

Denefield School

Safeguarding and Child Protection Policy

Approved by Trust Board on	14 September 2023 (Updated 18 Jan 2024)
Date of next review	September 2024
Review cycle	Annual
Policy control sheet updated	Yes
Type of policy	Statutory
Policy owners	Headteacher & Designated Safeguarding Lead
Location of policy	Website

Safeguarding and Child Protection Policy

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1. Introduction

Denefield is committed to a strong culture of safeguarding, ensuring that all staff embrace the concept of “it could happen here.” We are fully committed to creating a culture of vigilance. We expect everyone who works in and visits our school to share this commitment. We encourage staff, student, and visitors to report anything that concerns them and we will always act in the best interest of the child. Our students are taught how to stay safe, including when online, and to recognise when they may be at risk. We ensure our students know how to get help when they need it. In line with Working Together to

Safeguard Children (2018), we place importance on contextual safeguarding and consider risks in our local community when assessing the safety of our students.

2. Equality Statement

Denefield is committed to promoting equal opportunity and inclusion. We have an equality policy and we set equality objectives to underpin our work and demonstrate our commitment to providing an environment that is free from prejudice or discrimination.

This statement outlines the school's contextual information with regard to the Equality Act 2010 and our equality objectives and provides details of how we comply with the Public Sector Equality Duty.

In April 2011 the Public Sector Equality Duty came into force in England, Scotland and Wales. This duty replaces the existing race, disability and gender equality duties. The Equality Act 2010 says that schools and other public bodies must:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

Under the Equality Act 2010, the protected characteristics/groups are:

Age	Disability	Gender reassignment
Marriage and civil partnership	Pregnancy and maternity	Race
Religion or belief	Sex	Sexual Orientation

3. Definitions

In line with Keeping Children Safe in Education 2023, we define safeguarding as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.

4. Key contacts

Denefield	Role	Contact details
Mrs Anna Williams	Designated Safeguarding Lead (DSL) Designated Teacher for CLA	aws@denefield.org.uk
Mrs Tam Hill	Deputy DSL	thl@denefield.org.uk
Mrs Lindsay Holley	Deputy DSL	hol@denefield.org.uk
Mr Edwin Towill	Deputy DSL	headteacher@denefield.org.uk
Mr Trev Keable	Safeguarding trustee	safeguardingtrustee@denefield.org.uk
Mrs Deborah Netton	Senior Mental Health Lead	dnn@denefield.org.uk

Local authority	Name	Address	Telephone	Email
Reading Children's Single Point of Access (CSPOA)	Duty social worker	Civic Offices Bridge Street Reading RG1 2LU	Professionals, parents, carers, and members of the public: 0118 9373641 Emergency duty team (outside of office hours): 01344 351999	cspoa@brighterfuturesforchildren.org Report concerns about a child - Brighter Futures For Children
West Berkshire Contact, Advice & Assessment Service (CAAS)	Duty social worker	Council Offices Market Street NEWBURY RG14 5LD	Professionals, parents, carers, and members of the public: 01635 503090 Emergency duty team (outside of	child@westberks.gov.uk

			office hours): 01344 351999	
Prevent Officer Thames Valley Police	Prevent officer		National police Prevent advice line: 0800 0113764 Local enquiries and advice (West Berkshire): 01635 503090	Referral form: Prevent national referral form Send referrals to: preventreferralswest berkshire@thamesv alley.pnn.police.uk
Acting Building Communities Together Team Manager and Acting PREVENT Lead, West Berkshire Council	Alex O'Connor	CEO & Support West Berkshire Council 20 Mill Lane Newbury RG14 5QU	01635 551111	westberksbct@west berks.gov.uk
Service manager for Early Years, Vulnerable Learners, and Families	Avril Allenby / Melissa Perry	Council Offices Market Street Newbury RG14 5LD	01635 519044	avril.allenby@westbe rks.gov.uk
Principal Education Welfare and Safeguarding Officer, and PREVENT Link for Education	Melissa Perry	Council Offices Market Street Newbury RG14 5LD	01635 519788	EWSS@westberks.go v.uk
Education Safeguarding Officer	Joan Ball	Council Offices Market Street Newbury RG14 5LD	01635 503156	joan.ball@westberks .gov.uk

Local Authority Designated Lead (LADO)	Fiona Goussard	Council Offices Market Street Newbury RG14 5LD	CAAS on 01635 503090	LADO@westberks.gov.uk
Senior Education Welfare Officer,	Sally-Ann Looker	Council Offices Market Street NEWBURY RG14 5LD	01635 519788	sal.looker@westberks.gov.uk
Exclusions and Reintegration Officer	Roslyn Arthur	Council Offices Market Street NEWBURY RG14 5LD	01635 503409	roslyn.arthur@westberks.gov.uk

5. Responding to concerns

When staff or visitors to the school have a safeguarding concern, they should promptly contact the DSL, or a deputy DSL, by seeking them out in person or by phone. Reception or the headteacher's PA will be able to help locate the DSL or a deputy DSL. Visitors should inform reception staff that they require a DSL. Initial contact by email should only be used if the concern is not urgent.

All staff should know what to do if a child tells them they are being abuse, exploited, or neglected and to maintain an appropriate level of confidentiality. All staff should know to act upon concerns about a child's welfare immediately.

All staff should be aware of the following when responding to concerns:

- All staff should know not to promise a child that they will not tell anyone about a report of any form of abuse.
- All staff should be able to reassure victims that they are being taken seriously and assure them that they are not causing a problem by reporting.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/ or they may not recognise their experiences as harmful. This should not prevent professional curiosity and discussions with the DSL.

If a member of staff is concerned by verbal conversations, disclosures, or signs of abuse or neglect these should immediately be recorded in writing and passed to the DSL. If the member of staff is unsure, they should always speak to the DSL or a deputy DSL regarding their concerns.

The DSL will then decide what action must be taken, which can include:

- Further pastoral support in school
- Referral for an Early Help assessment
- Referral to children's social care

If the DSL and deputies are not available, a staff member should not delay and should consider speaking to another member of SLT or the welfare team, or contact local children's social care for advice or to make a referral. Any such action should be shared with the DSL as soon as is practically possible.

Parents should be aware that referrals can be made where there is suspected abuse or neglect by the school and that our concerns regarding a student will be shared. The school will always seek to share these concerns and the referral with parents first, unless to do so would put the child at greater risk of harm, where we are advised not to, or where it has not been practicable to.

At Denefield, staff report their concerns by speaking in person to a DSL or deputy DSL if possible before logging information in writing on [CPOMS](#)

Staff will provide first-hand a summary of their concern or detail of a disclosure they have received. They will use professional language and try to capture the incident as it took place or as it was described to them. They will report all concerns in a timely fashion. The safeguarding team will ensure that any action taken, or outcome is accurately recorded in line with good record-keeping guidance which should follow:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved, and
- A note of any action taken, decisions reached and the outcome.

Students can confidently report concerns knowing that these concerns will be treated seriously, and that they can express their views and give feedback too. This can be done through a variety of means which include using the listening post box at student reception, emailing listening@denfield.org.uk or speaking to a trusted member of staff

We are part of West Berkshire local authority with many of our students living within the Reading local authority. We follow the Berkshire West Safeguarding Children Partnership's multi-agency arrangements. Further details can be found [here](#).

6. Roles and responsibilities

6.1 Designated Safeguarding Lead (and deputies):

- Ensure each member of staff, especially new and part time staff, have access to, and understand, the school's child protection policy and procedures
- Be available during term time for staff to discuss any safeguarding concerns.
- Ensure all staff have an awareness of internal procedures for reporting a cause for concern.
- Promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that all children, including those who have or have had a social worker, are experiencing. Identify the impact these issues might be having on children's attendance, engagement, and achievement at school.
- Ensure that where appropriate, information is shared across the school to provide a clear understanding of risk, concerns, and interventions.
- Act as a source of support, advice, and expertise for all staff.
- Act as a point of contact with all safeguarding partners, taking part in strategy discussions and inter-agency meetings and/or supporting other staff to do so.
- Inform the headteacher of safeguarding issues and concerns, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

- Share with the headteacher who, in turn, will refer to the local authority designated officer(s) (LADO) all child protection concerns which involve a staff member. The headteacher will oversee or lead ongoing liaison with the case manager and/or the LADO.
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral, by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Support any referrals to the local authority under 'children missing in education' requirements (appendix 8).
- Identify thresholds for intervention and record a rationale for school decision making.
- Refer cases, or support those who make referrals, of suspected abuse and neglect to the local authority children's social care, the Channel programme where there is a radicalisation concern and the DBS where a person is dismissed or leaves due to risk or harm to a child.
- Refer cases to the police where a crime may have been committed which involves a child.
- Undertake early help assessments for identified students and their families, and act as lead professional where appropriate. Encourage a culture of listening to children and taking account of their wishes and feelings in any measures that may be put in place to protect them.
- Ensure accurate and secure electronic records of safeguarding concerns are kept, accessible only by those who need to see them, holding and sharing information in line with Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and the guidance around information sharing in Keeping Children Safe in Education.
- Securely share safeguarding information with education providers when a child leaves the school, aiming to transfer information within five days.
- Act as the first point of contact for parents/carers, students, teaching and support staff and external agencies in all matters relating to the Prevent Duty.
- Support and provide training to staff on welfare, safeguarding and child protection matters.
- Where appropriate take immediate action to ensure the safety of a child.
- Adopt a sensible [Reasonable Force Policy](#) which outlines the procedures we follow.

6.2 Trustees

- Approve this policy at each review and hold the headteacher to account over its implementation
- Appoint a safeguarding trustee to oversee and ensure safeguarding compliance and the effectiveness of this policy for the children and staff of Denefield

- Read and understand [Keeping children safe in education 2023](#), and review this guidance at least annually
- Engage with safeguarding training, including training at induction, that equips the governing body with the skills to provide strategic challenge in relation to safeguarding
- Review the filtering and monitoring system and processes to ensure compliance with Keeping Children Safe in Education 2023.

6.3 All staff

- Receive and engage in appropriate safeguarding and child protection training including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring
- Receive safeguarding updates regularly through staff briefings, staff communications and training sessions, and at least annually, that provide the relevant skills and knowledge to safeguard children effectively. Attend full safeguarding training at least every three years
- Read and understand part 1, part 5 and Annex B of [Keeping children safe in education 2023](#), and review this guidance at least annually
- Attend and engage with induction training, including reading and understanding our:
 - child protection policy
 - behaviour policy and the measures taken to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - the staff code of conduct
 - safeguarding response to children who go missing from education
- Be aware of our safeguarding procedures, including:
 - The role of the safeguarding team
 - How the early help process works
 - How to make a referral to children's social care
 - How to respond to a safeguarding concern and refer this to the safeguarding team
 - The signs of different types of abuse and safeguarding concerns (see Appendix 1)
 - The need to refer any concerns regarding child-on-child abuse to the safeguarding team, no matter how small.
- Understand the local early help process, school staff's role in relation to it and the circumstances students may be in who might benefit from this as listed in part 1 of Keeping Children Safe in Education 2023
- Understand the process for making referrals to local authority children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (children in need) and Section 47 (child protection) that may follow a referral, along with the role they might be expected to play in such assessments, for example supporting the safeguarding team with collecting information for enquiries or multi-agency meetings

- Understand that the process for making referrals locally is to contact the local authority of the child's residence using the contact information for West Berkshire and Reading in section 4 of this policy
- Know what to do if a child tells them they are being abused, exploited, or neglected and to maintain an appropriate level of confidentiality
- Know not to promise a child that they will not tell anyone about a report of any form of abuse
- Reassure victims that they are being taken seriously and assure them that they are not causing a problem by reporting
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and / or they may not recognise their experiences as harmful. This should not prevent professional curiosity and discussions with the DSL
- Know the indicators of abuse and neglect and exercise professional curiosity and that such issues are rarely standalone
- Be aware of extra-familial and / or contextual risks which occur outside of the families e.g., sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalisation
- Be aware that technology is a significant component in many safeguarding and wellbeing issues and the risks young people face online
- Know how to report concerns about safeguarding practices within the school via whistleblowing procedures or other means
- Know how to report concerns if staff have a safeguarding concern, or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) harming or posing a risk of harm to children through the following process:
 - Headteacher
 - Concerns about the Headteacher to the chair of trustees and
 - The ability to report directly to the LADO where there is a conflict of interest

7. Online safety

We recognise that the use of technology has become a significant component of many safeguarding issues, including child-on-child abuse. We recognise that children need to be safeguarded from potentially harmful and inappropriate online material and the school's role within this. To address this, our school strives to:

- Have clear procedures in place to ensure the online safety of all staff and students
- Educate the school community in the safe and responsible use of online technology
- Set clear expectations for the use of online technology, including mobile phones

Our approach to online safety is framed by four main 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: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

To address the risks above, as a school we:

- Train staff in online safety, including at induction
- Use filtering and monitoring systems to protect children when they use the school's network to access the internet
- Regularly review such systems to ensure their effectiveness
- Inform parents about what their children are being asked to do online via platforms such as satchel.com
- Do not allow students to use mobile phones on the school site unless under special supervision
- Sanction students who breach expectations regarding their use of mobile technology and online conduct
- Address issues of online safety and conduct in IT, Success for Life lessons and assemblies
- Inform parents and carers of trends, apps, or websites of concern and maintain an online safety information area on our website
- Devise and review policy: anti-bullying; behaviour and discipline; data protection, e-safety, and acceptable use; relationships and sex education.

7.1 Filtering and monitoring

Denefield uses RM SafetyNet to maintain our IT filtering and monitoring system. This filters and monitors for attempted searches and access to inappropriate and harmful content on topics such as pornography, extremism, suicide and self-harm. Websites containing content of this kind is blocked, as are all social media platforms. The system is dynamic and is frequently updated. All PCs and laptops using our school network are covered by this system, as are any devices using the network wirelessly. In order to

minimise risk from students' own devices, we do not allow mobile phones to be used on the school site. Use of any other device belonging to a student would be exceptional, for educational use only, and by special arrangement.

The DSL has lead responsibility for understanding the filtering and monitoring systems and processes in place, with the network manager ensuring that the system is functioning and effective.

The school takes care to not 'over block' content so that there are not unreasonable restrictions on what students can be taught regarding online safety.

The processes we have in place have been informed by our risk assessment as required by the Prevent Duty.

The DfE has published [filtering and monitoring standards](#) which set out that schools should:

Identify and assign roles and responsibilities to manage filtering and monitoring systems

- Review filtering and monitoring provision at least annually
- Block harmful and inappropriate content without reasonable impacting teaching and learning
- Have effective monitoring strategies in place that meet their safeguarding needs

We have developed a filtering and monitoring procedure in order to address the issue of online safety at school – see appendix 9.

When the filtering and monitoring system detects concerning usage, we will record this on CPOMS and take appropriate action, including a referral to children's social care when necessary.

For more information on filtering and monitoring, parents and carers can contact the DSL.

8. Whistleblowing

At Denefield, we recognise that adults working in a school may cause harm, including agency staff, visitors, and governors. Any concerns about a member of staff posing a risk of harm to children should immediately be referred to the headteacher. These concerns could include where anyone working in the school has:

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

In line with our [whistle blowing policy](#), any member of staff or volunteer with concerns about poor or unsafe practice and potential failures in our school's safeguarding regime should contact their line manager who must share the concern with the headteacher or Chair of Trustees. Should the member of staff or volunteer with a concern believe that senior leadership is involved they should directly approach the headteacher via Sue Ellison (sen@denefield.org.uk) or Chair of Trustees via Emma Hayton (clerk@denefield.org.uk). Where there are concerns about the headteacher, these should be referred to our Chair of Trustees.

The NSPCC whistleblowing helpline can also be contacted via telephone (0800 028 0285) or email (help@nspcc.org.uk).

9. Children potentially at greater risk of harm

At Denefield, we recognise that children with social workers may potentially be at greater risk of harm and need further support. Children may need this support due to abuse, neglect or complex family circumstances. Our staff are aware that these students may face additional barriers to their attendance, learning or behaviour. We take these needs into account and liaise regularly with the relevant social worker to put appropriate support in place.

We also recognise that low or erratic attendance and Children Missing in Education (CME) may be an indicator of abuse or neglect. All staff should be aware that children being absent from school or college, particularly repeatedly and / or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities which may include abuse, neglect, sexual abuse, exploitation, child criminal exploitation, county lines involvement, mental health problems, risk of substance misuse, so called 'honour' based violence.

Our pastoral teams track attendance thoroughly, addressing concerns without delay and liaising with the local authority's education and attendance welfare team where needed. We ensure that students who are expected to attend the school, but fail to take up the place, are referred to the local authority. Our attendance manager works with the DSL and the local authority concerning any student who is missing education to ensure safeguarding concerns reviewed, the advice of external agencies is sought and local procedures are followed.

We strongly encourage parents to supply us with two emergency contacts for their child, updating their contact details without delay if they are changed and share our procedures for how to notify the school of an absence with all parents. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Children who are, or are perceived to be, lesbian, gay, bisexual, or transgender (LGBT) can be targeted by other children. Staff at school will work to reduce the additional barriers faced by such students and provide a safe space for them to speak out or share concerns with staff. LGBT inclusion will also be covered within our Success for Life curriculum. It is also recognised that children who are gender questioning may require similar support.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges, for reasons including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers
- Cognitive understanding - being able to understand the difference between fact and fiction in online content, repeating the content or behaviours in school, or understanding the consequences of doing so.

At Denefield we identify students who may be more at risk of harm and take action to ensure their safety, including: assigning a key worker to vulnerable students such as a student manager or a member of the SEND team, work with the local authority and other agencies, liaise with parents and carers in order to share information, record and monitor support and concerns via Class Charts, Provision Map and CPOMS (Child Protection Management System).

10. Records and information sharing

We recognise the importance of information sharing between practitioners and local agencies. We are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Our secure recording-keeping platform for all safeguarding concerns is [CPOMS](#). All staff have access to log information and safeguarding staff have access to read and monitor information that is logged (see appendix 7).

Our safeguarding records include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

Ongoing monitoring of the CPOMS also ensures the school can monitor patterns or repetitions and be able to take appropriate action if these are recognised.

We have due regard to the relevant data protection principles, understanding that the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. At Denefield, we understand that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe (see appendix 6).

In line with our mandatory duty, Denefield will notify the relevant local authority if we become aware of any private fostering, to allow the local authority to check the arrangement is suitable and safe for the child. Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

11. Site safety

All staff members have a responsibility to ensure the buildings and school site are secure and to report any concerns that may occur.

The identity of all visitors and volunteers coming into school is checked and DBS evidence must be provided if they are to work unsupervised on the site between the hours of 8am and 5pm during term time. Visitors are expected to sign in and out and to display a visitor's badge while on the school site, and to confirm that they understand our

safeguarding expectations and measures. Any individual who is not known or identifiable will be challenged for clarification and reassurance by our staff.

Visitors wearing a red visitor lanyard have not provided DBS documentation and must be accompanied by a member of staff around the site at all times. They may not work with students on a one-to-one basis until DBS clearance is evidenced.

The school will not accept the behaviour of any individual, parent, or anyone else, that threatens the school security or leads others, child, or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site and advice being sought from our local safeguarding partners.

12. Child-on-child abuse

In line with our strong commitment to safeguarding, at Denefield we believe that all children have a right to learn in a safe environment. Our staff recognise that children of any age or gender can be capable of abusing other children, which can happen both inside and outside of school and online. This behaviour will be dealt with in line with our Behaviour and Discipline Policy (also see appendix 8). Child-on-child abuse can include, but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and harassment
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- upskirting which is a criminal offense
- initiation-type violence and rituals
- forcing ideologies on peers

All the above are examples of abuse and should never be tolerated or passed off as “banter,” “just having a laugh” or “part of growing up.” We recognise that the gendered nature of child-on-child abuse makes it more likely that girls will be victims and boys’ perpetrators, however, all reports will be taken seriously. Denefield has a zero-tolerance approach to sexual abuse and sexual harassment whether the victim is male or female.



We minimise the risk of child-on-child abuse through our extensive Success for Life (PSHE) curriculum and pastoral programmes, including assemblies and other key messages. All staff understand the importance of challenging inappropriate behaviours between peers and their role in preventing and responding to child-on-child abuse. Our staff understand that even if there are no reports of child-on-child abuse in our school, it does not mean child-on-child abuse is not happening-it may be the case that it is just not being reported. Children can report any child-on-child abuse by reporting it to any member of staff, posting a note in the listening post box at student reception, or emailing listening@denefield.org.uk. They may also choose to tell a peer who may report it on their behalf. All students are regularly reminded how to report concerns via assemblies and Success for Life lessons.

Any cases of child-on-child abuse will be thoroughly investigated, with the victim always being taken seriously and given appropriate support. Support will take the child's wishes into account and can include increased pastoral support, a mentor, access to counselling and a referral to external services. We will liaise with the police and children's social care as necessary. Where there has been a report of sexual violence, an immediate risk assessment will be made, considering the needs of the victim, the alleged perpetrator and our other students. All allegations of child-on-child abuse will be recorded on CPOMS.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020).

13. Linked policies (see school website):

- Allegations of abuse against staff
- Anti-bullying policy
- Attendance and punctuality policy
- Behaviour and discipline policy
- Code of conduct for school staff
- Code of conduct for parents, carers and visitors
- Data protection, e-safety and acceptable use policy
- Reasonable force policy
- Relationships and sex education policy
- Safer recruitment policy
- Whistleblowing policy

Appendix 1: Types of abuse and safeguarding concerns

Keeping Children Safe in Education 2023 splits abuse into four main categories:

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.

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) 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.

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.

There are a number of other safeguarding concerns that ALL staff need to be aware of. These are detailed further in Annex B of Keeping Children Safe in Education 2023:

Child Criminal Exploitation (CCE): where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late

County lines: a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas, using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Serious violence: where children are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. There are a 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.

Child Sexual Exploitation (CSE): occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. Indicators can be similar to the indicators of CCE, as well as:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Modern Slavery and the National Referral Mechanism: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Child abduction and community safety incidents: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends, and acquaintances) and by strangers.

Cybercrime: criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- denial of Service (DoS or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Domestic abuse: The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional, or other abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse can have a serious, long lasting emotional and

psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Homelessness: being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. It should also be recognised in some cases that 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

'Honour-based' abuse (HBA): encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Forced marriage: forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Female Genital Mutilation (FGM): covers all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a **statutory duty** upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining students or students. If a victim discloses that FGM has been carried out on them, teachers must personally report to the police.

The duty does not apply in relation to at risk or suspected cases-these should be discussed with the DSL, in line with our referral process.

Potential risk factors may include:

- a female child is born to a woman who has undergone FGM
- a female child has an older sibling or cousin who has undergone FGM
- a woman/family believe FGM is integral to cultural or religious identity
- a parent or family member expresses concern that FGM may be carried out on the girl
- a girl talks about FGM in conversation, for example, a girl may tell other children about it
- being taken on a long holiday to country where FGM is prevalent.

Radicalisation and the Prevent Duty: We recognise that children are vulnerable to extremist ideology and radicalisation. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Our school adheres to the Prevent duty and we have "due regard to the need to prevent people from being drawn into terrorism*". We build students' resilience to radicalisation by providing a safe environment for debating controversial issues, promoting fundamental British values.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying or advocating violence, especially to other faiths or cultures
- intolerance of difference, including faith, culture, gender, race, or sexuality.

*Terrorism is defined as the unlawful use of violence and intimidation in the pursuit of political aims. Its aim is to produce a climate of fear and is a serious risk to the public's health.

Channel: Relating to the Prevent Duty, Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required.



Mental health: All staff at Denefield are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Where staff have a mental health concern about a child that is also a safeguarding concern, they should contact the DSL or a deputy DSL and report and record their concerns in line with this policy.

Appendix 2 – Safer recruitment

This appendix summarises the Denefield Safer Recruitment policy.

Our single central record (SCR) records information on the checks carried out on staff and volunteers. Copies of these checks, where appropriate, will be located in individuals' personnel files. We follow the guidance from Keeping Children Safe in Education 2023 and best practice, as outlined below.

New staff

When appointing new staff, we will:

- Verification of the candidate's identity
- References that are satisfactory to the Headteacher
- Sight of the candidate's DBS certificate, and where appropriate a check of the children's barred list, showing clearance which is satisfactory to the Headteacher
- Satisfactory overseas police checks, if the candidate has lived or worked outside the UK for three months or more within the last five years
- Verification of the candidate's mental and physical fitness to carry out their work responsibilities
- Verification of the candidate's right to work in the UK
- Verification of the candidate's professional qualifications, as appropriate
- Confirmation that a candidate employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State for Education or any sanction or restriction imposed by the GTCE (prior to March 2012)
- Confirmation that a person taking up a management position is not subject to a section 128 direction made by the secretary of state
- Seek two references, including from the current employer, before interview and ask specific questions about the suitability of the candidate to work with children
- Post offer request a fitness for work reference
- Conduct online searches on shortlisted candidates, reviewing publicly available material for any incidents or issues.

Agency and third party staff

For agency and third party staff, we will include written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date the confirmation was received and whether an enhanced DBS certificate check has been provided.



Trainee/student teachers

Where applicants for initial teacher training are salaried by the school, we will carry out all necessary checks. Where trainee teachers are fee-funded, we will ensure that the training provider has carried out the necessary checks and obtain written confirmation that these checks have been carried out.

Existing staff

If we have any concerns about an existing member of staff's suitability to work with children, we will carry out the relevant checks as if the member of staff were a new member of staff. If a member of staff moves from a post that is not in regulated activity to a post in regulated activity, we will ensure the relevant checks for that regulated activity have been carried out. The definition of a regulated activity is when an individual teaches, trains, instructs, cares for, or supervises children, or provide advice / guidance on well-being, or drive a vehicle only for children.

We will follow our legal duty to refer to the DBS if a member of staff has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left

Volunteers

We will never leave an unchecked volunteer unsupervised or to work in regulated activity. We will obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity. We will undertake a risk assessment when deciding whether to undertake an enhanced DBS certificate for any volunteer not engaging in regulated activity, and retain a record of this risk assessment.

Trustees

All trustees will have an enhanced DBS check without barred list information. A barred list check will be completed if a trustee is in regulated activity. All trustees will also have a Section 128 check.

Contractors (including supply teaching staff)

We will ensure that any contractor whose work provides them with the opportunity for contact with children will have the appropriate checks. Those contractors engaging in regulated activity will have an enhanced DBS check including barred list information.

For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for contact with children, an enhanced DBS check (not including barred list information) will be required if they are not supervised, at all times, by school staff.

The definition of a regulated activity is when an individual teaches, trains, instructs, cares for, or supervises children, or provides advice / guidance on well-being, or drives a vehicle only for children.

Seven days' notice is preferred for any contractors to work onsite, with 48 hours minimum notice, other than in an emergency. Unsupervised access may be obtained outside of school hours, defined as between during 8am and 5pm during term time. Outside of school hours (7am – 8am and 5pm – 8pm during term time, or 8am – 6pm out of term time), contractors will sign in at reception and make their presence known by calling the number on reception for the site team. A minimum of 48 hours notices is still required in this instance, other than in emergencies.

It is always preferable for contractors to attend outside of school hours.

Appendix 3 – Allegations of abuse against staff

This appendix summaries and contains extracts from the [Allegations of abuse against a member of staff](#) policy and applies to all cases where it is alleged that a staff member, supply teacher or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, including in relation to behaviour that may have happened outside of school that might make the individual unsuitable to work with children.

We will deal with any allegation of abuse against a member of staff or volunteer quickly, in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. We recognise our duty of care to our employees and will provide effective support for anyone facing an allegation, including a named contact if the person is suspended. We will advise staff to contact their trade union representative and encourage them to seek support for their emotional wellbeing.

The following definitions will be used when determining the outcome of any investigation:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Reporting and acting on a report

Staff must report allegations without delay, in line with the following reporting lines: allegations regarding another member of staff will be reported to the Headteacher, allegations regarding the Headteacher will be reported to the Chair of Trustees and directly to the LADO. Where there is a conflict of interest in reporting the allegation to the Headteacher, staff will report the concern directly to the LADO. Where a student makes a disclosure to a member of staff about the behaviour of another member of staff, staff must follow the reporting lines above.

In the event of an allegation that meets the criteria, the investigating officer will take the following steps:

1. Conduct basic enquiries to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below.
2. Discuss the allegation with the designated officer at the local authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The investigating officer may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the investigating officer will notify the designated officer as soon as practicably possible after contacting the police).
3. If there is cause to suspect a child is suffering, or is likely to suffer, significant harm, a strategy discussion involving the police and/or social services will be convened. Strategy discussions will take place in line with the 'Working Together to Safeguarding Children' statutory guidance.
4. Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the investigating officer will only share such information with the individual as has been agreed with those agencies.
5. Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.

The parents or carers of the child/children involved will be informed about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The investigating officer will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against employees (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of an employee will be advised to seek legal advice. No information will be shared regarding the staff member.

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school has a statutory duty to consider a referral to the DBS for consideration of whether inclusion on the barred lists is required. If the individual concerned is a member



of teaching staff, the school has a statutory duty to consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching. A referral is appropriate if the alleged misconduct is so serious that it warrants a decision on whether the teacher should be prevented from teaching.

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the investigating officer will consider how best to facilitate this.

Allegations against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse will also be referred to the police.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the designated officer, police, and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared
- how to manage speculation, leaks, and gossip including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- what, if any, information can be reasonably given to the wider community to reduce speculation
- how to manage press interest if, and when, it arises.

Supply staff

We will ensure any allegations against an individual not employed by Denefield, such as supply teachers, will be dealt with properly. We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome. We will discuss with the agency whether it is appropriate to suspend the supply teacher. We will inform the agency of our process for managing allegations and invite the agency's human resource manager or equivalent to meetings as appropriate.

Learning lessons

After any cases where the allegations are substantiated, the investigating officer will review the circumstances of the case with the local authority's designated officer to

determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

Non-recent allegations

Abuse can be reported no matter how long ago it happened. Where an adult makes an allegation to our school that they were abused as a child, the individual will be advised to report the allegation to the police. We will report any non-recent allegations made by a child to the LADO.

Low-level concerns about staff

In line with Section Two of Part Four of [Keeping children safe in education 2022](#), we recognise the importance of creating a culture of openness, trust, and transparency to encourage all staff to share low-level concerns with the right person so that they can be addressed appropriately. The purpose of our approach to low-level concerns is to ensure that our values are constantly lived, monitored, and reinforced by staff.

The term 'low-level' concern does not mean that the concern is insignificant, it means that a staff member, supply teacher or volunteer does *not* seem to have:

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

A low-level concern covers any concern no matter how small, even if it is no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;

- having favourites;
- taking photographs of children on a personal mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- humiliating students.

Such behaviour can exist on a spectrum.

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported to the headteacher.

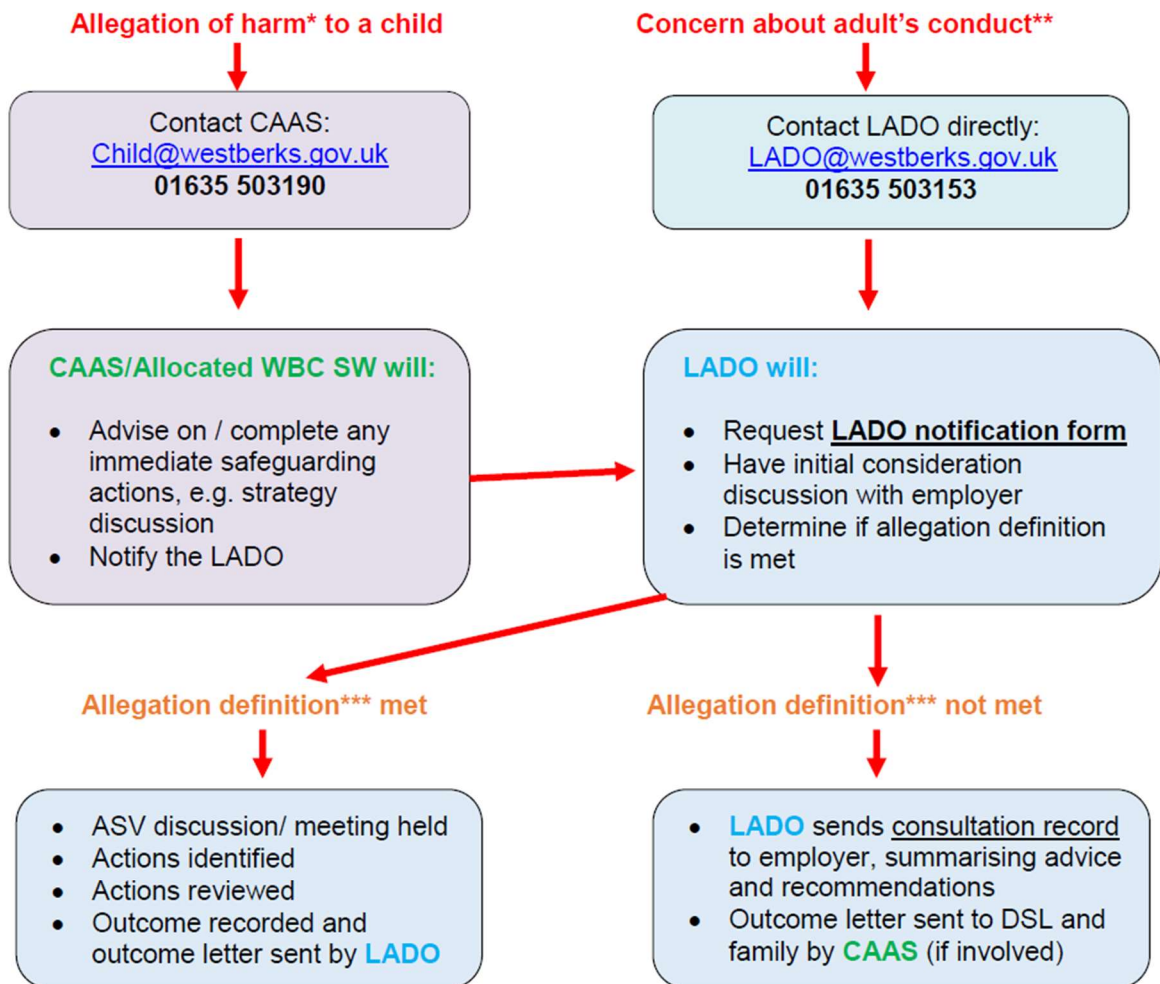
Any concerns about the designated safeguarding lead should be reported to the headteacher, and concerns about the headteacher should be reported to the Chair of the Trustees.

For further information concerning allegations about staff, refer to the separate policy.

Appendix 4 – LADO referral process



Designated Officer (LADO) Notification Process – Allegations against Staff / Volunteers (ASV)

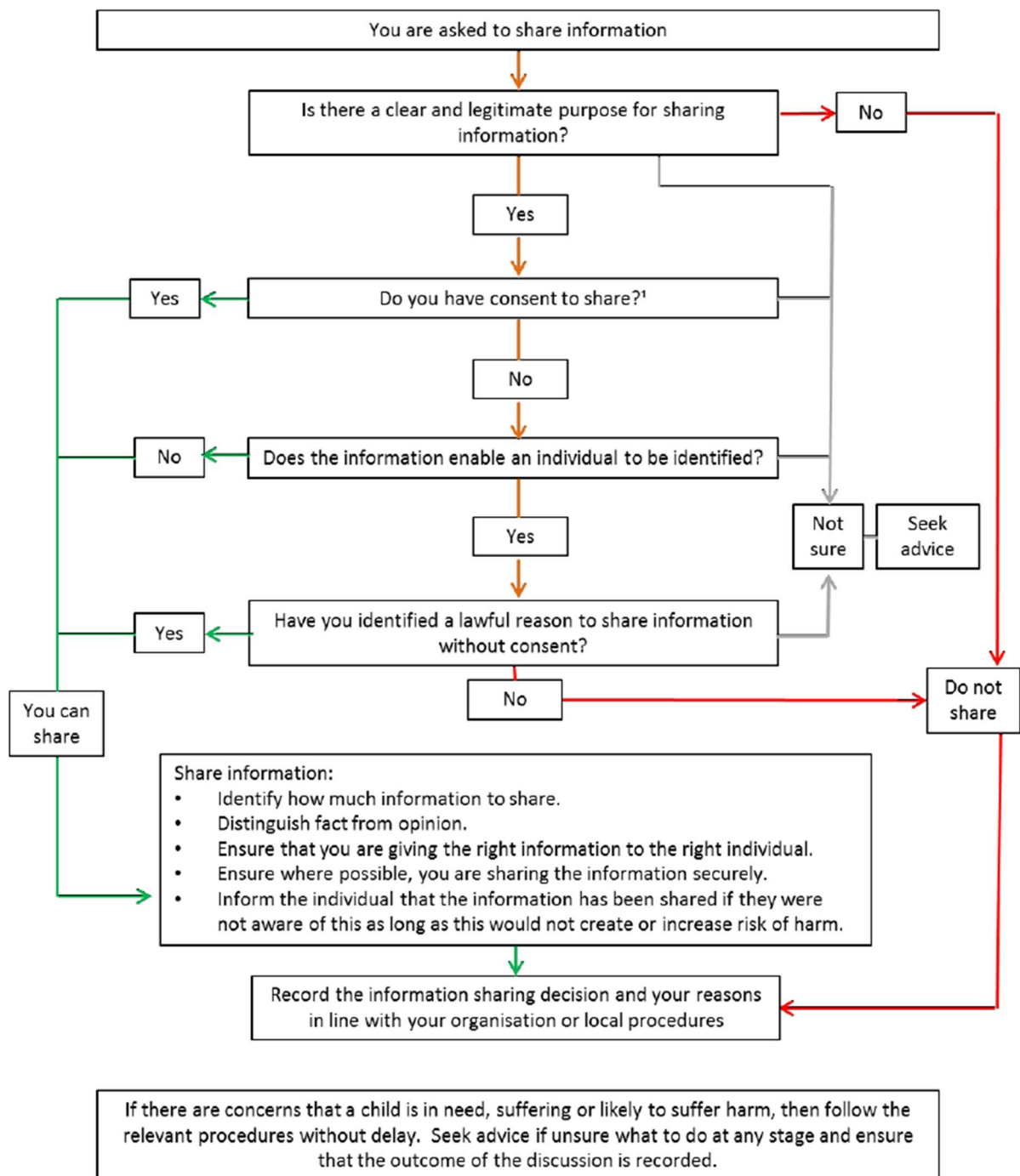


Out of hours allegations/concerns:

Contact Emergency Duty Service (EDS) – 01344 786 543

Appendix 5 – Information sharing

Flowchart of when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time

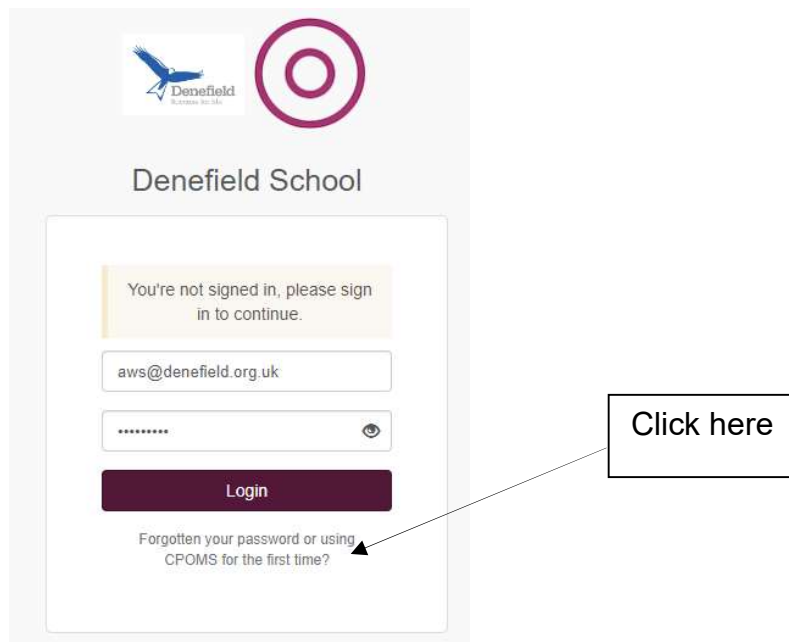
Appendix 6 – Staff user guide for CPOMS

Using CPOMS for the first time

Every user needs to set their own password. In order to ensure that all users change their passwords to something that is personal and secure there is no default password.

To create your first password

- 1) Visit <https://denefield.cpoms.net/>
- 2) Click on the 'Forgotten your password or using CPOMS for the first time?' option (beneath the 'Login' button).



Denefield School

You're not signed in, please sign in to continue.

aws@denefield.org.uk

Login

Forgotten your password or using CPOMS for the first time?

Click here

Next, input the email address which was supplied to CPOMS (this is your school email address) and click '**Reset Password**'. This will then send you a unique hyperlink to your email address which will enable you to create your first CPOMS password.

Enter your e-mail address below
in order to reset your password:

Email Address

Reset Password

Once you have created your first password, go back to your CPOMS log in page (<https://denefield.cpoms.net>) and enter your email address, password and click the 'Login' button.

It is a good idea to save the login screen as a bookmark or favourite so that you do not forget the address.

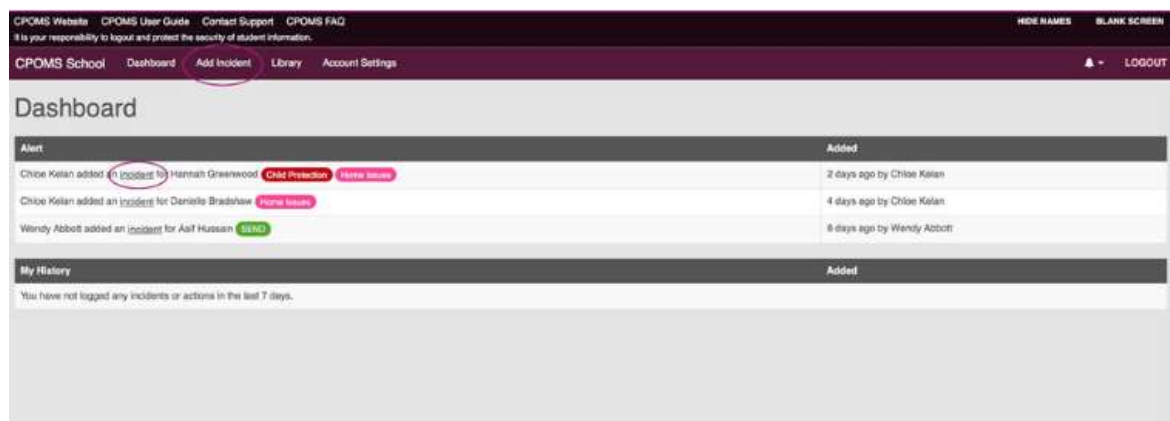
Restricted access dashboard

Once you are logged in to CPOMS, you will see an 'Alert' and 'My History' section.

If you have been alerted to anything at all within CPOMS it will display within your 'Alert' section to view.

The 'My History' section will list any incidents or actions that you have added in the last 7 days for your information.

Your screen should look like this;



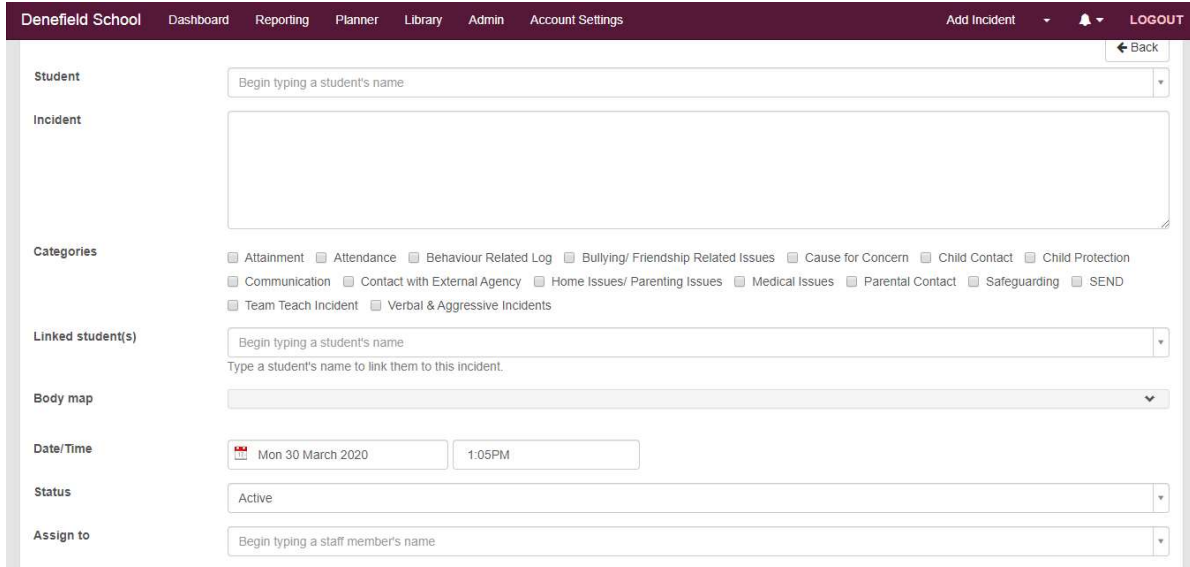
Adding an incident

To add a new incident to the system, click on the **'Add Incident'** link at the top of your screen.



Click here

This will take you to the incident page where you can proceed to fill in all the required information.



1) Firstly, select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the student names held within the system. Once you have selected a name, the box will turn grey. If you have selected the wrong name, click the red 'X' delete button to choose an alternative.

2) Fill in the incident text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to

be accurate and specific. *When inputting any linked student names into the incident text box, please ensure that you spell their name identically to how it is spelt on SIMS. This ensures that if you do need to use the 'Hide Names' feature in the future, their name will be detected and blanked out. If the student is not linked in to the incident, use their initials as they will not automatically be picked up by the 'Hide Names' feature.*

- 3) After you have filled in all of the details of the incident you need to select at least one category to assign it to (if there is an overlap you can select more than one). These are personalised for Denefield.
- 4) You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all students selected. You can also click to monitor the linked student under the same category, if necessary, and also share any documents attached to the incident.
- 5) The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text. To do this click on the drop-down menu.
- 6) Following this you can select a time and date. These will both default to the current time and date you are adding the incident, however if you wish to change it to when the incident actually occurred you can do so here.
- 7) Next, you can choose which members of staff you wish to alert. Begin typing a first or surname (NOT staff 3 letter codes) and CPOMS will filter through all CPOMS registered staff members. **Please alert the relevant Head of House and Welfare Manager as a minimum.** Serious or time-sensitive concerns must be discussed with the DSL or a deputy DSL face to face or by phone as a priority.
- 8) If you would like to attach a document to support the incident e.g., a social services letter, statement, or meeting minutes, you can do so at this point. Simply click to browse and find the relevant document on your pc and add as you would an email attachment, or drag a file from one of your folders to upload.
- 9) Next, you can add any agency names to the incident to make others aware of which agencies are involved with the student. Do not worry if you do not know these. The safeguarding team can add these later.
- 10) Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.

All these instructions and further information to help can be found at www.cpoms.co.uk/restrictedsystemaccess. Make sure you look at the 'Non-key User' instructions on the menu on the left-hand side. Alternatively, speak to or email Anna Williams for help.

Appendix 7 - Child-on-child abuse

POLICY FOCUS	OUR BEHAVIOUR & DISCIPLINE POLICY SAYS	THIS MEANS	RATIONALE
Sexist comments in school	Students will not verbally or physically abuse another member of the school community based on a protected characteristic, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation;	<p>We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.</p> <p>Sexist comments are those which discriminate based on sex, particularly against women.</p> <p>Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.</p> <p>All staff and students are encouraged to call out and/or report this behaviour. If students make these comments, we will:</p> <ul style="list-style-type: none"> • Ask them to apologise to anyone the comment was directed at • Support and educate them to improve their behaviour • Monitor their behaviour for any recurrence • Escalate the sanction if the student refuses to apologise in the first instance. 	<p>This clarifies and demonstrates Denefield's zero-tolerance approach by making the following things clearer:</p> <ul style="list-style-type: none"> • What the unacceptable behaviour involves • What we want the culture in our school to be • How we will respond to this behaviour • How we will support the victim(s) and alleged perpetrator(s) <p>Our Success for Life curriculum will cover what healthy and respectful behaviour towards one another looks like.</p>
Sexual harassment	Students will not bully, harass or otherwise victimise a member of the community, whether verbally, physically or online.	<p>All members of our school community have a right be free from sexual harassment or victimisation.</p> <p>Examples of sexual harassment are sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.</p>	

POLICY FOCUS	OUR BEHAVIOUR & DISCIPLINE POLICY SAYS	THIS MEANS	RATIONALE
		<p>Staff and students should immediately call out this behaviour and report it. In response to this behaviour, we will:</p> <ul style="list-style-type: none"> • ask the student(s) to apologise to the victim • Support and educate them to improve their behaviour • Log the behaviour on CPOMS and inform parents / carers • Monitor their behaviour for any recurrence • Further sanctions may be given and these will be proportionate, considered, supportive and decided on a case-by-case basis <p>Sanctions may be, proportionate to the incident:</p> <ul style="list-style-type: none"> • A verbal warning • A letter or phone call to parents • Detention • Community service • A period of internal exclusion (length dependent on incident) • Fixed-term suspension (length dependent on incident) or permanent exclusion. 	
Child on child abuse	Students will not pose a threat to any other members of the school community or take any action that may lead to another student, member of	<p>Child on child (peer on peer) abuse is most likely to include, but may not be limited to:</p> <ul style="list-style-type: none"> • bullying (including cyberbullying, prejudice-based and discriminatory bullying); • abuse in intimate personal relationships between peers; 	

POLICY FOCUS	OUR BEHAVIOUR & DISCIPLINE POLICY SAYS	THIS MEANS	RATIONALE
	<p>staff or passer-by being put at risk of harm;</p> <p>- Act in a dangerous manner or put their or other people's safety in jeopardy; - Pose a threat to any other members of the school community</p> <p>- Swear at, towards or in the presence of another member of the community;</p> <p>- Verbally or physically abuse another member of the community;</p> <p>- Verbally or physically abuse another member of the school community based on a protected characteristic, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation; - Bully, harass or otherwise victimise a member of the community, whether verbally, physically, or online;</p>	<ul style="list-style-type: none"> physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); <p>When incidents of this type are reported or discovered, we will:</p> <ul style="list-style-type: none"> Confiscate the student's phone for collection by a parent / carer if applicable Support and educate the young person to improve their behaviour Log the behaviour on CPOMS and inform parents / carers Inform the police, or encourage the parents / carer or student to report the incident to the police, decided on a case-by-case basis Supervise the student(s) while they delete any image(s) or message(s) from their phone, unless requested for police evidence, and block and report offensive content, as applicable Monitor behaviour for any recurrence Further sanctions may be given and these will be proportionate, considered, supportive and decided on a case-by-case basis 	

POLICY FOCUS	OUR BEHAVIOUR & DISCIPLINE POLICY SAYS	THIS MEANS	RATIONALE
		<p>Sanctions may be, proportionate to the incident:</p> <ul style="list-style-type: none"> • A verbal warning • A letter or phone call to parents • Detention • Community service • A period of internal suspension (length dependent on incident) <p>Fixed-term suspension (length dependent on incident) or permanent exclusion</p>	
Sexting and upskirting	Students will not pose a threat to any other members of the school community or take any action that may lead to another student, member of staff or passer-by being put at risk of harm; engage in sexual behaviour or sexual assault, including upskirting, and that could cause humiliation, pain, fear, or intimidation	<p>Sexting is defined as consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as youth produced sexual imagery).</p> <p>Upskirting typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offense.</p> <p>Our response to incidents of this nature are the same as for other forms of child on child abuse (see the row above). The police will be contacted for incidents of youth produced sexual imagery or upskirting.</p>	

Appendix 8 – Children missing in education and children absent from education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Schools and colleges put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alerted to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Children missing in education

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools and colleges put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alerted to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all students are boarders, an attendance register. All students must be placed on both registers.

All schools must inform their local authority of any student who is going to be removed from the admission register where the student:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g., home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor
- his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- has been permanently excluded.

The local authority must be notified when a school is to remove a student from its register for any of the six grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the student's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Persistent absence / children absent from education

The school will inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

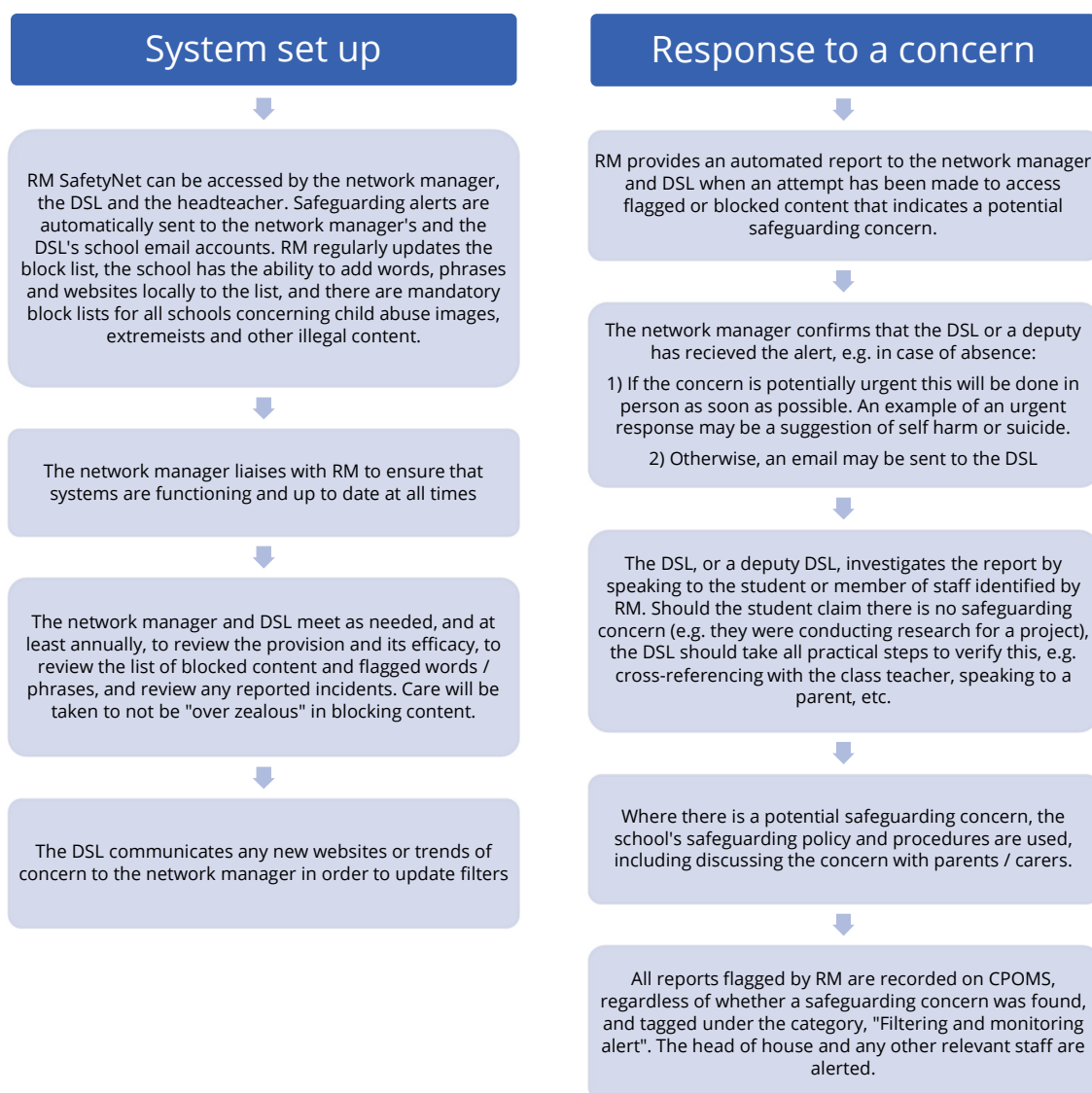
Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school response to persistently absent students and children missing education supports identifying such abuse, and in the case of absent students, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a child who is looked after), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- guidance on school attendance [Working together to improve school attendance](#) including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children Missing Education](#).
- general information and advice for schools and colleges can be found in the Government's [Missing Children and Adults Strategy](#)

Appendix 9 - Filtering and monitoring

Denefield uses RM SafetyNet to maintain our IT filtering and monitoring system. This filters and monitors for attempted searches and access to inappropriate and harmful content on topics such as pornography, extremism, suicide and self-harm. Websites containing content of this kind is blocked, as are all social media platforms. The system is dynamic and is frequently updated. All PCs and laptops using our school network are covered by this system, as are any devices using the network wirelessly. In order to minimise risk from students' own devices, we do not allow mobile phones to be used on the school site. Use of any other device belonging to a student would be exceptional, for educational use only, and by special arrangement.

The DSL has lead responsibility for understanding the filtering and monitoring systems and processes in place, with the network manager ensuring that the system is functioning and effective.



Appendix 10 - Non-examined assessments: safeguarding students

All teachers who deliver courses with elements of non-examined assessments (NEA) should have due consideration for the content of the project from a safeguarding perspective. Students should be protected from content that may be inappropriate for their age, their experience, or which may negatively impact their emotional wellbeing. Some NEA projects may require questionnaire and information collecting. Care should be taken to ensure that questions are suitable for the audience.

Students must be reminded how to access welfare and safeguarding support.

Choice of project

Students undertaking an EPQ or any type of NEA at Denefield will need to outline, in full, the nature of the topics they intent to undertake for their qualification. Project plans will be flagged for further exploration if they fall into the following categories:

- Topics that may not be appropriate for the students' or their subjects' age
- Topics that could be highly sensitive in nature: mental health, sex, sexuality, identity or physical health issues
- Topics that could be a trigger to the development of mental health issues
- Topics that could be considered criminal in nature, for example, knives, guns or drugs
- Topics that could refer to extremism or terrorism
- Topics where investigations may reveal disability or identity of subjects, for example an investigation of educational disability
- Topics that could potentially breach GDPR rules
- Topics that are linked to individuals with protected characteristics

Students will be prevented from pursuing a project that may put themselves at risk or in criminal situations. This may include:

- Interviewing or corresponding with serving criminals
- Visiting interview subjects without telling anyone where they are going
- Researching online topics such as terrorism, risking being contacted by terrorists, radicalised or committing a criminal offence
- Using the dark web during research and exposing themselves to illegal, dangerous or traumatic material
- Choice of topic which is deeply personal to the student and of an unresolved nature, e.g. bereavement or abuse

- Choice of topic with no personal experience, but which is emotive or traumatic, without being equipped to cope with researching and learning about it independently
- Engaging in social experiments that put themselves at risk of criminalisation, e.g. manufacturing drugs or weapons, photographing a student under the age of 18, posing as someone they are not.

Students may not carry out research that probe young people on sensitive topics without the knowledge and skills to keep that young person safe or without the knowledge of parents or carers. This may include questionnaires about self-harm, eating disorders or abuse, or may introduce social media or website images relating to, for example, self-harm as part of the research.

Students who are in the process of completing an NEA should be screened for any vulnerabilities, SEND or any other mental health condition that could be impacted by completing their chosen topic.

Process for ensuring student projects are approved and supported

Students undertaking an EPQ or any type of NEA at Denefield will outline, in full, the nature of the topics they intend to undertake for their qualification. The following process will then be followed:

1. The supervisor will collate initial project plans and discuss them with the DSL. They will be revisited at least once more during the project to ensure that any changes are appropriate and approved. The supervisor has responsibility for ensuring this is discussed with the DSL
2. The DSL will cross-reference sensitive topics with the students' safeguarding record and flag any potential concerns for the students' wellbeing or safety
3. The supervisor will ensure that methodologies are clearly planned and appropriately carried out using the information in this guidance
4. The supervisor will guide students through ethical considerations and must be satisfied that the student understands the importance of these
5. Where a potentially sensitive topic is approved, the supervisor will seek support and advice from the DSL throughout the project, as needed
6. Any safeguarding concerns about an individual student will be raised with the DSL in line with school policy.