



THE DEANES

SAFEGUARDING PUPILS

(Includes POLICY FOR CHILD PROTECTION)

Effective From: September 2016

Authorised by:

.....
Headteacher

.....
Chair of the Curriculum Committee/ Governor for Safeguarding & Child Protection

Date: 21st November 2016

Contents

Contacts	Page 3
Introduction	Page 4
Aims	Page 4
Principles	Page 4
Practice	Page 5
Roles and responsibilities	Page 5
Procedures	Page 8
Training and support	Page 12
Confidentiality	Page 12
Records and monitoring	Page 13
Safer recruitment/practice	Page 13
Supporting pupils	Page 15
The Deanes' Policies	Page 23
Appendix A Cause for Concern Form	Page 24
Appendix B Prevent Safeguarding Objectives	Page 26
Appendix C Safeguarding Pupils Annual Refresher Presentation to Staff & Governors	Page 27
(Copies available on request from the Clerk to Governors: eanderson@thedeanes.essex.sch.uk)	

KEY CONTACTS WITHIN THE SCHOOL 01.09.16

DESIGNATED SAFEGUARDING LEAD

NAME: Keli Hampstead, NSPCC Designated Safeguarding Officer Training, October 2015

CONTACT NUMBER: 01268 773545 ext 243

DEPUTY DESIGNATED SAFEGUARDING LEAD

NAME: Lisa Stroud, National Safeguarding Training, June 2014

CONTACT NUMBER: 01268 773545 ext 229

DEPUTY DESIGNATED SAFEGUARDING LEADS (with effect from Jan 2017)

Sioux Derome (SENCO) 01268 773545 ext 261

Louise Douglass (Director of KS3) 01268 773545 – PE Department

NOMINATED GOVERNOR FOR SAFEGUARDING & CHILD PROTECTION

NAME: Gill Baynes

c/o Clerk to Governors - eanderson@thedeanes.essex.sch.uk

EXTERNAL CONTACT.

The **LADO*** Education Safeguarding Service is able to provide advice and consultancy.

CONTACT NUMBER: 03330 139 797

* Essex continue to use the term 'LADO' rather than Designated Officer, therefore we have kept this term in our policy to avoid confusion.

Introduction

The main ethos at The Deanes is one of respect for each individual and of providing an environment in which everyone is encouraged and enabled to fulfil his/her potential, regardless of background or circumstances.

Consequently, the main principles of 'Every Child Matters' (the government's vision for children's services, published in September 2003) namely:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieving economic well being

are already enshrined in The Deanes' ethos, philosophy and practice.

This policy for 'safeguarding pupils' at The Deanes is concerned mainly with the precept of 'staying safe' but also impinges on other areas. It should be seen as one part, albeit an extremely important part, of our whole pupil support system.

Aims

Our aim is to do all we can to protect and safeguard the well being of our pupils.

Children and young people have a fundamental right to be protected from harm. Our pupils have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our pupils is a shared community responsibility. **Safeguarding is everyone's responsibility.**

Principles

Our policy applies to all in our school community, namely pupils, staff, governors and volunteers. There are five main elements to our policy:

- ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our pupils
- raising pupil awareness of child protection issues and equipping pupils with the skills they need to keep them safe
- developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively
- supporting vulnerable pupils and those in difficult circumstances, as well as supporting those pupils who have been abused in accordance with their agreed protection plans
- establishing a safe environment in which children can learn and thrive.

'iMatter'

We recognise that school staff are well placed to observe the outward signs of abuse. We will therefore:

- establish and maintain an environment where our pupils feel safe and secure, and where they are encouraged to talk and are listened to seriously
- ensure that our pupils know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers
- include opportunities in PSHE and tutor time curriculum for pupils to develop the skills to recognise abuse and to stay safe, and also to include material to help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. (Further information can be obtained from the Programme Leader for Social Studies/ Sociology)
- ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies. It is important to note that data protection is not a barrier to information-sharing in relation to potential safeguarding concerns (risk of sharing v. risk of not sharing)
- safeguarding staff will challenge and 'think the unthinkable.'

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.

Practice

Roles and responsibilities

The governing body is responsible for ensuring that:

- the school complies with legislation related to child protection
- the school has a Safeguarding Policy which will include our Child Protection policy and that procedures are in place that safeguard and promote the wellbeing of pupils in our school
- this policy is reviewed at least annually
- the school is using safe recruitment procedures and that appropriate checks are carried out on new staff and volunteers
- the school is aware of its duties re PREVENT/Channel referrals in conjunction with the police/local authority, in particular that the school community has "due regard to the need to prevent people from being drawn into terrorism". All staff understand that they have a statutory duty to notify a member of the safeguarding team should they have a concern
- all staff are aware of their statutory duty to report FGM to a member of the safeguarding team and the Police
- ensure every member of staff along with volunteers and Governors read and understand part one of Keeping Children Safe in education
- safeguarding arrangements take into account the procedures of the local authority as set up by the ESCB
- ensure pupils/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety.

The named governor for safeguarding, child protection and looked after children is responsible for maintaining:

- regular contact with the school's Designated Safeguarding Lead (DSL)
- awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities
- the role of the Nominated Governor for Safeguarding & Child Protection is to ensure that the school has an effective policy, that the ESCB Guidelines are complied with (Essex Safeguarding Children Board) and to support the school in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached
- the Designated Safeguarding Lead and the Headteacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues
- ensure that pupils are taught about safeguarding.

The Designated Safeguarding Lead (DSL) is a senior member of staff responsible for:

- the provision of leadership and vision in respect of child protection
- ensure mechanisms are in place to assist staff and governors to understand and discharge their role and responsibilities
- the practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the appropriate Social Care Services and other agencies
- the provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a pupil is being abused and how they can protect themselves from an allegation
- ensuring the DSL and the safeguarding team have received the appropriate training every two years with at least one annual update
- the co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting pupils at risk, liaison with other professionals, and the monitoring of welfare and academic progress
- liaison between the safeguarding team the leadership team and governors
- attending child sexual exploitation training thus holding 'champion' status
- maintaining awareness of PREVENT/Channel referrals in conjunction with the police/LA guidance
- monitoring effectiveness of child protection policy and procedures and updating policy at least annually
- ensure that each Director of Key Stage holds a 'Vulnerable pupils' register and proactively monitors the pupils in their year group, seeking early help and support from the SENCO/ or the safeguarding team. The registers will be reviewed regularly
- ensure every member of staff along with volunteers read and understand part one of Keeping Children Safe in education [Keeping Children Safe in Education September 2016](#)
- ensure pupils/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety
- opportunities for staff to offer a valuable contribution to safeguarding arrangements and policies will be ongoing, these take place during training sessions and informal meetings
- will ensure that there is always a member of the safeguarding team available during the school day for staff to liaise with
- safeguarding responsibilities will be carried out by the DSL or the Safeguarding team however the ultimate responsibility for safeguarding and child protection remains with the

DSL.

The Head teacher is responsible for:

- supporting the DSL in all aspects of the role
- ensuring that the DSL and the safeguarding team have received the appropriate training
- ensuring that all members of the school community are aware of and comply with our safeguarding and child protection policy
- ensuring the safe recruitment of all staff (including supply staff and volunteers)
- making parents aware of the school's child protection policy
- dealing with any allegations against members of staff or volunteers and keeping a log
- creating a safe environment for pupils at the school
- ensuring that the designated person has current child sexual exploitation champion status
- attending PREVENT training/implementing recommendations including re Channel referrals
- ensure staff have read and understood 'part one' of 'Keeping children safe in education'. A refresher session, along with a copy of the guidance will be given to all staff annually by the head teacher or a member of the safeguarding team, training will also be included in staff induction
- appropriate safeguarding Cover is in place for an absent safeguarding lead and ensure that staff are aware that they may report a concern to any member of the team
- ensure pupils/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety.

All staff are expected to:

- know the names of the DSL and members of the safeguarding team, and understand the role of the DSL and the team
- understand and comply with the school's safeguarding and child protection policy
- have read and understood 'part one' of 'Keeping children safe in education', a refresher will be held regularly
- deal with any bullying incidents that may occur and will never be tolerated
- refer e-safety concerns to a member of the safeguarding team
- behave in accordance with our Staff Code of Conduct Policy
- be aware of our obligation to pay "due regard to the need to prevent people from being drawn into terrorism". Report any concerns to a member of the safeguarding team
- be aware of our statutory duty to personally inform the police of any reported incident of female genital mutilation (FGM) along with the DSL
- address risks and prevent issues escalating, 'Early help'. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Good practice includes: early referral to the safeguarding team, action on and referral of the early signs of abuse and neglect, good record keeping, always listening to the views of the child, re-assessing concerns when situations do not improve, sharing information swiftly and challenge to those who appear not to be taking action
- monitor vulnerable pupils within tutor groups and in lessons, reporting emerging concerns swiftly to either the Director of Key Stage or the Safeguarding team to enable early identification and assessment
- understand the difference between an early-help concern and an immediate danger/risk of harm
- will wear their Identification badge
- ensure that pupils/students respond to the emergency bell system:
 - Fire: Continuous siren

'iMatter'

- can contribute to and shape safeguarding arrangements and our child protection policy at any time by discussing with the safeguarding lead or a member of the safeguarding team.

Pupils, parents/carers, supply staff and volunteers are expected to be aware of and comply with the school's safeguarding, child protection and code of conduct policies.

Procedures - General

This policy, and all action relating to it, is in line with the following guidance:

- The SET guidelines, copies of which are kept in the head teacher's office, in the office of the DSL and on the Safeguarding area of the websites [SET Procedures 2015](#)
- "Keeping Children Safe in Education" (2016) [Keeping Children Safe in Education 2016](#)
- Effective Support for Children and Families in Essex [Effective Support for children & families in Essex](#)
- Counter-Terrorism and Security Act (2015) [Counter Terrorism and Security Act 2015](#)
- The Working Together document (March 2015) [Working together to safeguard children](#)
- What to do if a Child is being abused (March 2015) [What to do if you're worried a child is being abused](#)
- Safeguarding Children in Education and Safer Recruitment (2010) [Safeguarding children in education and safer recruitment](#)
- PREVENT and Channel duty guidance (June 2015) [Prevent duty](#)
- Searching, screening and confiscation (Feb 2014 reviewed September 2016) [Searching, screening & confiscation](#)
- Mental Health and Behaviour in Schools (2016) [Mental health and behaviour in schools](#)
- Behaviour and Discipline in Schools (2016) [Behaviour & discipline in schools](#)
- Responding to sexting in schools and colleges – UKCCIS Guidance (2016) [Sexting in schools](#)

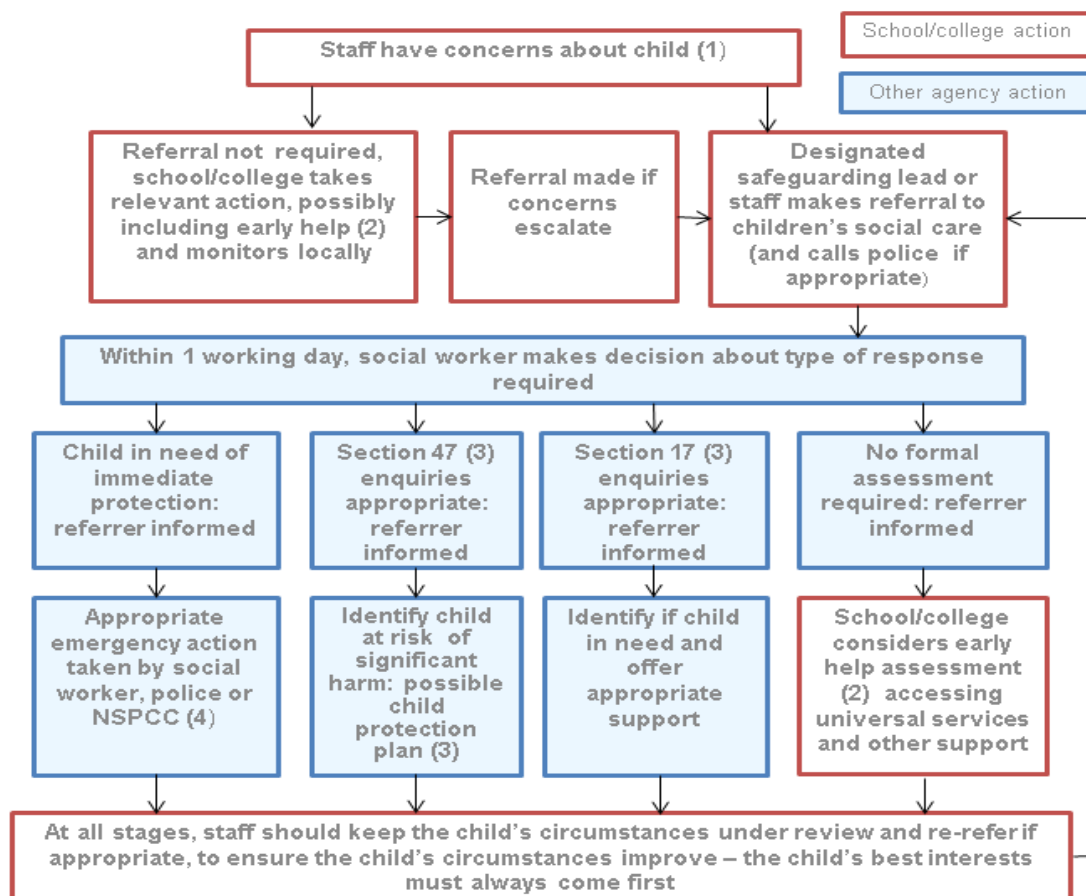
Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, the staff bulletin and awareness training. All new staff will attend a training session on child protection awareness as part of their induction programme as well as receiving our Staff Code of Conduct Policy, E-safety policy and Part One of Keeping Children Safe in Education. Where other adults are working in regulated activity within school, the head teacher or the safeguarding lead will ensure that they are aware of the contents of these policies (copies of policies can be found on the website). Any trainee teachers will receive a training session on child protection awareness as soon as possible after their arrival.

Procedures – Concern about a pupil

- Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred must report it immediately to the DSL or one of the safeguarding team; in their absence the matter should be brought to the attention of the head teacher or the most senior member of staff in school. This should be followed with a written record within 24 hours, using as far as possible the pupil's own words. (A 'Cause for Concern Referral form can be found at **Appendix A**) It is important to remember that any member of staff can refer their concerns to children's social care directly along with informing their DSL. Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard. This may involve reporting to the Chair of Governors or direct to the Local Authority Designated Officer (LADO), Social Care, the NSPCC whistleblowing line 0800 028 0285 help@nspcc.org.uk or Police.
- The DSL (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to the relevant investigating agency by telephone or e-mail and in accordance with the procedures outlined in the SET procedures. (A copy of the SET procedures can be found in the Safeguarding area on the website). Any referral will be confirmed in writing within 24 hours. Where possible the inter-agency referral form should be used. Where the allegation is against a member of staff, the head teacher must first be informed.
- If the DSL (or one of the safeguarding team) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from local social care, the NSPCC or the Essex Safeguarding Service (ESS).
- Where there is a concern about a pupil as opposed to an immediate danger or risk of harm' staff will liaise with a member of the safeguarding team as soon as possible, within the same day
- We will inform parents/carers of our actions **unless it is our view that so doing could place the child at greater risk of harm** or could impede a criminal investigation.

We will inform parents and carers about our duties and responsibilities under child protection procedures. Parents may request a full copy of this policy. We will also publish a statement in our prospectus and on our website

Actions where there are concerns about a child



Early help:

- Members of the safeguarding team may use a Family Assessment Form (FAF) or Common Assessment Form (CAF) for families about whom we have concerns and where there is likely to be multi-agency working.
- Our aim is to identify pupil/student/families who would/could benefit from further support at the earliest stage possible. This support may involve sign posting/referring/information sharing with the appropriate agencies, family support worker interventions, counselling, liaising/information sharing with agencies already working with families, assessments as well as offering the support from our pastoral team.
- We monitor pupils who present at Student Services, to ensure that we can identify emerging trends that may indicate a safeguarding issue.
- In addition to working with the DSL, staff may be asked to support Social Care/Police/PREVENT panels to take decisions about individual pupils.
- We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our pupils. We will consider the 'unthinkable'

and challenge when required.

Searching, screening and confiscation:

The Head teacher and/ or authorised staff have the statutory power to search a pupil/s or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil/s may have prohibited item/s:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Inter-agency working will operate within the statutory guidance. This includes providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide support to children subject to child protection plans. We will allow access for Children's Social Care and the Police, where appropriate, to conduct a Section 17 or 47 assessment.

Procedures – Allegation against a member of staff

- It is essential that our high standards of concern and professional responsibility adopted with regard to alleged child abuse are similarly displayed when adults working in school are accused, no matter how difficult this may be.
- Corporal or physical punishment of children in schools is unlawful. Physical restraint of children is only permitted if the child or others are at risk. Excessive physical restraint or constant shouting may constitute abuse.
- If an allegation is made against a member of staff, the head teacher (or his deputy in his absence) should contact the LADO and local authority HR Advice and Consultancy. They will decide whether the incident should be referred to social care and/or the police. If this is agreed, the head teacher should inform social care by telephone and follow this with written confirmation within 24 hours. In addition the head teacher should inform the chair of governors and/or the designated governor for child protection. Should the allegation be against the head teacher, a deputy or the DSL should contact the Chair of Governors and the LADO.
- If for any reason it is decided that a referral to Essex Social Care Services is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Advisor.
- If it is decided that a referral to social care is not necessary, it may still be appropriate to conduct an internal investigation. Where no further action is required, details and decisions should be recorded in a confidential file. The LADO and chair of governors still need to be informed.

'iMatter'

- Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises should contact the Head teacher as part of our whistleblowing procedures, always keep in mind that it could happen here.
- **If there are any concerns about Safeguarding practices within the school, staff and volunteers should feel able to raise concerns about 'unsafe' practice and potential failures to the Headteacher, his deputies or a member of the Safeguarding Team. Should concerns be about the Headteacher and/or the DSL, the Chair of Governors should be contacted; any member of the Senior Leadership Team or the Clerk to Governors will provide details. Should you have any concerns about this process, you can still contact the LADO directly. Staff can also contact the NSPCC Whistleblowing line 0800 028 0285 help@nspcc.org.uk**
- We will refer to the DBS anyone harming/harmed or posing a risk/threat of harm to a pupil, or if there is a reason to believe this has happened.
- If the school is unsure about a specific issue, the school will contact Essex HR and follow guidance.

Training and support

- The head teacher will ensure the DSL undertakes the necessary child protection training and that this is updated at intervals recommended by the local authority. The DSL will ensure that all members of the safeguarding team have adequate, regular training.

The DSL (or a member of the safeguarding team) will offer child protection awareness training as part of the induction package for all staff and teaching trainees. She will also raise awareness of child protection issues as necessary at briefings, in the staff bulletin or as part of the school training package. This training should raise awareness of child protection issues, clarify the actions to be taken if abuse is disclosed, alleged or suspected and also encourage staff to keep themselves as safe as possible from an allegation being made against them. Such training must be 'regularly' updated; however at The Deanes every member of staff has refresher training at the start of the new school year, enhanced training during the year along with e-safety training annually and on-going briefings throughout the year i.e. to share lessons learned.

Confidentiality

- All staff need to understand that the only purpose of confidentiality is to benefit the pupil. No one should guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as any child protection concern must be reported to the DSL (or one of the safeguarding team) and may require further investigation by the appropriate authorities.
- Staff will be informed of relevant information in respect of individual cases regarding child protection issues on a "need to know basis" only. Any information shared in this way must be held confidentially to themselves.

Records and Monitoring

- Accurate records are essential to good child protection practice.

'iMatter'

- Any one receiving a disclosure of abuse or noticing signs of possible abuse must make an accurate record within 24 hours of reporting the incident, noting what was seen or said, putting the event into context, and giving the date, time and location. This record must be signed and dated.
- File notes are kept for any pupil on a child protection plan (CPP) or for any pupil monitored for child protection reasons.
- These records are kept in a locked cupboard.
- If a pupil transfers from the school, any child protection notes will be forwarded to the pupil's new school marked "confidential" and for the attention of the receiving school's designated Safeguarding Lead. A signature of receipt will be requested. Local schools' files will either be collected or hand-delivered.

Safer recruitment/practice

- Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:
 - following statutory DBS guidelines re checks on staff
 - requiring a standardised application form and not just a curriculum vitae
 - stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children
 - requiring staff to have undertaken Safer Recruitment training if they are to be on an interview panel.
 - validating as far as possible qualifications, experience and expertise
 - proactively verifying references and testimonials as far as possible
 - verifying identity, preferably from current photographic ID and proof of address
 - verifying the right to work in the UK
 - examining all career breaks, sudden job changes and/or dismissals
 - maintaining a single, central record of all staff
 - all governors will have a DBS check
 - check the NCTL Teacher services system for any restrictions imposed by countries in the European Economic Area (EEA) for all staff in a 'teaching roll', not just QTS, from these countries to ensure they are not subject to a Teacher Prohibition order under the Section 128 directive
 - all third party organisations will be supervised whilst working with our pupils and will not take part in regulated activity without confirmation in writing of an enhanced DSB

'iMatter'

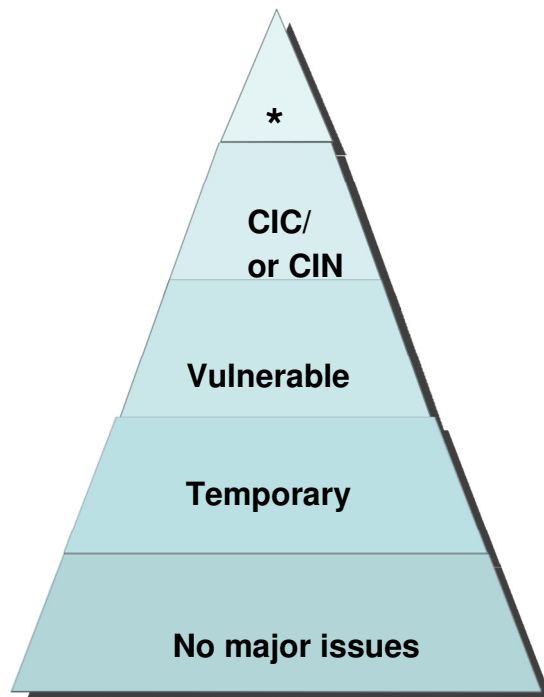
- check
- local authority, Social Care, Police will always have their photo identity/warrant card checked when visiting The Deanes
- the school will follow the recommendations re trainee teachers and contractors as set out in Keeping Children Safe in Education (September 2016). Contractors operating in pupil circulation areas will be supervised
- where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

N.B. The school does not currently operate any foreign exchanges. However, were this situation to change, we would operate in accordance with Annex C, Keeping Children Safe in Education (March 2015).

The Pyramid of Vulnerability

* indicates those pupils on a child protection plan and those pupils for whom we have major child protection concerns

*(CIC = Child in Care
CIN – Child in Need and open to social care)*



Supporting pupils

In the area of child protection there is a pyramid of need for the support of vulnerable pupils. (See the diagram on the previous page.) At the top are those pupils on child protection plan and those pupils for whom we have major child protection concerns. Next are children 'Looked After' by the local authority, adopted children and those who are cared for by people other than a parent. Then we have those pupils who take the role as a significant carer for a family member. The DSL is responsible for ensuring that we have an up to date list of these groups of pupils. The names of vulnerable pupils are available for staff to access in the Safeguarding area so that they can monitor pupils and raise any concerns with the safeguarding team. Confidential details will not be included on this list.

Next is a larger group of pupils who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons. Lastly there are the majority of pupils, who do not need ongoing extra support but may need some support for a short period of time. This may be, for example, in the case of family illness, crisis or bereavement. The DSL regularly checks our first aid/medical request log for pupils seeking medical assistance, so that we can identify concerns at an early stage. We are committed to providing support for all these groups of pupils appropriate to their needs. This may be provided by the safeguarding team, a member of the leadership team, a member of Student Services, a Director of Key Stage, tutor or an adult in school specifically approached to do so.

This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of the school's behaviour management policies.
- d) A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- e) Regular liaison with other professionals and agencies who support the pupils and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- h) Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- i) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

The Deanes has an ethos of respect and a culture that values, involves and listens to children. We also support our pupils in a myriad of ways for many reasons. We try to help pupils understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage pupils to speak up about concerns they may have for their peers. Each computer within the school will display a CONFIDE button on the screen so that pupils may email their Director of Key Stage, SENCO or the DSL at any time.

Children missing from education

A pupil missing from education for eight sessions or more is a potential indicator of abuse and neglect. Should a pupil go missing from school (education) the Attendance officer will inform the Designated Lead and contact the Missing Education and Child Employment Service, the Designated Lead will consider further actions/support should it be required. We will inform the local authority of any pupil admission or a pupil removed from our roll within five days using the Statutory Notification of Admission/Deletion online form, so that the local authority can identify and safeguard children missing from education. For a parental decision to electively home educate we will complete the Notification of parental decision to electively home educate.

Pupils on the child protection register or for whom we have child protection concerns

The number of pupils on a child protection plan varies. There are also other pupils about whom we have child protection concerns who are not on a child protection plan.

We support pupils in various ways by:

- following the guidance set out in any child protection plans
- ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns
- monitoring their welfare carefully, including talking to them regularly about their well being
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it
- monitoring their attendance carefully and reporting any unexplained absence to social care
- monitoring their academic grades carefully to try to ensure they are making good progress in school
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities
- informing staff they are on a CPP without breaching confidentiality so he/she knows to register immediately any concerns however minor with the designated DSL (or Safeguarding team).

Looked After pupils

The DSL, along with a nominated Governor is responsible for Looked After pupils. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the pupil's personal education

'iMatter'

plan (PEP)

- arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly
- offering in school support such as anger management, assertiveness or social skills training as appropriate
- targeting pupil premium specifically to support children in care
- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Missing Education and Child Employment service
- monitoring their academic grades carefully to try to ensure they are making good progress in school making full use of local authority " tracker" on line systems
- informing staff they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team
- being careful not to accept any under achievement just because the child is 'looked after'
- looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate.
- liaison with the pupil's Virtual head teacher, who has a responsibility for the educational progress of looked after pupils
- checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self esteem projects/residentials organised by the school as and when appropriate.

In addition we also keep a record of those pupils who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances.

Young Carers

It is the responsibility of the DSL (or the safeguarding team) to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these pupils appropriate to their individual situation. This package would contain elements of the support offered to pupils looked after by the local authority.

SEN/D

Children are more likely to be abused or neglected and for this to go unnoticed. Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care giver may mean they have no-one to tell. Our SENCO will be a member of the safeguarding team to ensure our pupils have an added layer of protection. Professionals may focus on meeting the needs of the child's impairment, however at The Deanes we will always try to ensure that the voice of the child is heard/ sought and we will consider the unthinkable

Types of abuse and neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: 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. **Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.**

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 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 a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- physical contact, including assault by penetration (for example rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities such as:

'iMatter'

- involving children in looking at, or in the production of, sexual images
- watching sexual activities
- encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 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
- 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)
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Sexual Exploitation (CSE)

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff we should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups, older boy/girlfriends, involved with other vulnerable children/adults etc.

When an electronic device is identified as containing an indecent image of a child (anyone under the age of 18) the member of staff will not view the image, they will confiscate the electronic device and refer straight to a member of the pastoral team. If the image is consensual between two children of a similar age or should the image not be consensual as described and/ or there appears to be an element of grooming it should be referred immediately to a member of the safeguarding team.

The DSL will have undertaken Child sexual exploitation 'Champion training'.

Peer on Peer Abuse

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child. Staff will refer any concerns immediately to the relevant head of year or a member of the safeguarding team. It may be considered a safeguarding matter if the allegation is around:

- physical Abuse
- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- emotional Abuse

'iMatter'

- blackmail or extortion
- threats and intimidation
- sexual Abuse
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting
- encouraging other children to engage in inappropriate sexual acts
- photographing or videoing other children performing indecent acts
- sexting
- bullying
- gender related issues
- sexualised touching
- violence
- gang initiation/hazing

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities.

The signs of this may include:

- changes in behaviour
- sudden reluctance or refusal to participate or engage
- avoiding particular pupils
- staying close to adults
- self-harm
- angry outbursts
- decline in academic performance
- excluding themselves
- sudden development of sexualised behaviours
- vague disclosures

Staff will always challenge abuse and will not merely pass it off as 'banter' or 'part of growing up'. (Please also refer to our Behaviour policy)

The following are held/ overseen by the DSL:

- Bullying log
- E-safety log
- CONFIDE log

Pupils will be taught how to recognise, keep themselves safe and report peer on peer abuse within their PSHE and tutor time safeguarding sessions. All incidents will be investigated and dealt with by either a member of the safeguarding team or a member of the Pastoral team.

Female Genital Mutilation (FGM)

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal. From 3rd May 2015, **professionals have a mandatory duty to report such offences to the police.**

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

Breast Ironing

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear. Usually carried out by mothers on their daughters to protect them from rape and sexual harassment. In certain African cultures men believe that as soon as a girl has breasts she is ready to have sexual relationships. There have been incidents of this happening in the UK, you may notice an unwillingness to get changed for PE, pain when moving, or a flattened breast area.

Forced marriage

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

Forced marriage, here or abroad, is a crime; we will always report to both Police and Children's Social Care.

Honour based violence (HBV)

'Murder or violence in the name of so-called honour' are murders/violence in which, predominantly females, are killed/harmed for actual or perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. They are sometimes called 'honour killings/violence'. There is, however, no honour in murder/violence.

The honour code means that women must follow rules that are set at the discretion of male relatives and which are interpreted according to what each male family member considers acceptable. Breaking the rules is seen as destroying the good name of the family, and is deserving of punishment at the discretion of male relatives.

Honour is an unwritten code of conduct that involves loss of face on someone's part if offended against, especially in groups where loyalty is considered paramount.

Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

Signs:

- withdrawal of student from school by those with parental responsibility
- pupil/student being prevented from attending higher education
- truancy or persistent absences
- request for extended leave or student not returning from an overseas visit
- surveillance by siblings/cousins/extended family members at school
- decline in behaviour, engagement, performance or punctuality, poor exam results. – in particular for previously motivated pupil/student.
- decline in physical presentation or demeanour.

Radicalisation/PREVENT

Appendix B included in this policy outlines the overall approach to PREVENT Safeguarding. The Counter Terrorism and Security Act 2015 places a duty on specified authorities, which includes schools, to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). The school's work on promoting life in Modern Britain via the curriculum underpins this strategy. Possible Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines. School staff have a statutory duty to inform their safeguarding lead should they have any concerns.

E-Safety

We have policy guidance in place to ensure our ability to protect and educate our pupils and staff in their use of technology. This is located on the school and policy areas of our website. Staff will receive yearly e-safety training and updates throughout the year via Bulletin and briefings. Pupils will participate in e-safety awareness sessions via tutor time, PSHE and in years 7 and 8 IT lessons.

Lesbian, gay, bisexual and transgender (LGBT)

As a school, we believe that respect for ourselves and others is a fundamental right and responsibility of/for all. It is the duty of all staff to ensure that every member of the school community feels valued, irrespective of their sexual/gender orientation, race or religion. Diversity is celebrated and valued at The Deanes.

Other vulnerable pupils

Members of the safeguarding team are often aware of pupils who are vulnerable for other reasons. It is their responsibility to ensure that these pupils receive support either from a teacher in school to whom the pupil relates or from an external agency. The pupil's Director of Key Stage will be informed of the situation. This situation might be a temporary one or may be on-going. Parents/carers are informed of the situation wherever appropriate.

Sexual Images (sexting)

It is illegal for sexual or indecent images of a child under 18 to be taken and/ or distributed.

- Person/pupil under 18 creates a sexual image of themselves and shares it with another person under 18
- Person/pupil under 18 shares an image of another under 18 with another person under 18 or an adult
- Person/pupil under 18 is in possession of sexual imagery created by another person under 18

All incidents of sexual images should be reported to a member of the safeguarding team. The image/s and the device they are stored within should be confiscated, examples would be:

- naked pupil
- topless girl
- image which displays genitals
- sex acts including masturbation
- indecent images may also include overtly sexual images of young people in their underwear

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. 'The primary concern at all times should be the welfare and protection of the young people involved.'

- refer to the designated safeguarding lead or a member of the team
- DSL/member of team/Director of Key Stage meets with the pupil involved
- do not view the image unless it is unavoidable
- discuss with parents, unless there is an issue where that's not possible
- if there is a concern that the pupil is at risk of harm, we will contact social care and/or the police
- We will always refer to the police or social care if incident involves:
- an adult
- coercion, blackmail, or grooming
- concerns about capacity to consent, [e.g., SEN]
- images show atypical sexual behaviour for the child's developmental stage
- violent acts are depicted
- image shows sex acts and includes a child under 13
- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide).

Viewing sexual images

- If it is felt necessary to view, discuss with DSL or our head teacher first.
- Never copy, print, or share the image, unless asked to do so by the Police.

'iMatter'

- View with another member of the safeguarding team present.
- Record the fact that the images were viewed along with reasons and who was present.
- Deleting images (from devices and social media).

If as a school we decide that involving other agencies is not necessary, images will be deleted

The Deanes' Policies

This policy needs to be read in conjunction with other school policies, in particular:

- Anti Bullying
- Children Looked After
- Curriculum Support
- E-Safety
- Equality
- Sexual Health & Relationships

Appendix A

CAUSE FOR CONCERN REFERRAL FORM – CONFIDENTIAL (on pink paper)

Please pass this form to the Designated Safeguarding Lead when completed (Miss K Hampstead)

Student's Name:	Date:
Date of Birth:	Time:
Referral by:	Signed:

What is the concern?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Actions Taken:

Date	Person taking action	Action	Signature

Date Feedback given:

Guidance on Completing Concern Forms

It is important that concern forms are fully completed in a timely way. The details are important. To help the designated safeguarding officer to respond appropriately, please follow the guidance below:-

- Enter all the admin details, including date of birth (we are asked for this when we report a concern to Social Care or the Police).
- Include your full name (not initials).
- Make sure the concern is given in detail, preferably in the child's own words.
- Don't report what other people have told you - they must write their own concern form.
- Only write about one child on each concern form (use a separate form for each child).
- Remember that concern forms are used in court cases and inquests as primary documents, so they must be **complete** and **accurate**.
- Make sure you use a Concern Form to record your concern. Do not use any other form or piece of paper. Writing on the back of other forms can cause confusion and error.
- If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, attach that to the completed concern form.
- Cause for Concern Forms are available, in the Staff Room, Student Services, Keli Hampstead office, Reprographics, Director of Key Stage Office and Reception. If you require a body chart form, please attach securely.
- Do not use email to send your concern, complete a hard copy concern form instead. Emails get missed, go to the wrong person and cannot be signed.
- Completed concern forms must be GIVEN TO KELI HAMPSTEAD - IF SHE IS NOT AVAILABLE GIVE TO ANOTHER MEMBER OF SLT.
- Please alert Keli Hampstead to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better.
- Finally, please sign, date and time the concern form.

Appendix B

PREVENT Safeguarding Objectives

Within this overall framework the Prevent strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

Schools can help to protect children from extremist and violent views in the same ways that they help to **safeguard children** from drugs, gang violence or alcohol.

The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

PREVENT referrals should be reported in line with other safeguarding procedures.

Essex Police can be contacted to discuss any concerns on PREVENT@essex.pnn.police.uk.