures and as such enshrined in its ethos.

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, child on child abuse procedures and our ethos, which encapsulates the values that every child at Shenfield High School is known and known well. Child welfare, support and wellbeing is a very important tenet 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, ESCB 2022), and also the guidelines laid out in the document, Keeping Children Safe in Education (September 2022) these are also laid out in this document.

In particular, we agree with the following statements:

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

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

*(Keeping Children Safe in Education – DFE 2022)*

In addition, we seek at all times to fulfil our responsibility in making sure that our entire approach is child-centred. This means that we ask staff to consider what is in the best interest of the child when making decisions about child protection and safeguarding issues. At all times, the DSLs in the school will consider the wider environmental factors in a child or young persons’ life that may be a threat to their security or their welfare, and recognise this as a commitment to **Contextual Safeguarding** as referred to in Working Together 2018 and KCSIE 2022.

The document, Keeping Children Safe in Education Part 1 (DFE, 2022) must be read in conjunction with this policy. Staff have been issued with this document and the school’s Safeguarding and Child Protection Policy, September 2022, the Staff Code of Conduct September 2022, and The Behaviour for Learning Policy September 2022 as hard copies. In addition, all staff receive induction and annual training on our safeguarding and child protection procedures, and are issued 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. Within that training, staff are given information on the safeguarding response to Children Missing from Education and the role of the DSLs, which are explicitly explained within this policy. Electronic copies of our policy can also be found on W Drive: Whole School/ Safeguarding/ SHS Policies and Procedures, and also on our website.

We recognise safeguarding and promoting the welfare of the child as:

- protecting children from maltreatment
- preventing the 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, and
- taking action to enable all children to have the best outcomes.

**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 volunteers, and those employed externally to the school, but who work within the school 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, take part in at least termly training, 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 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.

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 meeting with key safeguarding leads and additional specialist staff. The aim of this group is to disseminate training from specialist CPD opportunities; and also to discuss and provide 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 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, with particular focus on preventing impairment of children's' mental and physical health and development.
- **Protection** by following agreed procedures, taking action to enable all children and young people to have the best outcomes, 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, so that children and young people are protected from maltreatment.

- **Support** to children and young people who are students at our school who may have been abused, or who have been abused, or may be suffering from an additional vulnerability factor such as mental health issues.
- **Taking Action** to enable all children and young people to have the best outcomes.
- **Ensuring** that children and young people grow up in circumstances consistent with the provision of safe and effective care.

This policy applies to all children and young people, parents and carers, 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 via this policy.

### **Aims:**

- 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, social sciences, 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. In particular, to foster education about safeguarding issues so that young people recognise when they are at risk and how to get help when they need it.
- Measure the impact of these opportunities for helping children and young people at our school develop their knowledge and skills in relation to safeguarding, so that we are certain that we are using the most effective interventions to provide the best outcomes for children and young people at all times.
- 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. Preventative education is most effective way to prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

## **The Statutory Framework**

Section 175 of The Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of students at our school.

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 (ESCB 2022). These procedures can be referenced online via the ESCB, via the schools safeguarding recording system or physically via the DSL. The underlined documents are in our safeguarding folder on the W drive.

Our school also works in accordance with Section 175 of The Education Act 2002, Children's Act 1989, Children's Act 2004, 'Keeping Children Safe in Education' (DFE 2021), 'Working Together' (HMG 2018), 'What To Do If You Think a Child is Being Abused (HMG 2015), Information Sharing and Advice for Safeguarding Practitioners (HMG 2018) and 'Effective Support for Children and Families in Essex' (ECSB 2017), Promoting Positive Emotional Wellbeing and Reducing the Risk of Suicide (ECSB 2018), Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2021), Preventing and Tackling Bullying (DfE 2017), Keeping Pupils and Staff Safe – management of behaviour in schools, including use of physical contact and restrictive/non-restrictive physical intervention to address difficult and harmful behaviour (ECSB 2018), Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (UKCCIS, 2017), Searching , Screening and Confiscation (DFE 2018), Guidance for Safer Working Practices for Adults who Work with Children and Young People in Education (DFE 2015).; Preventing Youth Violence and Gang Involvement (home Office 2015); Criminal Exploitation of Children and Vulnerable Adults- County Lines Guidance (Home Office 2018); Teaching Online Safety in Schools (DFE 2019).

Additional regulations that guide our procedures are: Serious Crime Act 2015, including Female Genital Mutilation Act 2003 (2015); Children and Social care Act 2017, Sexual Offences Act (2003); Education (Pupil Registration) Regulations (2006); Children Missing Education – statutory guidance for Local Authorities (DfE 2016); Education Access team CME/Home education Policy and Practice (Essex County Council, 2018); General Data Protection Regulations and Data Protection Act (2018).

We also work in accordance with the Counter Terrorism and Security Act (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 or radicalisation. This duty is known as the **PREVENT** duty. This duty is also reflected in our training schedule for all staff, monitored via our CPD systems.

This training requires staff who are concerned that children or young people may be developing extremist views or show signs of becoming radicalised to refer to a designated safeguarding lead in the school immediately.

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 Panel**, which is the part of the PREVENT programme to which children and young people are directly referred if they are at risk at being radicalised or groomed into extremist views. In addition, if a child or young person is referred to PREVENT, they will also be referred to Social Care in line with SET procedures. In such cases, the school will follow The Essex Prevent Referral Flowchart, available on the ESCB website and also reprinted in this policy document in Appendix 6.

The school also works in accordance with the Serious Crime Act (2015) by recognising and upholding the duty of all adults who work with children/young people to directly 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.

The school also works in accordance with statutory guidance and SET procedures in respect of allegations made against an adult who works with children in either a paid (including supply teachers) or 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, which points to the individual being a risk or causing actual significant harm to a child or young person, 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:

1. 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, our Whistleblowing Policy, Confidentiality Policy, Online safety Policy, Child on Child Abuse Policy, Equality and Diversity Policy, Anti Extremism and Radicalisation Statement and our Behaviour for Learning Policy.

2. Ensure that students know that there are adults within the school who they can approach if they are worried or in difficulty.
3. Include across the curriculum, work schemes that will help students develop realistic attitudes towards the responsibilities of adult life.
4. Ensure that wherever possible every effort will be made to establish effective working partnerships with parents and also with colleagues from outside agencies and external safeguarding partners.
5. Ensure that opportunities for students to learn about safeguarding issues are provided via our PHSE offer. In addition, to ensure that there is flexibility in the programme to respond to monitored patterns or single issues that might arise in year.

### **Roles and Responsibilities:**

Child safeguarding is the responsibility of **all adults**. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. The Teacher Standards 2012 state that teachers, including Head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Therefore, the school recognises that for services to be effective, each professional and organisation must play their full part.

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 DSL who has been appropriately trained by the Essex Safeguarding Children Board. Additionally, it is the role of the DSL 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. In addition, The DSLs will manage concerns from school or any concerns on matters of safety from outside the school; liaise with other professionals and agencies; and ensure attendance at any meeting that requires the school's professional input regards the safety of a child or young person. In addition, the DSLs will manage any attendant or ensuing paperwork, and also ensure that any Child Protection information is transferred to a new school or college where necessary.

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 and/or The Police in accordance with SET procedures (ESCB 2022).



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.

### **Key DSL responsibility: What to do if any member of staff has a concern about a child or young person?**

At Shenfield High School we train staff and volunteers to do the following if they have concerns about a child or young person. We also give information to visitors about what to do if they have any concerns about children or adults attending the school. This advice to staff, volunteers and visitors is summarised on our pink safeguarding cards for staff and volunteers and on our leaflets given to visitors in reception and is set out in full below:

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

Name of DSL	Office area	Telephone Extension	Email
DJ Barron	Bottom corridor of iblock	254	d.j.barron@shenfield.essex.sch.uk
Nigel Bolitho	Bottom corridor of iblock	259	n.bolitho@shenfield,eesex.sch.uk
Georgia Day	Pastoral Office, South Hall	271	g.day@shenfield.essex.sch.uk
Julie Lloyd	Gateway		j.lloyd@shenfield.essex.sch.uk
Liz Smith	C8	251	e.smith@shenfield.essex.sch.uk

- The DSL will have a short conversation with you to find out the facts.
- You will then be asked to record your account the details of your concerns to the DSL you have talked via CPOMs within 24 hours of the initial conversation.
- State clearly in the record:

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, using their words, 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 – <b>YOU CANNOT MAINTAIN CONFIDENTIALITY.</b>
Please be as accurate as possible – in the long run your record could be used in court as a primary document.

- If you have not made an entry on CPOMS within the minimum period, please expect that the DSL will follow up and that the other DSL's will be kept informed about the entire issue.

- If a DSL is not immediately available, follow the advice on your pink card and contact appropriate staff member, your Line Manager or a member of SLT. Remember you can also relay your concerns direct the Children and Families Hub (concerns about a child) or the Local Authority Designated Officer (concerns about a member of the workforce working with children), and both numbers are printed on your pink card.

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

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

The Governing Body ensures that children are taught about safeguarding, including online, through teaching and learning opportunities as part of a broad and balanced curriculum. Also by ensuring that appropriate filters and monitoring systems for online usage are in place.

The Governing Body are also 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. Recruiters and those responsible for staff understand the concept of 'transferable risk' which means that if DBS shows an incident involving adults, the school must consider whether the risk could be applied to their work with children. 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 maintain a culture of vigilance and 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 Designated Safeguarding Leads.

The school will not allow any individual 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 effective procedures, and that this is updated at least annually; to ensure that ESCB guidelines and SET procedures are complied with, and to support the school in this aspect.

Governors will also ensure that there is a maintained **Single Central Record** of staff and regular volunteers. Also, that the school has an up to date Code of Conduct for staff, which includes our 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 (ESCB 2019).

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 Designated Safeguarding Leads (DSLs) in school take lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) are aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Children and Families Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

If for any reason the DSL is unavailable, the Deputy DSLs take relevant action.

The DSL will be responsible for ensuring that the school will publish its Safeguarding Policy on the school website. An electronic copy is also always available in the CPOMs library. The DSL 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 important Safeguarding messages, facilitate discussions in form time, participate in and be present at specially arranged safeguarding related workshops for students, emphasise safeguarding opportunities in the curriculum and ensure our ethos and values are upheld.

## School Procedures

All staff will receive Level 2 safeguarding training on induction and also annually thereafter, 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, when to refer concerns and how to refer concerns. On the pink card is also the number for the Children and Families 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. Additionally, the number for The Local Authority Designated lead (LADO) is also printed on the pink card, so that any professional who has concerns about any adult working with children or young people can call direct should they feel unable to talk to an appropriate person in our school.

Visitors will be given a visitor's badge and will be asked to prove whether or not they have a current DBS check. They will be given a leaflet that summarises this policy and our wider safeguarding expectations on them as visitors to the school. In the event that they do not have a current DBS check as proven either by certificate or by a current working with children identification badge, they will be supervised whilst on site at all times. Visitors with proven identity and safeguarding checks will wear a green lanyard and will be able to access the school and students in the course of their duties e.g. as social workers visiting named children or as known facilitators running courses. All visitors with red lanyards however, will be accompanied at all times and will be escorted back to reception should they become unsupervised. This is the responsibility of all staff in the school.

Posters in reception also emphasise our policy and identify the DSLs in the school. In addition, there are many safeguarding related posters all around the school, so that the issue of safeguarding is advertised everywhere and serves as a constant reminder to all who enter the school for any reason.

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 DSLs immediately, who will then take responsibility for any required action.

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 Children and Families Hub will be informed by telephone and the referral confirmed via the Essex Effective Support online portal where necessary. This can be found via 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. The school may also take advice from an appropriate agency like The Children and Families Hub when the concern raised may not constitute a concern about a child being at risk of harm, but could be an indicator and early help/support may be appropriate.

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 Children and Families or the Police.

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 Children and Families Hub 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 Children and Families Hub printed on the pink card, and also below: 0345 603 7276**

### **Training and support:**

The DSLs will undergo updated child protection training every two years. All staff will receive annual Level 2 training, and also training on specific issues like PREVENT. Governors also receive annual training to ensure that their knowledge of safeguarding issues are updated. A record of all child protection training is kept by the HR manager and is available for perusal at any time. The school also ensures that the DSLs and other relevant staff undertake training with regards inter agency working and other such matters as appropriate to their roles.

In addition, the DSLs will ensure that they understand the assessment process for providing early help and intervention, and have working knowledge of how the different local authorities that our students live in conduct child protection matters, including Child Protection Case Conferences, reviews and action planning. In addition the DSLs must ensure that relevant staff are able to attend such meetings and contribute to them effectively.

The DSLs will also undertake training in inter-agency working and also training in specific issues such as Child Exploitation and Honour Based Abuse. This training will be disseminated to other staff as and when it is completed. In particular, all inter-agency 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 and Safeguarding Governor will provide support and supervision to the DSLs. The DSLs will update the policy as necessary during the year and will refer any changes to the Safeguarding Governor, ready for ratification at the next Full Governing Body meeting.

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.

Staff should also be alert to specific needs of children, especially those with SEND, mental health issues and those with extreme vulnerabilities at home. **Overall, and most importantly, staff must adhere to a culture of listening to children and ensuring their viewpoints are reflected in decision making.**

## **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 DSLs 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 Information Sharing**

Well-kept records are essential to a good safeguarding and child protection 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.

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 a vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are safeguarding concerns. Fears about sharing information cannot 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 and regularly reviewed and will be shared, where necessary with the relevant agencies. All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If staff are in any doubt about recording arrangements, they must check directly with the DSLs.

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. This is facilitated through the CPOMs system which automatically dates and times the report. Records of incidents, accompanying actions and safeguarding related notes are automatically stored chronologically and can only be edited by the lead DSL. Categorisation of an incident is decided by a DSL, the headline categories match the windscreen of support to make liaison with other agencies easier and ensure the needs of the child are paramount. All cases are reviewed at least three times a year and more regularly as required if the case is currently of high concern.

In line with statutory guidance, if a student moves to a new school these files must be copied for the new establishment and forwarded in a separate sealed envelope, marked 'Confidential and for the attention of the receiving school's Designated Child Protection Officer'. A receipt for the record is requested and recorded. Once receipt has been received files for that child will be shredded and destroyed. 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. In addition, a letter deliberately requesting the CP file will be sent to the transferring institutions' DSL. If there is no reply, the DSL will call the school to ask personally if there have been concerns and request the files. CP files will be transferred securely, and the receipt will ensure that the whereabouts of the file can be sign posted in the future. Where an institution also uses CPOMs this process will be entirely online linked securely via the students UPN.

Any other CP records that cannot be transferred to another educational establishment such as in the case of a Y13 student finishing their statutory education, must be archived appropriately, securely and confidentially and will be retained for the student's Dob +25 years and then reviewed. This is also the case for any student removed from the school roll by their parents to be home educated and any student who leaves y11 at the appropriate time without their destination being known.

For decisions about retaining the file beyond the young person's 25<sup>th</sup> birth year, we will draw upon government guidance in the Data Protection Toolkit (2018), which states that information about child protection issues should be held *"long term, until the child is 25 years or older, for instances where detailed information about activities in school may form an important part of safeguarding for that individual"*. This is further clarified by DfE guidance called 'Information Sharing 2018', which says; *"in line with each organisations own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is case there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so"*. Therefore, all child protection records not passed into new educational settings because there is no new educational setting, will be retained until the year that the student concerned is 25 and then either destroyed safely or retained on the basis of a logged annual review.

### **Attendance at Child Protection Conferences and Partnership Meetings/Interagency working**

It is the responsibility of the DSL 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 DSL'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 DSL 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 DSLs 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. This also refers to Child in Need meetings, where a child or young person is designated 'Child in Need'.

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 (LAC):** LAC are the responsibility of the Designated Teacher who is a member of the core safeguarding team. File notes pertaining to LAC are kept in the confidential files. Progress mentors assigned to each child who is LAC will be responsible for the day to day contact and support of LAC, and Designated LAC Lead will also ensure that their Pupil Premium is spent on relevant and specific areas that can help support each LAC in achieving their targets. They will attend any review meetings and ensure that strategies discussed and agreed at review meetings are implemented.

**Children who are Care leavers or Adopted from Care:** the school recognises that children who are care leavers or are adopted need ongoing support even if the authorities are no longer involved in their lives. The provision of this support will be the responsibility of the DSL and The Interventions Team, who will liaise with the child and their families in order to provide the best support possible within our systems, or by referring to outside agencies such as EWMHs when required. There will be an ongoing review system to ensure this support remains effective, and staff will be made aware who children from such backgrounds are, with an expectation of being aware of the long term effects of trauma and attachment issues on learning, and to ensure that these effects are mitigated as much as possible in the course of their work.

**Social Care involvement:** The school recognises that social care workers may work with a family and individual young people for a variety of reasons. Where this involvement is known the school is committed to further academic and social support for the young person to help promote education outcomes and will act in accordance with the Working Together philosophy. Examples of supportive measures are found in appendix 2.



**Young Carer:** the school recognises that being a young carer places a child or young person in a particular position of vulnerability; and we seek to identify, offer and put in place additional support where this might be the case.

**Children Missing in Education:** a child going missing from education is a potential indicator of abuse and neglect. All children regardless of their age, ability, aptitude and special educational needs are entitled to a full time 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 and other partners to keep children in school as much as possible. **School Procedures for dealing with CME:** Parents must always advise us of any absence as and when it occurs or in advance if possible. Every effort will be made to contact a key adult with parental responsibility or named as an emergency contact if this has not occurred. It is for this reason that at least two emergency contacts are required for each student. Parents must update the school as soon as possible should numbers change. Where contact has not been possible, appropriate referral routes to outside agencies responsible for checking on a child's welfare will be made. (Essex Education Access Team, Social Care, Police). The school will follow our **Attendance Policy** for all procedures regarding children missing school, for example, unauthorised absences and for children who are regularly missing education. We monitor attendance carefully and we address irregular or poor attendance without delay. We will always follow up children and young people who are not in school. The school will also notify the Local Authority when a child or young person is about to be removed from the school roll – except at nationally recognised transition points such as the end of Y11 or Y13; and will also notify the local authority when accepting a mid-term entrant and a non-transition point. In addition, the school will file an exception report to the Local Authority under the circumstance that a part time or alternative educational plan is implemented. Staff are asked to keep in mind that absences may be an indicator of serious abuse of a child or young person such as FGM, CSE or trafficking and slavery for example. It is essential that staff know what to do if a child or young person is not in school or does not attend regularly (See Staff Concise Guide September 2022). In addition, the school recognises that children taken off roll to be **Home Educated** are especially vulnerable, and in the event that school holds any previous or present safeguarding concerns about the child, an immediate referral will be made to the Children and Families Hub should parents take their child off roll (in addition to informing the Local Authority as per our normal Attendance procedures.) In addition, following KCSIE (2022), the Local Authority will also be informed when children leave our school roll but remain medically unfit for education post compulsory school age; or are in custody for four months or more; or who are permanently excluded; or who are in transition but fail to take up an accepted place at our school. When a student leaves our school, we will record the name of the student's new school and expected start date, and confirm with the school when the student has actually started before actually taking the child off roll. If enrolment at the new school does not occur within a suitable time frame then the Education compliance team will be informed and all appropriate action taken thereafter.

**Children with special educational needs and disabilities** - Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. To support in this specialised area our Senco is a DSL.

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers can make understanding of safeguarding matters more challenging for students and sometimes their parents/carers.

In these circumstances, staff will use our SEND review and One Planning processes to ensure that the issues are explained carefully and that students and parents/carers know exactly who to contact in the school should they have any concerns about the processes of Safeguarding. This process is detailed in our SEND 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 2). 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 identifies students in need of additional support in our school and either provides that support or refers the individual or the family for intensive support outside of the school.

In conjunction with the work of The Interventions Team, pastoral managers will inform staff via twice weekly staff notices if interventions are in place in relation to individual students. Interventions will be recorded via the school safeguarding systems 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 school will also endeavour to support such children and young people through their Form Tutors, Year Teams, Mentors, Key Workers, Subject Teachers, and 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.

### **Contextual Safeguarding:**

Safeguarding incidents and behaviours can be associated with factors outside of our school. All staff are made aware of contextual safeguarding and are asked to consider whether wider environmental factors in a child's life are a threat to their welfare and/or their safety. To this end we will consider relevant outside factors and include it in any information sharing necessary with outside agencies to support better understanding of a child's/family's welfare

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:

### **Types of Abuse, Neglect and Specific Safeguarding issues**

**Signs and Symptoms 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.

Behavioural indicators of abuse as signposted by the National Institute for Care Excellence (NICE February 2017) require staff to be aware of 'soft signs' such as excessive clinginess, low self-esteem, reporting disturbed sleep patterns or recurrent nightmares, aggressive displays, marked changes in behaviour or repeated usual (for the child or young person) behaviour or sustained emotional responses. Staff must also report if a child or young person deliberately avoids interaction with peers or adults, displays self-harming behaviours, eating disorders, suicidal ideation, bullying or being bullied, has run away from home or care, indicates that they do not want to go home or indicates that they are living away from their usual accommodation. In addition, staff must also report if a child steals food, discloses a poor standard of hygiene or an unsafe environment at home.

KCSIE (2022) defines abuse as "a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.."

KCSIE (2022) defines the categories as:

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

**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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs"

### **Specific issues:**

**Radicalisation/Extremism** – early indicators of radicalisation or extremism may include: showing sympathy for extremist causes; glorifying violence; making comments about attending extremist events or rallies outside of school; referring to/possessing extremist literature; advocating messages similar to extremist organisations; and out of character changes in behaviour, dress, peer relationships including secretive behaviour; online searches or sharing of extremist messages or profiles; intolerance of difference, graffiti or artwork exposing extremist views; and/or attempts to impose extremist views or practices on others. Vulnerability factors include

student is confused about or seeking out identity indicators, including becoming distanced from personal 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, and experience of criminality. 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, (see p8 – 9 of this policy, and Appendix 6).

**Self-Harm** – in the case that self-harm is disclosed, discovered or suspected, this should be referred to a DSL as a concern. If the child is injured, then they should be taken to first aid immediately. A DSL will 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. In the event that self-harm is suspected or discovered, the parent/carer will be informed and consent will be sought for the child to undergo an assessment by an appropriate staff member, who is trained to assess and make recommendations for interventions to support a student who does this. The school also uses ESCB's 'Suicide Prevention' toolkit to further support in this area. This is supported by 'How to promote positive emotional wellbeing and reduce the risk of suicide in children and young people – guidance for school' (ESCB 2018) and can be found on the ESCB website, and also in the safeguarding file on the school network.

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

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented, and in turn we will share verified concerns with parents and support them to support their children in these circumstances. We will signpost agencies that can help with this support, and where appropriate will refer children and young people to the appropriate support services. Several of our staff are trained in mental health first aid and we endeavour to use a language and develop active strategies to help children and young people who feel that their mental health is compromised in any way. In line with the guidance from *KCSIE (2022)* we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Additionally, the understanding that mental health conditions can be indicators of underlying safeguarding concerns is made clear to staff via training, with the lasting impact of adversity and trauma on education, behaviour, mental health and wellbeing explored.

**Child on Child Abuse** - Our school has an extensive Child on Child abuse policy. This policy outlines what constitutes a concern, our commitment to zero tolerance and supporting those involved. It also outlines potential responses. Please see that policy for further guidance.

Within the policy there is a signpost to the NSPCC who offer a “*Report Abuse in Education*” Helpline via 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Online Safety**

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

The 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 to support online safety at home. The school adheres to the advice and guidance issued by the UK Council for Child Internet Safety Guidance about Sexting in Schools and Colleges, Responding to Incidents and Safeguarding Young people (2017); 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 **Online Safety Policy** sets out the procedures for staff dealing with sexting in an appropriate manner that safeguards children and young people concerned. Our **Behaviour for Learning Policy** explains how school manages student use of their own devices and our expectations, training and support pertinent to this area.

**Sexual Violence and Sexual Harassment** – drawing on guidance published in 2018 and reissued in 2021, we follow the definition of sexual harassment as ‘unwanted conduct of a sexual nature’, and implement the concept that sexual misconduct is not acceptable, not banter and is not an inevitable part of growing up. We recognise that

students in the following groups are likely to be most at risk, although any student might be at risk – including girls, students who identify as LGBT+, or are perceived by peers to be LGBT+, and students with SEND. In the event of sexual violence or sexual harassment occurring the school will follow the procedures laid down in our **Behaviour for Learning Policy** and our **Child on Child Abuse Policy**, and apply the appropriate support and consequences. Incidents of sexual violence and harassment will be recorded and reviewed so that as a school we can understand the scale of the problem in our school and take the appropriate steps to deal with it where patterns emerge. If a perpetrator is identified, then a risk assessment around that person will be implemented.

**Honour based violence and abuse (HBV):** HBV encompasses crimes, which have been committed in the name of ‘honour’ of the family or community. It includes practices such as forced marriage, female genital mutilation, and breast ironing. 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. However, the use of violence, threats or any other type of coercion are often a part of this abuse, and it is a crime. Where the school knows about this kind of abuse, or suspects it is happening, we will report it to the police and to social care. 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** (this is a marriage entered into without the full consent of one or both parties. Often violence, threats or other coercion will be used to facilitate it, and it is a crime). Signs of a forced marriage might be an extended absence, drop in performance, excessive parental restrictions, and 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. If the school suspects or discovers that forced marriage has happened or is about to happen, specialist advice will be taken from the **Forced Marriage Unit 0207 008 0151** and the issue will be reported to the police and Social Care.

Students at risk of **Female Genital Mutilation (FGM)**. FGM refers to the procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. This comprises all procedures involving partial or total removal of external female genitalia or other injury to the female genital organs. The practice is illegal in the UK. FGM typically takes place between birth and 15 years old; however, it is believed that the majority of cases take place between the ages of 5 – 8 and therefore our school may well deal with cases where it has already occurred, or is about to happen to younger member of the family or friend. Staff are asked to look out for and report the following, which may be signs of FGM:

- all students who report a ‘special celebration’ without saying what it is,
- students reporting a long holiday without explaining what it is about,

- students disclosing that a family elder, typically female, is visiting the family home but do not know why.

Other signs and symptoms include an individual female suddenly developing unexplained persistent pain in the genital or stomach area, a different way of moving around, difficulties with toileting, frequent bladder or menstrual difficulties and reluctance to undergo normal medical investigations.

Staff are reminded that there is a **legal mandatory duty on teachers who work with children to report cases of known FGM directly to the police**, and that the school will always pass on such disclosures to Social care and the police immediately. In addition the school will always seek additional support through the NSPCC helpline 0800 028 3550.

### **Serious Violence –**

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. The school seeks to educate children and young people and their parents/carers about the risks of being involved in such crime and will always report any known connections to the police, and where evidence is available, to Social Care.

### **Child Sexual Exploitation and Child Criminal exploitation –**

Both CSE and CCE 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.

**County Lines:** this is the police term for urban gangs supplying drugs to suburban, coastal and rural areas using dedicated mobile phones or 'deal lines'. Children who are criminally exploited may be used to move the drugs and monies involved in county lines. They may also be at risk of serious violence. Gangs often establish a base in the locality by taking over homes of vulnerable adults by force or coercion in a practice known as '**cuckooing**'.

### **Statutory definition of Child Sexual Exploitation**



*“Child sexual exploitation is a form of child sexual abuse, which can happen to boys and girls from any background or community. 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 Safeguard Children’ (DfE 2018)

It is understood that a significant number of children who are victims of CSE go missing from home and/or school at some point.

Our 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 available on the ESCB website.

The school recognises that certain children and young people may be more vulnerable to Child exploitation, although exploitation does occur without any of the following issues being present in a young person’s life, background or family: having prior experience of abuse, experiencing periods of instability in the family such as witnessing domestic violence or parental substance misuse; having suffered from a recent bereavement or loss; who feels isolated or has social difficulties; whose accommodation is insecure and having connections with family or friends who are themselves being exploited. In particular, the school recognises the extreme vulnerability of children who have a physical or a learning disability; who are in Care, or who are care leavers. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online

**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.

**Domestic Abuse** – Domestic abuse can encompass a wide range of behaviours and

may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

**Private Fostering:** this is where an arrangement is made without the involvement of the Local Authority for the care of a child aged 16 and under or 18 and under is disabled, by someone who is not their parent or close relative, in a private home, with the intention that the care should last for 28 days or more. Schools have a mandatory duty to report private fostering, and we will do so. Therefore, if staff become aware of a private fostering arrangement, they must report it to a DSL immediately. In addition, on admission to the school, we will take steps to verify the relationship of the adult to the child who is being registered.

### **Safe School, Safe Staff, Safe Students**

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. All staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are explicit in the Staff Code of Conduct 2022. The school works in accordance with SET procedures (ESCB 2022) in respect of allegations against an adult working with children (in a paid or a voluntary capacity). This applies to both current and past members of staff.

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. The school recognises that the term '**Reasonable Force**' covers a broad range of actions and that there are circumstances when it is appropriate to use reasonable force to safeguard an individual or other people. Therefore, our school works in accordance with statutory and local ESCB guidelines and recognises that when intervention is required that it is a safeguarding issue. In general, 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 others 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 who will assess the situation and take appropriate action in line with the guidance referenced above. In addition, where necessary, the school will develop individual risk assessments for vulnerable students to try and minimize challenging behaviour and the learning from such risk assessments will be shared with appropriate staff and updated regularly.

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 within 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 SLT emergency contact, the trip leader must make a written report to the DSL 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.

Where students on exchange trips are billeted with our staff or parents – each adult aged 16+ in the household must be DBS enhanced checked, and the child or young person must know whom they can contact outside of the household if they have any concerns during their stay.

Staff, and ex - staff are not allowed to interact with children and young people on roll at the school directly via social media. This means that a member of staff or ex member of staff should not interact with children and young people on our roll as if they are friends for any reason. More information can be found in our Online Safety Policy regarding this issue and in addition staff have signed the *staff (and volunteer) acceptable use policy agreement*.

Any volunteer working in the school will have an enhanced DBS and a risk assessment as per our Volunteers at Shenfield High School Policy. (See Appendix 5)

Should any student on our roll become involved in Alternative Education, we will seek written confirmation from the establishment in which the child is placed that all of its staff have undertaken the appropriate DBS and barring checks. The list of approved alternative provision that the county uses is located [here](#). The school has in place processes for reporting any concerns about any adult working with children. Any concerns about an adult with children in our school will be referred to the Headteacher. The school will follow the guidelines for protocols regarding confidentiality and data protection issues.

Only authorised agencies may investigate allegations of abuse against staff. This also pertains to ex 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 the Essex LADO.

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.

Recording of allegations on staff files is done in line with Section 5, 'Working Together' 2018 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 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 may pose a risk of harm to children or might not be suitable to work with children. The issue of transferable risk is important here and it may be that an allegation refers to an incident outside of school which did not involve children but could have an impact on their suitability 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, and the welfare of the child will always be considered paramount when deciding what course of action to take.

This referral route follows SET procedures (ESCB 2022) and will be processed within one working day.

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 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.

**Disqualification by Association:** staff are given information and advice regards the meaning of this term and how it may apply to them, even though we are not a school that hosts any childcare or teaching of children aged under 8. This information and

advice is based on The Childcare Act (2006, amended in 2018).

**Whistle blowing-** is 'making a disclosure in the public interest'. It occurs when a member of the school community raises a concern about the actions or attitude of an adult who works with children.

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**. All staff should feel able to raise concerns about poor or unsafe practice and feel confident that any concern will be taken seriously by the school leadership team. If any member of staff has a concern about another member of staff they should raise the concern with the DSL 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.

We want everyone to feel able to report any child protection or safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call NSPCC's Whistleblowing helpline on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Parents or other members of the public and also raise concerns via the NSPCC calling their general helpline on 0808 800 5000 or emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk). As stated previously, all staff are provided with the LADO's number on their pink cards and it is made clear that staff can report any concerns they have direct to the LADO.

### **Information Sharing**

The school will share information with The Children and Families 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.

### **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 exceptions to this rule are: if the DSL has specifically been told not to inform the parent either by Social care or the Police, or if the issue is **not** an abuse issue, and the student is aged 14+, is judged as being competent to make their own decisions, 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 reviewed every year or whenever deemed necessary by the Headteacher and Governors.

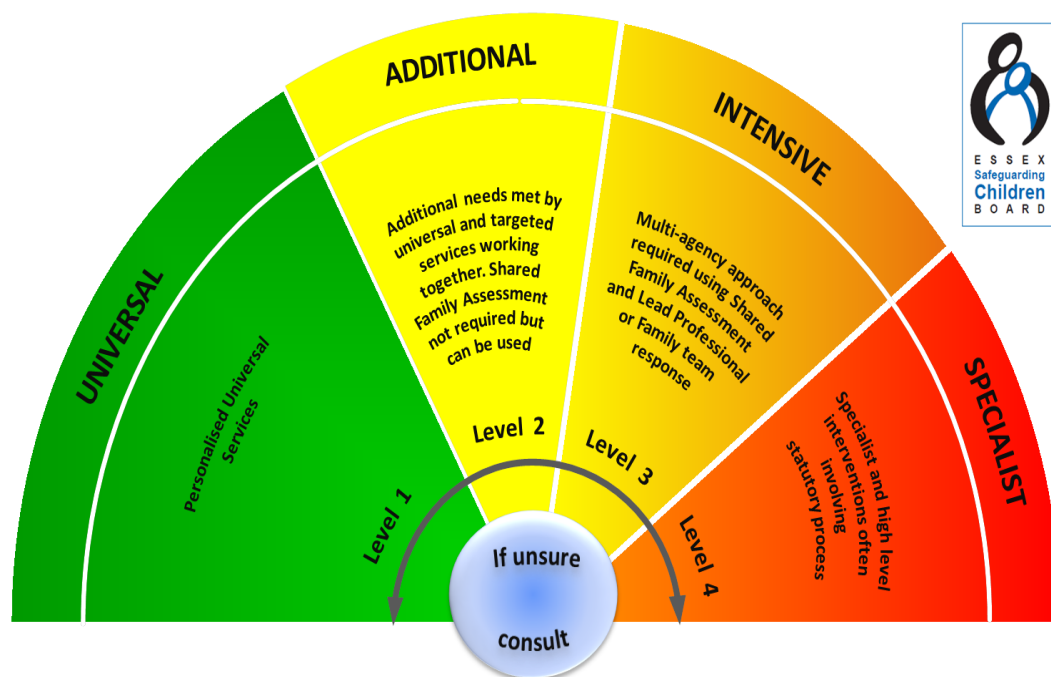
This policy was reviewed DJ Barron, Designated Safeguarding Lead. August 2022

**Appendix 1** – DfES document ‘Keeping Children Safe in Education’ September 2021, Working Together 2018, ‘What to do if you are Worried About a Child Being Abused’ 2015, Information Sharing 2018, SET procedures, ESCB 2022.

(NB all of these documents are in W: whole school/administration documents/safeguarding or can be viewed on the ESCB website: [www.escb.co.uk](http://www.escb.co.uk))

## Appendix 2:

**Guide to Interventions and support for students** (Linked to “Effective Support for Children and Families in Essex” 2017).



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.

Level	Student Need	Provision	Outcome
<b>Level 1</b> <b>UNIVERSAL</b>  Open access to provision	All students on roll at SHS.	KS3, KS4 and KS5 curriculum. Pastoral Team for guidance. Behaviour for Learning Expectations. Form tutor guidance. First Aid. Extra-curricular activities. Whole Year Group Workshop Education. Assemblies. Attendance checks.	Students make good progress at school, and report feeling happy and safe



		Health e.g. vaccinations, self-referral for advice to our school nurse. Summer Schools. Celebration events. Social time check ins	
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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 professionals invited to come into the school to provide additional support.

Level	Student Need	Provision	Outcome
Level 2 ADDITIONAL  Referral via intervention's Team for additional intervention.	SEN Low parental engagement. Pupil premium identified. LAC and Children Adopted from Care. Young carers Persistent absentees. Not meeting expectations in the classroom and not making expected progress in the curriculum. Persistent behaviour issues. Initial /low level Mental health / health emotional needs. Vulnerable due to home environment or social issues.	Behaviour support strategies e.g. report cards, Blue Room, detentions. SEN framework. PREP Support. Parent Engagement Strategies. Attendance Strategies. In school Counselling. Vocational pathways. Adult mentoring. Peer mentoring Pupil Premium Offer. SPACE Club. Key Skills Emotional Literacy Groups – a number of themed workshops for small groups run through the year. Catch up Literacy. SEN Interventions groups. EAL student support. Exam access Arrangements. Lexia. Occupational Physio/therapist support.	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: Progress, Attitude to Learning, Attendance, Behaviour and Wellbeing.

		Gateway Centre. Transition Pathways. Travel Training. One to One Tuition in English and Maths. Anger Management Anxiety support 1-2-1 Anxiety group work Corrective reading Friendship groups Nurture form Gateway form Thinking reading Zones of regulation group Zones of regulation 1-2-1 Young carers group Young carers 1-2-1 SHS behaviour coaching	
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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.

Level	Student Need	Provision	Outcome
Level 3 INTENSIVE Referral via ‘Effective Essex Support online Portal’ ‘Family Solutions’ ‘Shared Family Assessment Form’	EHCP students. Extreme and prolonged anti-social challenging behaviour. At risk of permanent exclusion. Persistent absenteeism, with no improvements following initial school concerns. Discloses poor family relationships. Live in homes where domestic abuse occurs. Refusing education. Profound mental health issues.	Early Help Provision – see effective Support website. EWMHs Statutory assessment Service Multi agency behaviour strategies e.g. CSS outreach, PSPs. CSS (positive referral – two term). CSS medical Referral Educational psychologist. CFH for Family Solutions.	Without co-ordinated multi-agency support, education and wellbeing will be significantly impaired. Referral to services shows a clear impact.

<p>‘Team around the family’</p> <p>Multi-agency Support</p>	<p>Safeguarding concerns, but no current risk of significant harm.</p>	<p>Outside specialist counselling services e.g. bereavement.</p> <p>Attendance Access team and attendance compliance Team EYPDAS.</p> <p>Gangs’ Prevention referral.</p> <p>SNAP</p> <p>Youth Service</p> <p>Family Mosaic</p> <p>Children’s Society</p> <p>CAPI</p> <p>Evolve Interventions</p> <p>Police liaison referral for exploitation risks identified.</p> <p>Issue of Foodbank vouchers.</p> <p>Drama Therapist</p>	
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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.

Level	Student Need	Provision	Outcome
<p>Level 4</p> <p><b>SPECIALIST</b></p> <p>Referral to the police or to the Children and Families Hub for Social care</p>	<p>Students who have or are likely to have suffered significant harm as a result of abuse or neglect.</p> <p>Students with a significant impairment of function / learning or life limiting illnesses.</p>	<p>CFH</p> <p>Police.</p> <p>Level 4 CSS referrals. Managed Moves. Permanent Exclusion. Youth treatment orders.</p> <p>Custodial sentences.</p>	<p>Students or family likely to suffer significant harm / removal from home / school</p> <p><b>WITHOUT</b> intervention of specialist services.</p>

Assessment via Essex Effective Support Online Portal.	<p>Students whose family are unable to care for them.</p> <p>Students who have committed a crime against another child or an adult.</p> <p>Families involved in drugs/ crime / violence /alcohol at significant level.</p> <p>Families with significant mental or physical health needs.</p> <p>Parents need practical support and respite at home because of disabled child's complex care needs.</p>	<p>Hospital in-patient (e.g. The Priory)</p> <p>Virtual school – for Looked After Children.</p> <p>CSETT referral to the police</p> <p>PREVENT referral to the police.</p>	
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The Interventions Team should use this guide to track individual student's needs and likely referral routes for interventions. A progress measurement will always be made termly.

### 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, Achievement and Progress Leaders, Teaching and Support Staff, Team Leaders, SLT**

Learning: student meeting expectations 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. Overseen by a member of the Interventions Team/ PM/ APL/ Key Worker / mentor.

### Learning

- Student has some identified specific learning needs requiring targeted support
- Student has some language or communication issues e.g. EAL
- Go4schools/Edulink indicates not meeting expectations or making poor progress across several subjects.
- 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 R3s often in a short period of time.
- Student is repetitively in SLT lunchtime detention, 3 – 4 detention of Headteacher's detention.
- Student is unable to engage with restorative approaches or take any responsibility for what has gone wrong.
- Student repeatedly does not engage with The BLUE ROOM.
- Pastoral 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.
- Suicidal ideation.
- Gang ideation.

- 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. youth produced sexual imagery ('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 experiencing severe financial difficulties.
- 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 <90%
- School refusing
- Not meeting expectations in either progress or AtL consistently, despite sustained interventions.
- Student has significant learning difficulties e.g. EHCP

#### 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 support at school e.g. suicidal planning.
- Gang ideation that persists with other risk factors being present such as known drug use.
- Possession of drugs and/or illegal substances.
- Prosecution of offences results in court orders, ASBOS, youth offending interventions
- Repeat FTE / Blue Room entries
- 3 -4 formal warnings have been issued.
- Student displays behaviours that harm themselves or others e.g. self-harm
- Student is at risk of Imminent Permanent Exclusion

#### Health & Safety

- Student has chronic / recurring physical / mental health issues that are not treated / badly managed or impact severely on their capacity to access education
- Regular substance misuse
- Regular and unsafe inappropriate age sexual activity
- Hygiene issues impact significantly on all relationships
- Previously had periods of LA accommodation
- Student main carer in the family
- Parent's mental health problems or substance misuse affects care of students
- Non engagement of parents with outside agencies at all
- Chronic financial issues have affected family with no respite.
- Community are hostile to family

#### LEVEL 4 – SPECIALISED

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

#### Learning

- Student does not attend education
- Student is unable to access curriculum on any pathway offered in school
- Physical / learning disability requiring constant supervision

#### Behaviour

- Severe emotional / behavioural challenges – so that student is unsafe to remain in mainstream school environment

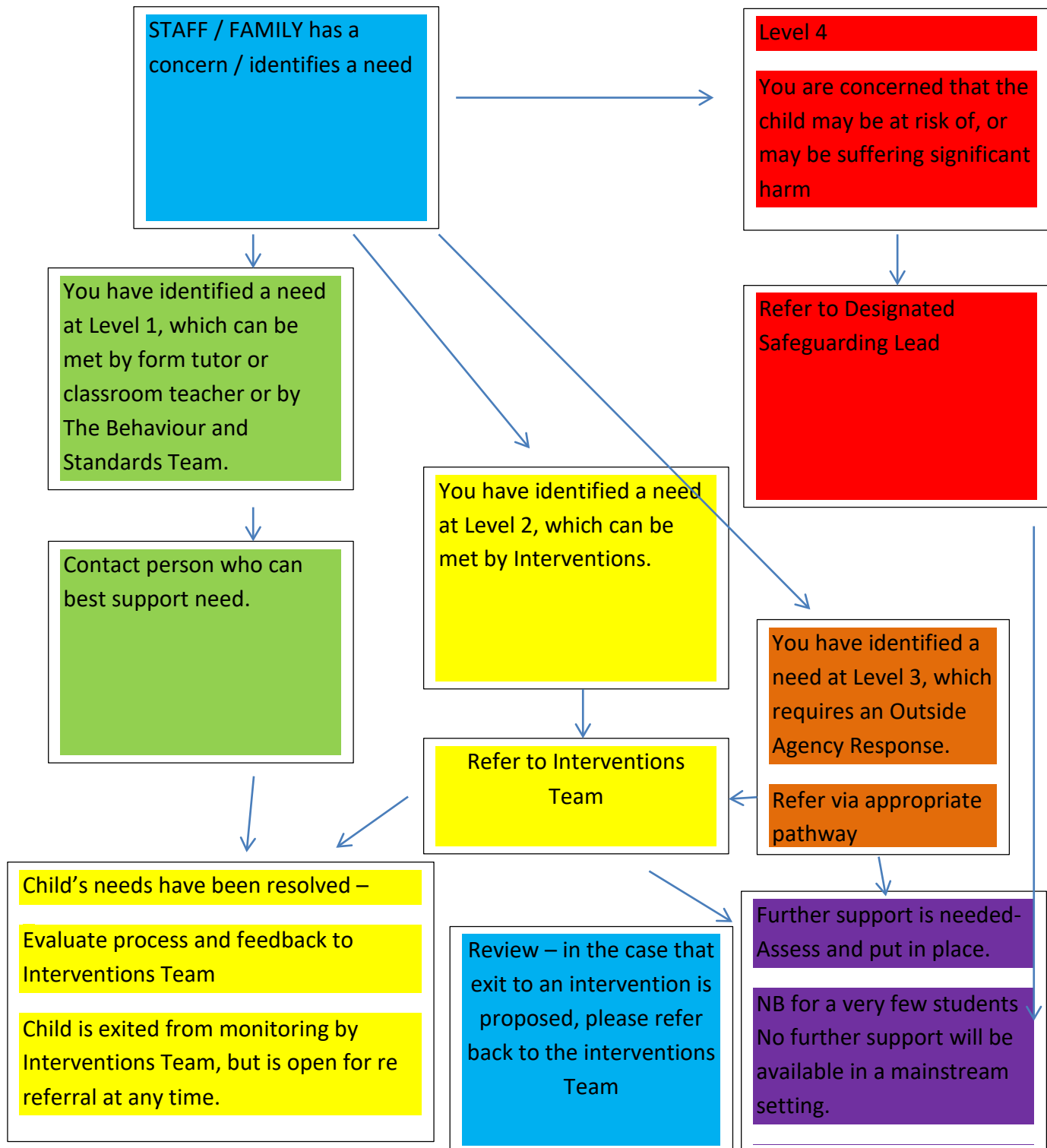
#### Health & Safety

- Allegation against a member of the workforce, where there is cause or suspicion of cause of harm to a child.
- Persistent and high risk substance misuse
- Dangerous sexual activity
- Confirmed teenage pregnancy
- Evidence of risk of radicalisation.
- Evidence of exploitation
- Female genital mutilation
- Domestic abuse, with lack of safeguarding for children.
- Evidence of child abuse (physical, sexual, emotional, neglect)
- Unexplained injuries
- Suicidal planning and/or attempt.
- Gang membership. Supplying drugs/and or illegal substances.
- Persistent high tariff risk taking such as meeting someone from the internet, running away from home / missing from school
- Failed education supervision order – for non-attendance at school
- Rejection by parent(s) / carer(s)
- Looked After Child
- Family breakdown related to child's behavioural difficulties
- Unaccompanied refugee / asylum seeker
- Privately fostered

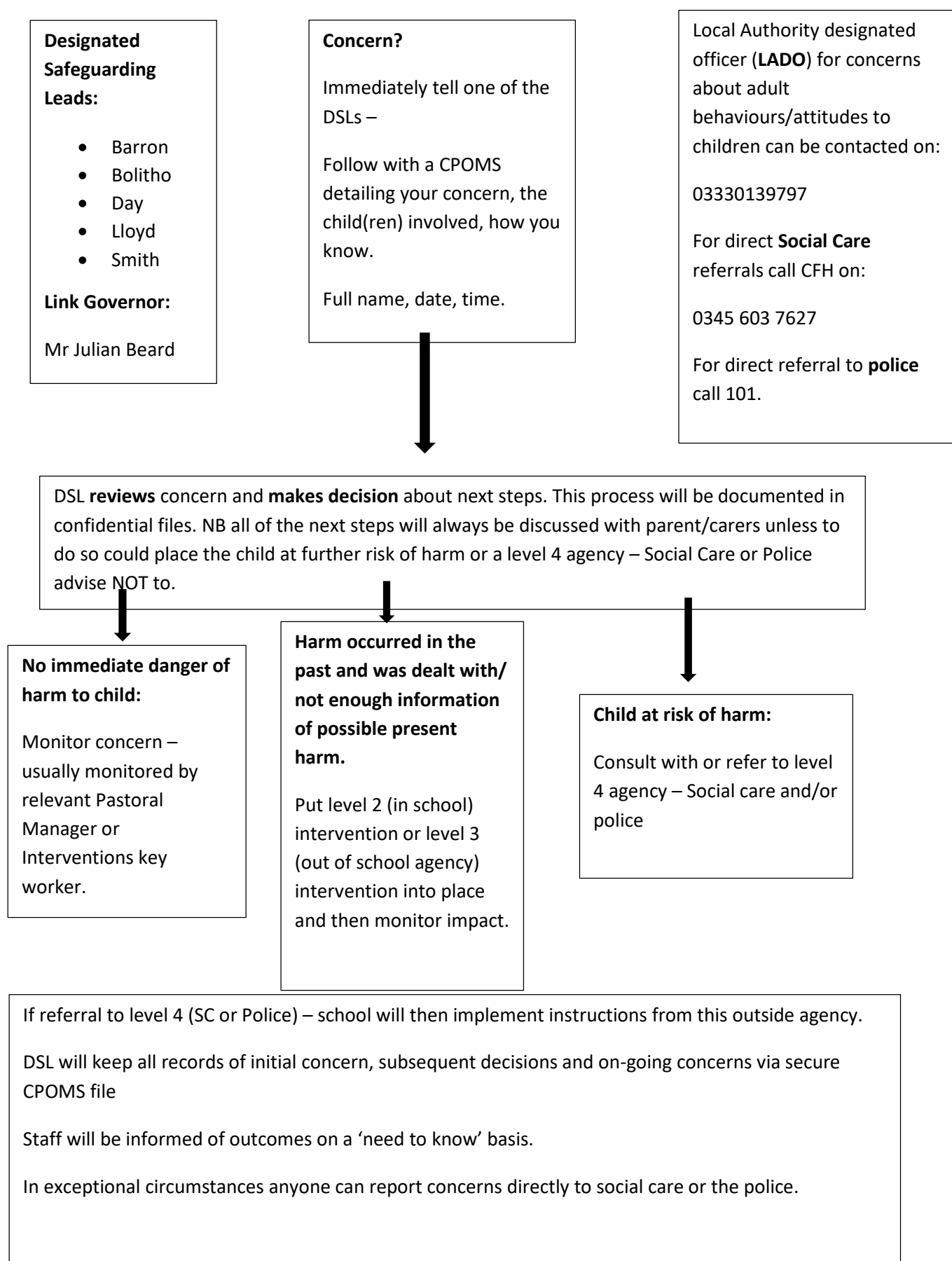
- Peer on peer abuse
- Serious / persistent offensive behaviour in community – at risk of custodial sentence
- Long Term Hospitalisation – for more than two weeks.
- Disclosure from parent of abuse to child
- Suspected / evidence of fabricated or induced illness
- Parent request to have child accommodated 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.



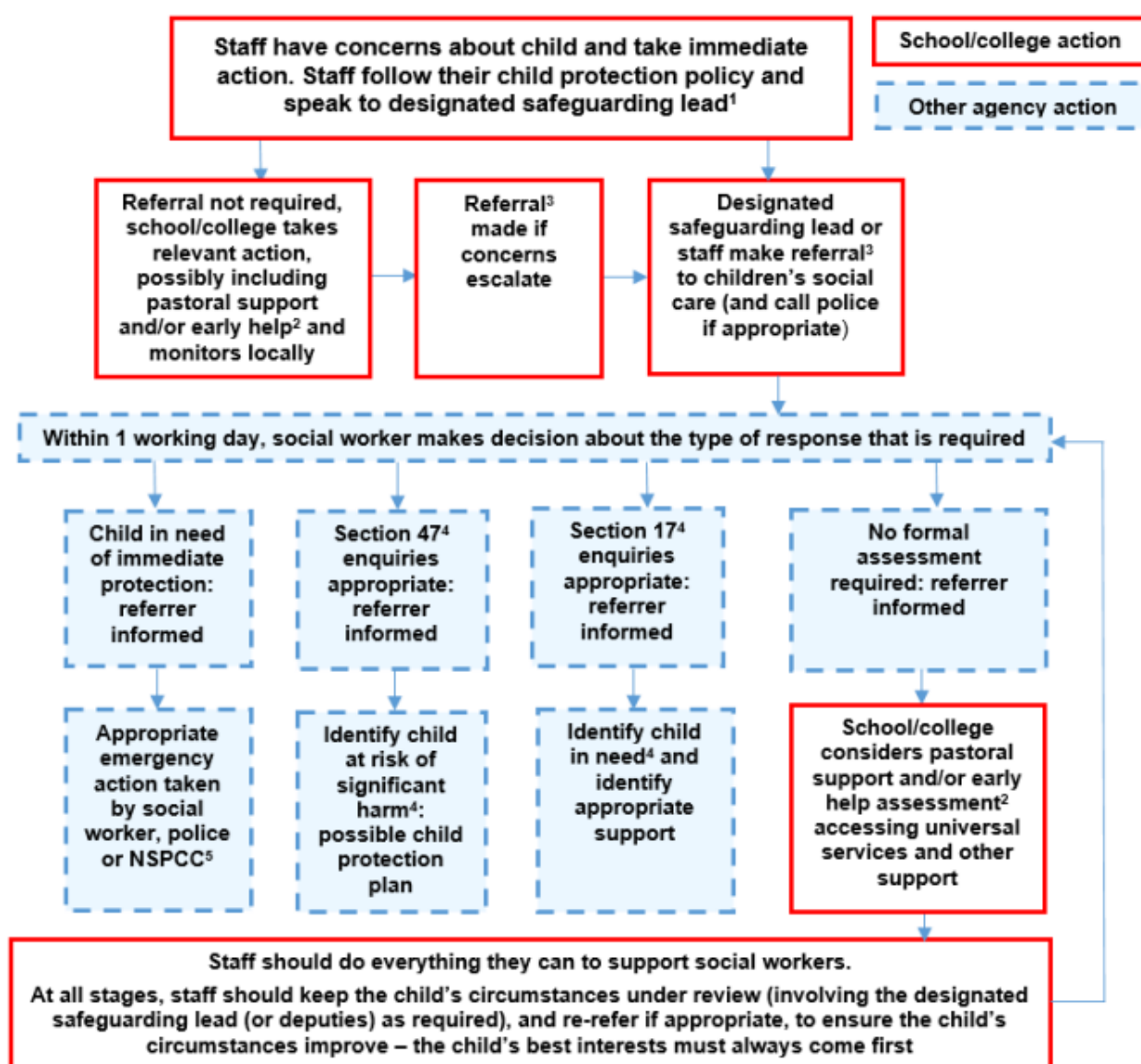
## EFFECTIVE INTERVENTION PROCESS DIAGRAM



### Appendix 3 Flow Chart for raising safeguarding concerns about a child/young person.

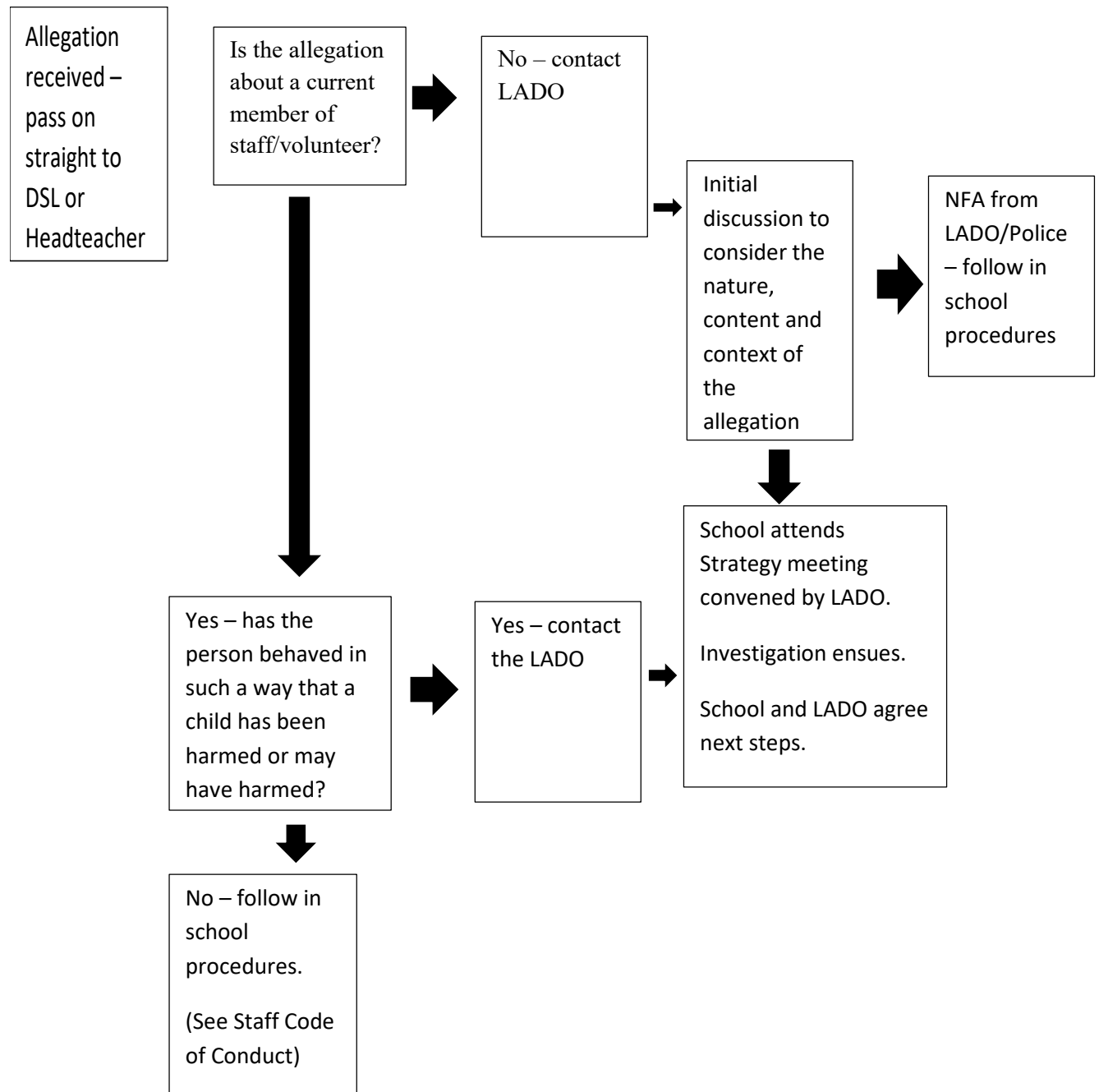


## Actions where there are concerns about a child



## Appendix 4

### Flow Chart for raising safeguarding concerns about a member of the workforce



## Appendix 5

### Policy for inducting Volunteers to Shenfield High School

This policy is written using *Keeping Children Safe in Education* September 2022 as guidance.

Any member of staff wishing to host a volunteer to work in the school with students, must follow this protocol:

1. Volunteer (and staff host) to be interviewed by one of the Designated Safeguarding Leads for the school.
2. During the interview, DSLs must have regard for Safer Recruitment issues and be up to date with Safer Recruitment training.
3. If the volunteer is deemed suitable to work here, the DSL must complete a **Volunteer Risk Assessment** (found in the safeguarding folder on the W drive) and send the completed document to KWH, who will open a temporary file for the duration of the volunteer's work here.
4. The host must arrange for the volunteer to meet with KWH and produce the required documents – our policy is that any adult (aged 16+) without a DBS cannot be in the school unsupervised. If the volunteer has the appropriate DBS then they can go about their daily timetable unsupervised, but should have regular debriefing points built into the duration of their work (see point 9 below).
5. The DSL will arrange further meetings with the volunteer once they start to do safeguarding training, and give them a set time to complete PREVENT training.
6. On the day the volunteer starts, the host should introduce them to CJH.
7. Prior to them starting the host should make all other staff aware via notices and staff briefing. The host should also inform XDF to give them appropriate computer access – in most cases, this will only be general login and internet access – not SIMs or Go4schools. If the volunteer needs more complete access this needs to be logged on the risk assessment with the reasons why – care should be taken with volunteers who may have family or friends at the school where it is possible that personal data of students and parents could be accessed. The host also needs to bear this in mind if the volunteer works out of any office space, and should take care to ensure that any access to confidential/personal data is closed before the volunteer can access the computer.
8. On the day of starting – take to XTB to arrange for a temporary ID and lanyard to be made and issued.
9. The host will be the volunteer's mentor, and for the duration of the volunteer's work with SHS, will be responsible for mentoring the volunteer, providing supervision in terms of giving them a safe time to unload any concerns or emotional impact they have – especially if this is the first time that they have worked with children and young people, and passing on any concerns about the volunteer's conduct to the DSL team.
- 10.** The host will also provide an exit interview for the volunteer when their work is finished with us, looking for things they enjoyed and anything they would like to say about 'even better if'. In addition, if the host can pass on any ideas about how to make this package easier to manage, then they should do so. The exit interview should be noted in an email to the DSL team and also to KWH so that the file can be closed.

## APPENDIX 6 – PREVENT Referral Flowchart

