

Denefield School

Safeguarding and Child Protection Policy

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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 and understand that safeguarding is everyone’s responsibility. 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](#), 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 2025](#), we define safeguarding as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online



- preventing the impairment of children’s mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- 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 looked after children	aws@denefield.org.uk
Mrs Kelly Cook Mrs Tam Hill Mrs Lindsay Holley Mrs Jo Levey Mr Edwin Towill Mr Michael Peacock Mrs Nicky Wilcox	Deputy DSLs	kck@denefield.org.uk thl@denefield.org.uk hol@denefield.org.uk jly@denefield.org.uk headteacher@denefield.org.uk mpk@denefield.org.uk wlx@denefield.org.uk
Mrs Helen Blake	Safeguarding trustee	safeguardingtrustee@denefield.org.uk
Mrs Deborah Netton	Senior Mental Health Lead	dnn@denefield.org.uk
Mr Chris Burrows	SEND Coordinator	cbs@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@reading.co.uk Report concerns about a child - Reading Borough Council

<p>West Berkshire</p> <p>Contact, Advice & Assessment Service (CAAS)</p>	<p>Duty social worker</p>	<p>Council Offices Market Street NEWBURY RG14 5LD</p>	<p>Professionals, parents, carers, and members of the public: 01635 503090</p> <p>Emergency duty team (outside of office hours): 01344 351999</p>	<p>child@westberks.gov.uk</p>
<p>Prevent Officer Thames Valley Police</p>	<p>Prevent officer</p>		<p>National police Prevent advice line: 0800 0113764</p> <p>Local enquiries and advice (West Berkshire): 01635 503090</p>	<p>Referral form: Prevent national referral form</p> <p>Send referrals to: preventreferralswestberkshire@thamesvalley.pnn.police.uk</p> <p>To report online material: Report online material promoting terrorism or extremism - GOV.UK (www.gov.uk)</p>
<p>Acting Building Communities Together Team Manager and PREVENT Lead, West Berkshire Council</p>	<p>Alex O'Connor</p>	<p>CEO & Support West Berkshire Council 20 Mill Lane Newbury RG14 5QU</p>	<p>01635 551111</p>	<p>westberksbct@westberks.gov.uk</p>
<p>Principal Education Welfare and Safeguarding</p>	<p>Melissa Perry</p>	<p>Council Offices Market Street Newbury</p>	<p>01635 519797</p>	<p>EWSS@westberks.gov.uk</p>

Officer, and PREVENT Link for Education		RG14 5LD		sue.arnold@westberks.gov.uk (parents and carers)
Education Safeguarding Officer	Baljit Bhabra	Council Offices Market Street Newbury RG14 5LD	01635 503156	EWSS@westberks.gov.uk 01635 519797
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	EWSS@westberks.gov.uk 01635 519797
Exclusions and Reintegration Officer	Roslyn Arthur	Council Offices Market Street NEWBURY RG14 5LD	01635 503409	roslyn.arthur@westberks.gov.uk 01635 503409

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: [Early Response Hub referral - West Berkshire Council](#) or OneReading@reading.gov.uk
- 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 around half 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):

- The DSL will take lead responsibility for safeguarding with the support of the Deputy DSLs.
- Ensure each member of staff has access to, and understands, the school's safeguarding and child protection policy and procedures.
- Be available in 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. Update training every two years covering the content outlined in KCSIE and ensure any Deputy DSLs also renew this training.
- Update own knowledge and skills at least annually.
- 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 2025](#), and review this guidance at least annually.
- Engage with safeguarding training, including training at induction, which equips the governing body with the skills to provide strategic challenge in relation to safeguarding.
- Be aware of the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) that places duties on organisations and individuals to process personal information fairly and lawfully and to keep information they hold safe and secure. In addition, adhere to the [ICO guidance](#), which includes information about the obligations and how to comply with these.
- Review the filtering and monitoring system and processes to ensure compliance with [Keeping children safe in education 2025](#).

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.
- Read and understand part 1 and Annex B of [Keeping children safe in education 2025](#), and review this guidance at least annually
- Attend and engage with induction training, including reading and understanding our:
 - Safeguarding and 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 responses to children 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 (see table of contacts on pages 4-5)

- 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 DSL or a deputy DSL, 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 2025](#). For example students who may: have SEND, a mental health need, a young carer, show signs of being drawn into anti-social or criminal behaviour, be at risk of multiple suspensions or permanent exclusion, go missing from home or education, be at risk of radicalisation or sexual / criminal exploitation, have a parent in custody, have challenging family circumstances such as drug and alcohol misuse or domestic abuse, be at risk of so-called 'honour'-based abuse such as FGM or forced marriage, or be a privately fostered child. See section 9 of this policy for further information.
- 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
- Contribute to the development of safeguarding arrangements as necessary

- 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. Online harms can include exposure to misinformation, disinformation and conspiracy theories, which may contribute to safeguarding risks such as radicalisation, exploitation or emotional harm. 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 mobiles 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

We use the DfE's ['Plan technology for your school'](#) service to assess our filtering and monitoring arrangements and to inform our personalised approach to meeting the standards.

Denefield uses RM SafetyNet to maintain our IT filtering and monitoring system. This platform 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 and / or the safeguarding team and network manager are alerted via email. Social media platforms are blocked across the network. 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.

We also refer to the [DfE’s guidance on the use of generative AI in education \(2025\)](#) to support our approach to online safety, digital literacy and filtering/monitoring practices in this emerging field.

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 the headteacher’s PA (headteacher@denefield.org.uk) or Chair of Trustees via Emma Hayton (Clerk) (GovPro@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 Education (CME) may be an indicator of abuse or neglect. All staff should be aware that children being absent from school, 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 welfare team tracks 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 in line with local procedures and statutory guidance such as [Children Missing Education \(DfE, 2024\)](#). 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 student leaves the school, we will record the name of the new school and their expected start date.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived to be lesbian, gay, or bisexual can be just as vulnerable.

As a school, we recognise the importance of supporting students who may be questioning their gender identity. We take a cautious approach that considers the individual needs of each child, working in partnership with parents (other than in exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child). We also consider any available clinical advice and seek to



address wider vulnerabilities. We endeavour to reduce the additional barriers faced by students in this group and to create a culture where all students feel able to speak out and share their concerns with members of staff.

The DfE is expected to publish revised guidance on gender questioning children during autumn 2025. Once this guidance is published, we will review and reflect any relevant updates in this policy.

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 act 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). Our SEND policy can be read [here](#) for further information.

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, including where a decision to refer, or not, to external agencies has been made.

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.

The school is also part of Operation Encompass, a national initiative that ensures the police share information with the DSL about any domestic abuse incidents where a child has been present. This allows the DSL to provide timely support to the child by the start of the next school day where needed.

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. Alternative provision

When placing students in Alternative Provision (AP), we remain responsible for their safety and wellbeing. We undertake robust quality assurance to ensure that the AP provider has appropriate safeguarding arrangements in place. We maintain ongoing contact with the provider, monitor attendance, and remain alert to any emerging concerns. These responsibilities apply regardless of the number of hours a student attends the AP setting. See appendix 9 for the processes for setting up and quality assuring provisions.

12. 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 an orange visitor lanyard have not provided DBS documentation and must be accompanied by a member of staff around the site at all times.

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.

13. 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) and our Anti-Bullying Policy. 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

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.

The Department for Education (DfE) is expected to publish revised statutory guidance on Relationships, Sex and Health Education (RSHE) during the summer of 2025. If this is published, we will review the guidance and update our policies accordingly.

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 the guidance found here: [Sharing nudes and semi-nudes: how to respond to an incident \(updated March 2024\)](#)

Some children and young people may feel worried about their own or someone else's sexual thoughts or behaviours. In such cases, students can access confidential advice and support through the [Lucy Faithfull Foundation's Shore Space](#) service.

13. Linked policies (see [Denefield School - Policies](#)):

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
SEND policy
Safer recruitment policy
Whistleblowing policy

Appendix 1: Types of abuse and safeguarding concerns

[Keeping children safe in education 2024](#) 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 2024:

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. All staff are expected to complete the Home Office Prevent Awareness online course, with DSLs also completing the accompanying Referrals course. 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. Should the DSL, deputy or Headteacher believe a Prevent referral they will contact children's services and complete the necessary online form, included in the contact table above.

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.

As part of managing the risk of radicalisation, we have clear protocols for ensuring that any visiting speakers, whether invited by staff or by children themselves, are suitable and appropriately supervised. In England, the Prevent duty complements schools' other responsibilities for ensuring that speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our protocols include discussing and sharing content with any providers before an event, accompanying visitors and / or expecting



suitable DBS checks to be provided and, where possible, seeking references and independent reviews.

*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 2024 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 using the [gov.uk](https://www.gov.uk) website 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. This check is completed using the guidance on [gov.uk](https://www.gov.uk)
- 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.

Where we place a student with an Alternative Provision (AP) provider, we retain responsibility for the safeguarding of that student. As part of our due diligence, we



require written confirmation from the AP provider that appropriate safeguarding checks have been completed on all individuals working at the AP setting, consistent with those we would undertake for our own staff. We apply the same expectations to AP providers as we do to any external provider engaging with our students.

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 [Policy for Dealing with Allegations of Abuse Against Staff](#) 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 Chair of Trustees or 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 steps as detailed in the [Policy for Dealing with Allegations of Abuse Against Staff](#).

Low-level concerns about staff

In line with Section Two of Part Four of Keeping children safe in education 2025, 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 who will make a decision with respect to any outcomes.

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.

All low-level concerns will be recorded in writing. Each record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual who raised the concern should be noticed, but if that individual wishes to remain anonymous, that will be respected to the extent it is reasonably possible to do so.

Records will be kept confidential, held securely, and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation.

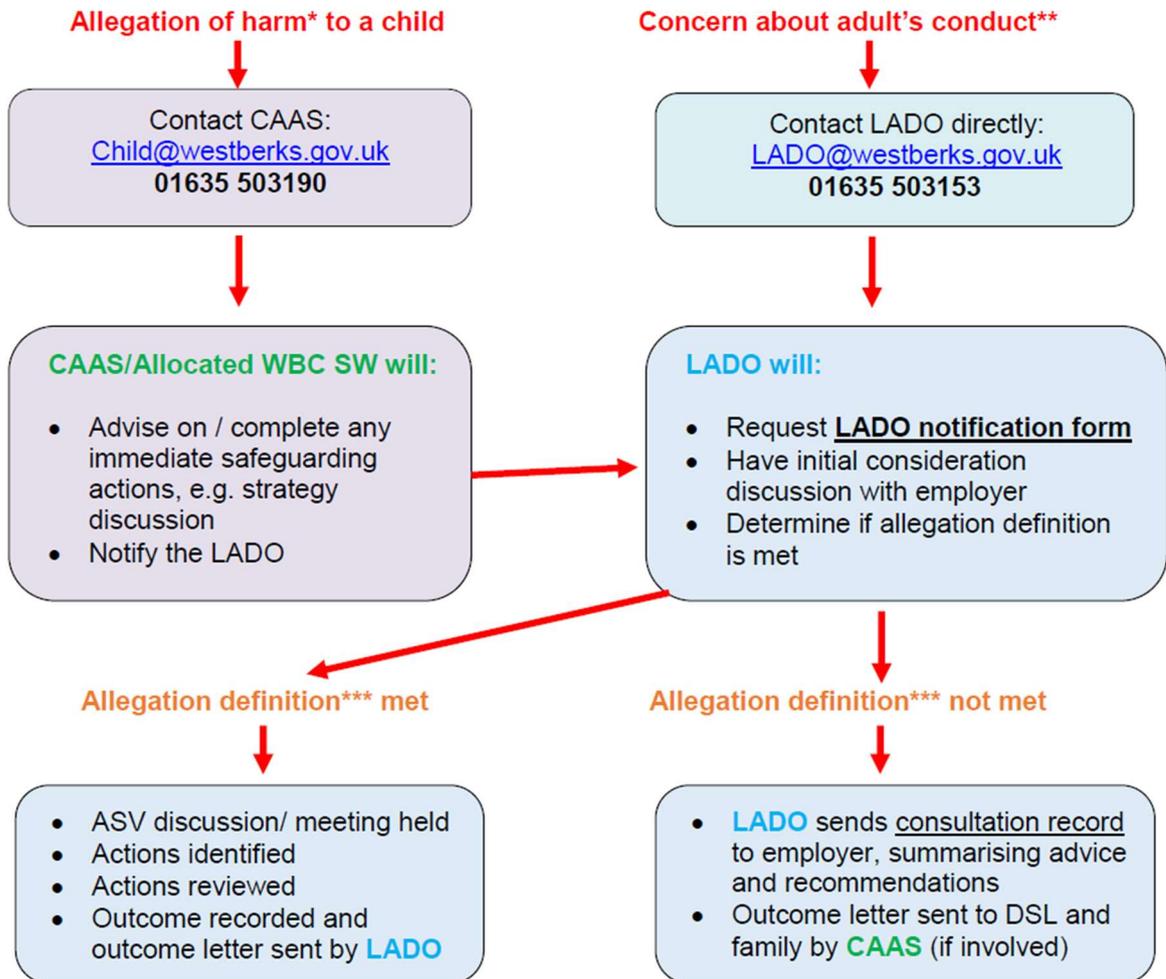
Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or by referring to the LADO, where a pattern of behaviour moves from a low level concern to meeting the harm threshold. We will also consider whether there are wider cultural issues existing the school that may have enabled the behaviour to occur. If this is found to be the case or a contributory factor, we may review our policies and deliver extra training where we consider this will minimise the events happening again.

For further information concerning allegations about staff, refer to the [Policy for Dealing with Allegations of Abuse Against Staff](#).

Appendix 4 – LADO referral process



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

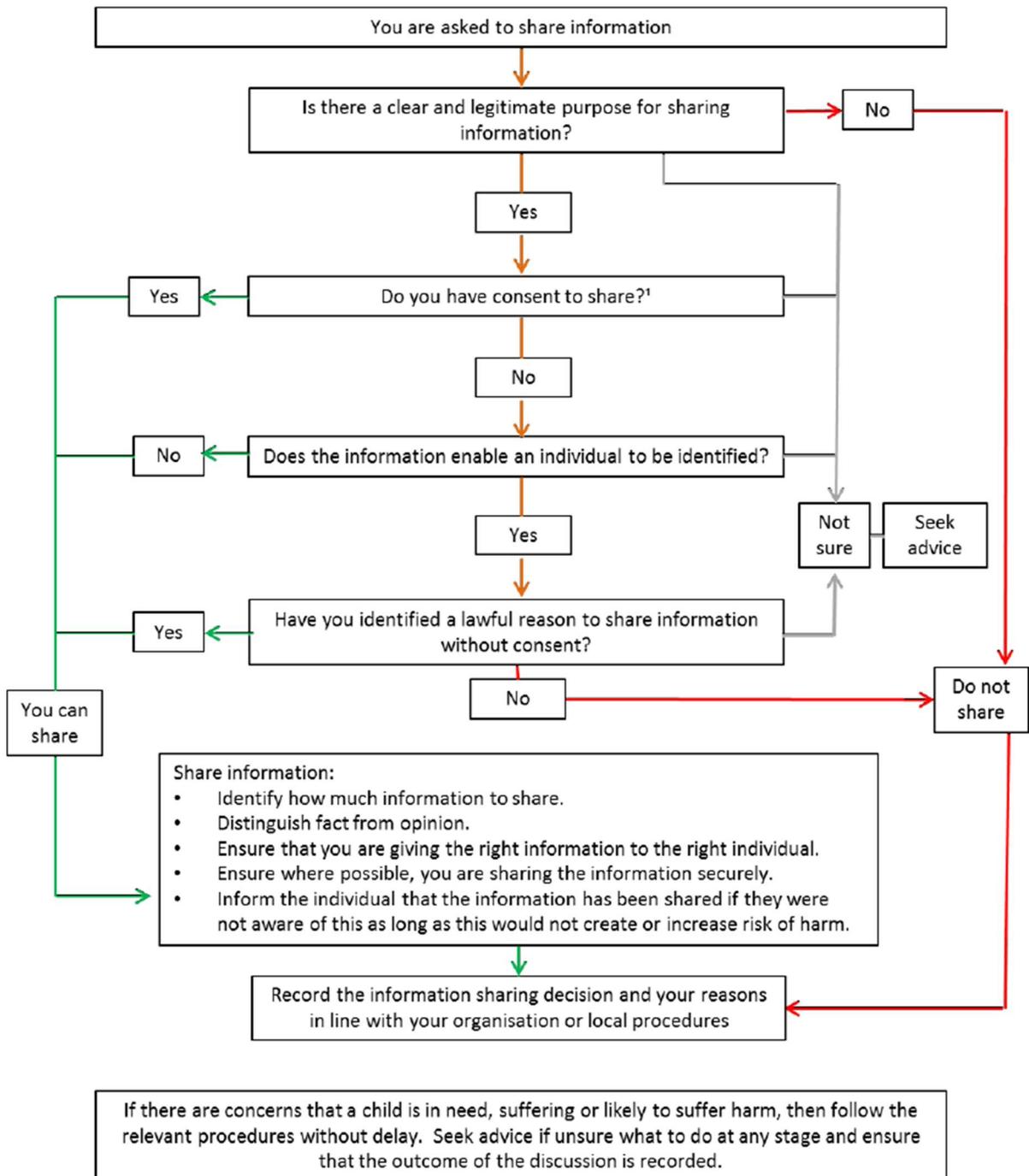


Out of hours allegations/concerns:

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 - Child-on-child abuse

Policy focus	Our behaviour and discipline 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,	All members of our school community have a right be free from sexual harassment or victimisation.	

Policy focus	Our behaviour and discipline says	This means	Rationale
	<p>whether verbally, physically or online.</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> <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. 	

Policy focus	Our behaviour and discipline says	This means	Rationale
Child on child abuse	<p>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;</p> <ul style="list-style-type: none"> - 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 - Swear at, towards or in the presence of another member of the community; - Verbally or physically abuse another member of the community; - 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, 	<p>Child on child 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; • 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 	

Policy focus	Our behaviour and discipline says	This means	Rationale
	<p>race, religion or belief, sex, or sexual orientation; - Bully, harass or otherwise victimise a member of the community, whether verbally, physically, or online;</p>	<p>evidence, and block and report offensive content, as applicable</p> <ul style="list-style-type: none"> • 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 <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	<p>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</p>	<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</p>	

Policy focus	Our behaviour and discipline says	This means	Rationale
	<p>risk of harm; engage in sexual behaviour or sexual assault, including upskirting, and that could cause humiliation, pain, fear, or intimidation</p>	<p>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 7 – Children missing 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:

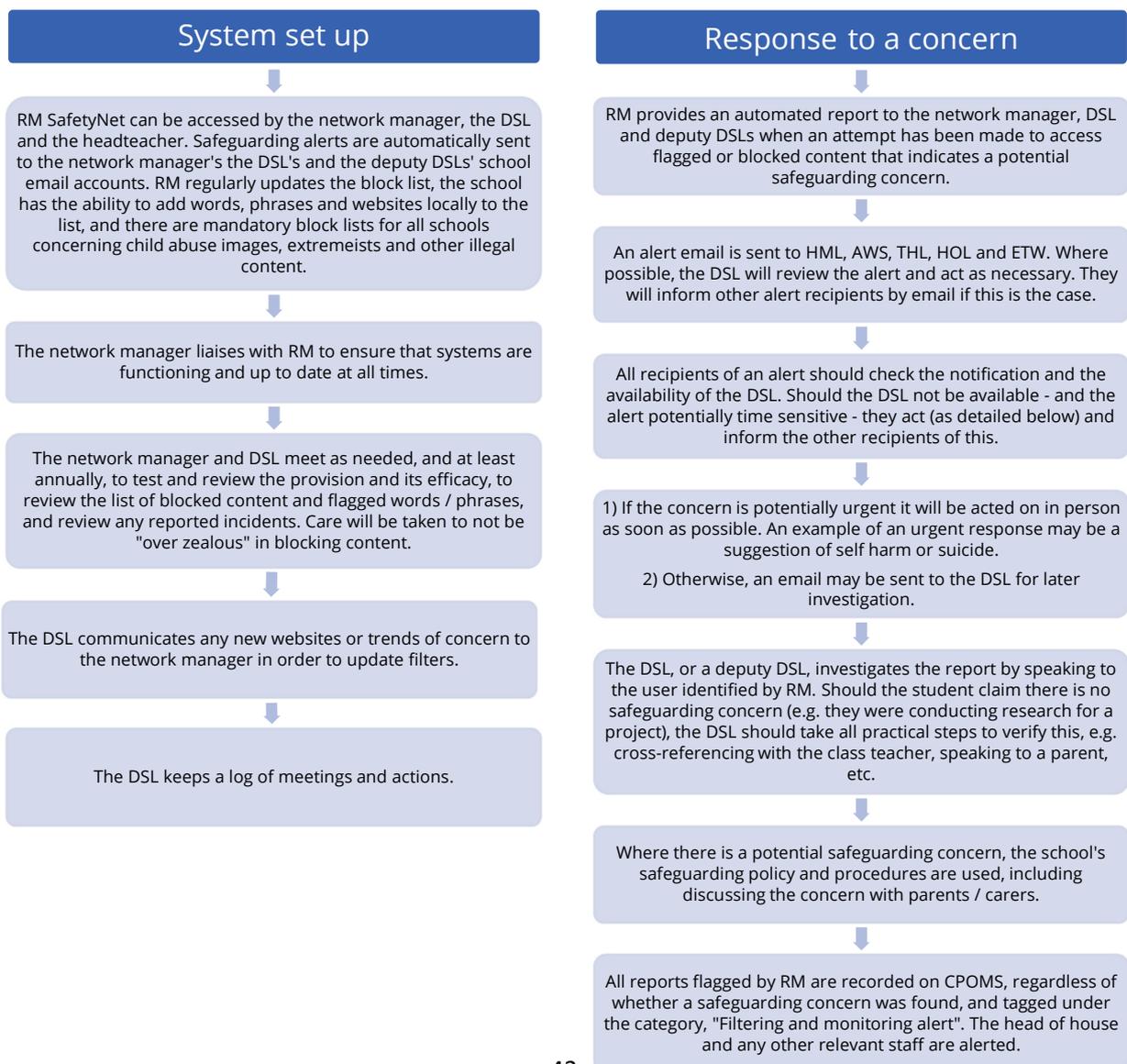
- guidance on school attendance [Working together to improve school attendance](#) including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- information regarding schools' duties regarding children missing education, 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 8 - Filtering and monitoring

Denefield uses RM SafetyNet to maintain our IT filtering and monitoring system. This platform filters and monitors for attempted searches and access to inappropriate and harmful content. 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 9 – Alternative Provision

Standard operating procedure for staff

Alternative provision arrangements are primarily led by the house team, in agreement with the linked member of SLT.

1. Meet with the linked member of SLT (HOL) to agree appropriate provision and potential start time and length of time. Agree funding.
2. Obtain a letter of assurance as a first priority, using the Denefield template for the provider's reference (LPY)
3. Start the *alternative provision setting up* form if it's the first time we have used this provision for at least a year.
4. Request the provider's safeguarding policy, service level agreement and other necessary assurances such as risk assessments from the provider (LPY).
5. Arrange a pre-visit to the provider if it has not been used before, logged on the visit and informing KEE of the visit (LPY)
6. Agree with the provider how they will communicate any concerns, including informing the school if a student does not attend in a timely manner and any sharing of safeguarding concerns. This is prompted on the setting up form.
7. Prepare for parent meeting by completing details on the contract.
8. Meeting with parent and student to agree alternative provision arrangements and sign the contract. This must be signed by a member of SLT.
9. Upload the contract and other relevant paperwork to Provision Map (LPY)
10. Raise purchase order on Access, referring to the finance office if necessary, to indicate the funding allocation.
11. Every two weeks, review the provision. This can be either a phone call or a meeting. Discuss placements that are causing concern with the linked member of SLT. Upload records of visits on Provision Map.
12. Arrange to visit the student every term if in a long-term placement. If the placement is short term (e.g. less than a short term), arrange to visit once. Complete the *Alternative Provision Visit* form. This should be uploaded to Provision Map.