

Brandles School



S. Barr

Sandra Barr

Chair of Governors Signature

APPROVED DATE

September 2021

Paul Smith

Headteachers Signature

Review Date

September 2022

**CHILD PROTECTION
POLICY**

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INTRODUCTION

The purpose of the Child Protection Policy is to inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Brandles School follows the procedures established by the Hertfordshire Safeguarding Children Board; a guide to procedure and practice for all professional staff in Hertfordshire who work with children and their families. www.hertssafeguarding.org.uk

All school staff have daily contact with children and are therefore particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop.

They should be aware of the important role the school has in early recognition of the signs and symptoms of abuse or neglect and the appropriate referral process.

All school staff will receive safeguarding children training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. This training is refreshed every two years which is well within the three year guideline. All staff will be consulted during the annual review of this policy and be made aware of any changes regarding their roles and responsibilities.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the:

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- the behaviour policy.
- the aggressive visitors' policy.
- anti-bullying policy
- body camera policy.
- attendance policy.
- briefing policy.
- car policy.
- CLA policy.
- E-Safety policy.
- Fixed terms exclusion policy.

- GDPR policy.
- Health and safety policy.
- Home visits policy.
- Keeping children safe in education 2018.
- Minibus policy.
- Personal belongings policy.
- Pupil discipline policy.
- Reintegration policy.
- Restrictive physical intervention policy.
- Safer recruitment policy.
- Supporting pupils in school with medical needs policy.
- Teaching and learning policy.
- Whole school food policy.
- Work related learning policy.
- Medication policy.
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

At **Brandles School**, we understand the responsibility to educate our pupils on eSafety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

A copy of a pamphlet entitled; Safeguarding and Safety Information for Visitors, is available in our reception area for all visitors to read. (See appendix 1a)

SCHOOL VISION

School Vision, Values & Purpose

Our vision and approach to the leadership and management of our pupils is underpinned by a philosophy that is guided by our pupils, parents, and staff. It is challenged and supported

by our governing body. We also ensure that we are compliant with the various groups that we work with (For example, Hertfordshire County Council and Ofsted). Therefore:

OUR PUPILS WILL:

- Be encouraged in a variety of ways to engage in all activities to promote their progress, improve their behaviour, and make the necessary changes to engage in their own education. They will achieve!
- Experience consistent boundaries and expectation with staff trained in Hertfordshire Steps. We expect them to make changes!
- Value themselves and others and be able to set themselves realistic goals, and targets. We believe that our pupils can improve and we aim to help them believe this as well!
- Develop a sense of pride in themselves, their work and being part of 'Team Brandles.' They know that we enjoy working with them and hope they enjoy working with us!
- Go onto become life-long learners!
- **Become more resilient as young people, moving forwards to further/higher education.**
- Have their work and achievements praised and rewarded in a variety of ways to help develop their own self-esteem, alongside their social and emotional development
- Experience success! They will achieve, believe, expect and enjoy!

OUR STAFF:

- Are encouraging, empathetic, well trained and love working with our pupils
- Will go the 'extra mile' to help pupils make the changes they need to make
- Appreciate that they are preparing pupils for jobs that don't even exist right now!
- Promote the values of respect, responsibility, honesty, hard work, equality and appreciation of differences
- Provide pupils with the opportunity to express themselves in a safe, productive and reassuring manner
- Will promote educational development in the widest sense including intellect, creativity, and physical development
- Promote the role of the family-whatever shape or form that may take
- Provide a well-resourced, safe and welcoming environment for everybody
- Use Hertfordshire Steps as a behaviour management process to enable our pupils to become able to self-regulate more often and with independence
- Enable and encourage a love of learning for fun!
- Model the behaviour that we expect from pupils so that they can undertake the future roles that they would like and make a meaningful contribution to their communities and society
- Liaise with parents, and other professionals to promote the very best outcomes for all of our pupils

OUR VALUES:

Our school ethos encourages a range of values, to support our vision and purpose. This applies to all pupils and includes:

Honesty Equality Resilience Empathy Determination Democratic Processes

Being responsible Respect for others Tolerance Respect for the law

Such values are seen in our day to day interactions such as assemblies, class discussions, play etc.

Brandles School will help our pupils believe, achieve, expect and enjoy! We succeed where others schools cannot and for that reason, our school is a special place to learn and develop.

Despite its deletion, the school remains committed to the Principles and Aims of 'Every Child Matters' and endeavours to achieve this through the following:

ACHIEVE, BELIEVE, EXPECT & ENJOY

ACHIEVE all you can by listening, looking and learning

BELIEVE in yourself, believe in others and be part of a positive team

EXPECT to learn, expect to grow and develop in all areas of your education

ENJOY every lesson, every day and enjoy your time at Larwood!

We aim for every child to experience an outstanding education whilst at Brandles School ensuring that they make progress in every area of their development. We will achieve this by:

- Providing a safe and secure environment which allows children to relax, have fun and enjoy themselves. All members of The Brandles School community are valued. We ensure that pupils are rewarded for getting things right and we apply consequences when they don't.
- By providing a dynamic and flexible curriculum with emphasis on Literacy, numeracy and creativity. Ensuring that every child has a strong and respectful relationship with the adults that work with them
- By challenging children to succeed in all areas of school life, ensuring that pupils understand that we all make mistakes and that success comes in many forms. This may include improved behaviour, subject progression, and could be related to relationships and trust. All staff will ensure that Hertfordshire Steps is consistently used to engage, modify and aid pupils on their journey of improved progress.
- By working with other parties to ensure we get the very best out of our children. This includes parents, other professionals such as the Educational Psychologist, Attendance Officer, School Nurse, SEN Officers and Speech and Language specialists **etc.**
- We model the fact that we never stop learning and engender a love of learning for all, as this is vital for our children and us in the ever changing society that we live in.

This policy will be reviewed annually by the governing body. It will be implemented through the school’s induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Senior Lead and through staff performance measures.

STATUTORY FRAMEWORK:

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act (1989)
- The Children Act (2004)
- Education Act (2002) (section 175/157)

Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.

- Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (electronic)
- Keeping Children Safe in Education (DfE, September 2021)
- Keeping Children Safe in Education: Part One – information for all school and college staff (DfE September 2021) Appendix 1
- Working Together to Safeguard Children (DfE 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 of the Serious Crime Act 2015)
- See also Statutory Guidance on children who run away or go missing from home or care-January 2014

Brandles School is committed to adopting its principles and working in accordance with this new guidance. It requires all schools to follow the procedures for protecting children from abuse which are established by the Hertfordshire Safeguarding Children Board and in doing so ensure a child centred approach. The school is expected to do this in collaboration with other external agencies know to the child and family in order to gain a full picture of the child’s needs.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe a child has been abused or are at risk of abuse. These procedures should also cover circumstances in which a member of staff is accused of, or is suspected of abuse.

DEFINITIONS:

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

Sharing of nudes or semi nudes (also known as sexting) (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

Whether there is an immediate risk to pupil(s)

If a referral needs to be made to the police and/or children's social care

If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)

What further information is required to decide on the best response

Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

Whether immediate action should be taken to delete or remove images or videos from devices or online services

Any relevant facts about the pupils involved which would influence risk assessment

If there is a need to contact another school, college, setting or individual

Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

The incident involves an adult

There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

The imagery involves sexual acts and any pupil in the images or videos is under 13

The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and the safeguarding hub, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

A clinical commissioning group for an area within the LA

The chief officer of police for a police area in the LA area

EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

Have special educational needs (SEN) or disabilities (see section 9)-should we recognize that we have all pupils that fall into this group?

Have health conditions

Are young carers

May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

Have English as an additional language

Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

Are asylum seekers

Are at risk due to either their own or a family member's mental health needs

Are looked after or previously looked after (see section 11)

Keeping Children Safe in Education (2021) places the following responsibilities on all schools:

- All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.
- All staff will record on cpoms at the beginning of the year they have read this.
- Schools should be aware of and follow the procedures established by the Hertfordshire Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Mandatory Reporting Duty of Female Genital mutilation
- Anti-radicalisation and staff awareness and training of Prevent Strategy
- Schools should have procedures of which all staff are aware, for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse or is suspected of abuse.
- A Designated Senior Lead (DSL) should have responsibility for co-ordinating action within the school and liaising with other agencies.
- Staff with designated responsibility for Child Protection should receive appropriate training.
- Procedures should reflect a child centred approach

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

This should be achieved through training, PSHE, pastoral support, particular emphasis on SEND pupils and others who may be additionally vulnerable. Coordinated working and early help assessment by Schools with the GP, Social Care and other professionals. High quality support is to be expected by universal services as part of a support continuum.

These early help assessments, such as the use of the Common Assessment Framework (CAF) should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment

Staff should also be aware of and follow the 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (2011) and its advice on how to establish the safest possible learning environments which safeguard children and young people and reduce the risk of adults working with them being falsely accused of improper or unprofessional conduct.

THE DESIGNATED SENIOR LEAD (DSL):

The Designated Senior Lead for Brandles School is:

Natalie Wilsher – Deputy Headteacher

The Deputy Designated Senior Leads for Brandles School are:

Natalie Springham – Assistant Pastoral Lead

Paul Smith - Headteacher

It is the role of the DSL for Child Protection to:

- Manage Child Protection Contact, referrals and cases
- Refer all cases of suspected abuse or neglect to the Local Authority Children’s Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Head Teacher to inform him of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a child protection contact or referrals by liaising with relevant agencies
- Support staff who make child protection contact
- Share information with appropriate staff in relation to a child’s looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA’s social worker and the name of the virtual school Head Teacher in the authority that looks after the child.
- Ensure the school or college’s policies are known, understood and used appropriately.
- Work with the governing bodies or proprietors to ensure that the school’s or college’s child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding and child protection policy is available publicly and that parents are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that Child Protection Contacts about suspected abuse or neglect may be made. Ensure parents are aware of the role of the school or college in this.

- Link with Hertfordshire Safeguarding Children’s Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure that when children leave the school or college, they ensure the file for safeguarding and any child protection information is sent to any new school/college as soon as possible but transferred separately from the main pupil file. The file should not be sent until the child is physically attending the new school.
- obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information.)
- consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

The Designated Senior Lead should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. Ensure each member of staff has access to and understands the school’s or college’s safeguarding and child protection policy and procedures, especially new and part time staff
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation

6. Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
7. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
8. Be able to keep detailed, accurate, secure written records of concerns, child protection contacts and referrals
9. Obtain access to resources and attend any relevant or refresher training courses
10. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

RAISING AWARENESS

- The designated safeguarding person should ensure the school or college's policies are known, understood and used appropriately.
- Ensure the school or college's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that Child Protection Contacts about suspected abuse or neglect may be made and the role of the school or college in this.
- Where children leave the school or college, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines (see Record keeping Guidance on Hertfordshire Grid for Learning for further information.)
- work with the governing bodies or proprietors to ensure that the school's or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Link with Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Ensure that when children leave the school or college, they ensure the file for safeguarding and any child protection information is sent to any new school/college as soon as possible but transferred separately from the main pupil file. The file should not be sent until the child is physically attending the new school.
- consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

THE GOVERNING BODY (Trustee's)

The Governing Body must comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training at Brandles School are effective and comply with the law at all times.

The nominated governor for child protection is:

MRS SANDRA BARR

The Safeguarding governors are:

SANDRA BARR – CHAIR OF TRUSTEE'S

JACKY BAKER – VICE CHAIR OF TRUSTEE'S

In particular the Governing Body must ensure:

- Child protection policy and procedures are in place and used, together with a staff behaviour (Code of Conduct Policy)
- Ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2021) – Annex A Appendix 1 and are aware of specific safeguarding issues
- Safe recruitment procedures are in place and used.
- Appointment of a DSL who is a member of the school leadership team
- Relevant safeguarding children training for school staff/volunteers is attended at all times (Induction and ongoing training)
- Ensuring that all of the Designated Senior Leads (including deputies) should undergo formal child protection training every two years (in line with HSCP guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- Safe management of allegations
- **Ensuring** that children are taught about safeguarding in an age appropriate way
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation being made against the Head Teacher.

- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of **Keeping Children Safe in Education (DFE 2021)**- available at http://www.thegrid.org.uk/info/welfare/child_protection/policy/national.shtml
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and how the above duties have been discharged

SCHOOL PROCEDURES

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

If any member of staff is concerned about a child, he/she must inform the DSL as soon as possible.

If you have a mental health concern

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.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in RECORD KEEPING

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

The DSL will decide whether the concerns should be referred to Children, Schools and Families (CSF). If it is decided to make a Child Protection Contact to CSF, this will be done with prior discussion with the child's parents/carers unless to do so would place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns or who has been placed on the Child Protection Register and a written record will be kept.

If a pupil who is, or has been on the Child Protection Register changes school, the DSL will inform the Social Worker responsible for the case and transfer the appropriate records to the receiving school, in a secure manner, to a named person and separate from the child's academic file.

The Designated Senior Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary training will be arranged.

CHILDREN WHO MAY REQUIRE EARLY HELP

Families First is Hertfordshire's programme of early help services for families.

A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst and will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Lead any ongoing/escalating concerns so that consideration can be given to Child Protection Contact to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

If early help is appropriate, the designated safeguarding person (or deputy) will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

WHEN TO BE CONCERNED

- All staff are informed of the process for making child protection contact to local authority children's social care and for statutory assessments that may follow a contact or referral, including the role they might be expected to play

Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- completing a Families First Assessment or a Request for Support referral.
- a Child Protection Contact for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

All staff and volunteers should be aware that the main categories of abuse are (see [appendix 3](#) for details):

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Indicators of Female Genital Mutilation
- Identifying children at risk of radicalisation

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm:

- Has any injury which is not typical of the bumps and scrapes normally associated with children's injuries
- Regularly has unexplained injuries
- Frequently has injuries (even when apparently reasonable explanations are given)
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate for his/her age
- Discloses an experience in which he/she may have been significantly harmed
- Any other cause to believe that a child may be suffering harm.

All staff and volunteers working within Brandles School should be alert to the potential need for early help for children who are more vulnerable. For example:

- Children with a disability and/or specific additional needs
- Children with special educational needs
- Children who are acting as a young carer
- Children who are showing signs of engaging in anti-social or criminal behaviour
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse or neglect

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES:

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying – without showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

CHILDREN WITH A SOCIAL WORKER

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

The DSL has details of children's social workers and relevant virtual school heads

We have an appointed **designated teacher, Natalie Wilsher, Deputy Headteacher and appointed designated person, Natalie Springham, Deputy Pastoral Lead** who are responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teachers are appropriately trained and have the relevant qualifications and experience to perform the role.

As part of their role, the designated teachers will:

- Ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to as DSL and DDSL.**

Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

Peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

The following additional information should be read in conjunction with the section, 'Peer on peer Abuse'.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour policy).
- **Has an anti Bullying/Racism and Homophobia contract that all students adhere too.**

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned
- Whether the perpetrator has repeatedly tried to harm one or more other children
- Whether there are concerns about the intention of the alleged perpetrator

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ Sexual assaults, **sharing of nudes or semi nudes** (sexting), peer on peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

19 Legislation.gov.uk

20 It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#)

21 PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 22 It may include:
 - upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the Child Protection Contact process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Hertfordshire County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals assess and respond appropriately to sexualised behaviour. The tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Staff should also refer to Part five of Keeping Children Safe in Education (DfE2021) – ‘Child on child sexual violence and sexual harassment’:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Also refer to Schools Toolkit the characteristics of young peoples vulnerability to CSE and CCE on the HFGL.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

FEMALE GENITAL MUTILATION (FGM)

Brandles School is an all male school. Some families are vulnerable and have female siblings and female family members. It is therefore emphasised to staff to be vigilant and aware of possibilities for FGM to take place by listening to conversations and talking to the students and reporting any concerns.

FGM comprises 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.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. (see appendix 5 for indicators)

Section 5B of the Female Genital Mutilation Act 2003 (inserted by section 74 of the Serious Crime Act 2014) places a mandatory duty on teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under the age of 18.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

PREVENTING RADICALISATION

Protecting children from the risk of radicalisation is part of Brandles school's wider safeguarding duties and is viewed as similar in nature to protecting pupils from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

In line with managing other safeguarding risks staff should be alert to changes in a child's behaviour and use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately including where necessary making a referral to the Channel Programme.

The Prevent Duty – A duty under section 26 of the Counter Terrorism and Security Act 2015 is the duty of a number of professional bodies, including schools to prevent people from being drawn into terrorism. Paragraph 57 – 76 of the Prevent Guidance concerns specifically with schools and staff are expected to ensure they familiarise themselves with this material. As a school we will:

- Assess the risk of individual children being drawn into terrorism
- Ensure we follow local safeguarding arrangements in relation to policies and procedures of Local Safeguarding Children's Board
- Provide Prevent awareness training for all staff to assist with their ability to identify children at risk
- Ensure that we have rigorous online safety protocols ensuring pupils are safe from terrorist and extremist materials when accessing the internet
- Material to be delivered by visitors to school, who are working with pupils, have been appropriately checked to ensure extremist or radical views are not promoted to pupils
- School staff will refer any concerns to the DSL who will understand when it is appropriate to make a referral to the Channel programme.

E-SAFETY

The risks to our children through the misuse of information technology include:

- Inappropriate contact: from people who may wish to abuse, exploit or bully them
- Inappropriate conduct: because of their own and others' online behaviour, e.g. the personal information they make public on social networking site, cyberbullying
- Inappropriate content: being able to access or being sexually explicit, racist, violent, extremist or other harmful material, either through choice or in error
- Commercialism: being the targets of aggressive advertising and marketing messages
- Enabling viruses and spyware by careless or misinformed use of their or others computers, smartphones, tablets or games consoles

DEALING WITH A DISCLOSURE

If a child discloses that he/she has been abused in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child without making promises which it may not be possible to keep
- Not promise confidentiality. It may be necessary to refer to Children, Schools and Families.
- Reassure the child that what happened was not his/her fault.
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who needs to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Senior Lead without delay.

SUPPORT

Dealing with a disclosure from a child and safeguarding issues can be a stressful experience. Therefore the member of staff concerned should consider seeking support; this should be discussed in the first instance with the Designated Senior Lead.

If a member of staff receives a disclosure about potential harm caused by another member of staff, they should follow the procedures outlined in the Allegations Involving School Staff/Volunteers section of this policy.

CONFIDENTIALITY

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in the school.

- Both teaching and non-teaching staff in the school have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children’s Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the child in a manner appropriate to their age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to keep the child or other children safe. This may not ultimately be in the best interests of the child.
- Adults in school who receive information about children and their families in the course of their work must share that information only within appropriate professional contexts.

RECORD KEEPING

When a child makes a disclosure, the member of staff is required to:

- Make brief notes as soon as possible and on the same day following the disclosure, use CPOMS to record the incident.
- Be factual when recording the incident with no opinions. This might be used in court at a future date.
- Record the date, time place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram or use a body pro-forma to indicate the position of any bruising or other injury.
- Record statements and observations rather than interpretation or assumptions

All concerns of a possible Child Protection nature must be recorded on CPOMS and reported promptly to the DSL.

If in exceptional circumstances the DSL or DDSL's are not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000 or Hertfordshire Safeguarding Hub on 01438 737511. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

STORAGE

Records kept by the DSL should be kept separate from the pupil's files in a folder marked "Strictly Confidential". These must be secured in a lockable cabinet and should not be kept anywhere other than on the school premises. A marker should be entered on the pupil's file to indicate that the DSL has a separate confidential record.

The Designated Senior Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Senior Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary training will be arranged.

SCHOOL PROCEDURES

See [Appendix 2](#): What to do if you are worried a child is being abused : Flowchart

If any member of staff is concerned about a child he or she must inform the Designated Senior Lead. The Designated Senior Lead will decide whether the concerns should be raised to Children’s Services by completing a Child Protection Contact: Safeguarding and Specialist Services. If it is decided to make a Child Protection Contact to Children’s Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSLs role to make Child Protection Contact, any member of staff can make a Child Protection Contact to Children’s services and referrals to children’s services or police will not be delayed in the unlikely event that all DSLs are not on site/available at the time of disclosure. If a child is in imminent danger or is at risk of harm (eg concern that a family might have plans to carry out FGM), a Child Protection Contact should be made to Children’s Services and/or the Police immediately. Where Child Protection Contact are not made by the DSL, the DSL should be informed as soon as possible.

Hertfordshire Children’s Services (Including out of hours) 0300 123 443

COMMUNICATION WITH PARENTS

Brandles School will ensure the Child Protection Policy is available publicly either via the school or college website or by other means.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

(The school may also consider not informing parent(s) where it would place a member of staff at risk).

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT SAFEGUARDING PRACTICES WITHIN THE SCHOOL

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher, this should be referred to the Chair of Governors.

If the concerns are about the Head Teacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

NAME:

MRS SANDRA BARR

CONTACT NUMBER:

07714955941

EMAIL:

SANDRA.BARR@LARWOOD.HERTS.SCH.UK

IN THE ABSENCE OF THE CHAIR OF TRUSTEE'S, THE VICE CHAIR SHOULD BE CONTACTED. THE VICE CHAIR IN THIS SCHOOL IS:

NAME:

MR JOHN THURGOOD (JACKY BAKER)

CONTACT NUMBER:

01438 239260-CHANGE

In the event of allegations of abuse being made against the HeadTeacher, or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Senior Lead and if appropriate make any Child Protection Contact via them. (See Keeping Children Safe in Education: Part Four, DfE 2021, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

Children's Services – 03001234043

SOOHS (Out of Hours Service-Children's Services) – 03001234043

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

FOR FURTHER INFORMATION SEE:

HSCB Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
Section 4.1 Managing Allegations Against Adults who work with Children and Young People

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Children's Services 0300 123 4043
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

SAFER WORKING PRACTICE

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy and Safer Recruitment Consortium document ***Guidance for safer working practice for those working with children and young people in education settings (September 2015)*** available at

http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's behaviour management policy for more information.

APPENDIX 1

PROCEDURE AROUND EXTERNAL CONTRACTORS VISITING SCHOOL SITE

Written agreements should be in place with any third party providers or groups (i.e. contractors) using the school site. These should:

1. Set out the respective responsibilities of the governing body and those of the provider or group
2. Set out responsibility for Health and Safety, recruitment and vetting checks

Where services are being developed, the schools' insurance provider should be consulted to ensure that the provision is covered adequately. All staff and providers working on or managing the site out of hours should have training on issues such as emergency evacuation procedures. Staff and their professional associations must know who they are accountable to and for what and must be consulted when services are developing.

The above information has been extracted from DCSF "Safeguarding Children and Safe Recruitment in Education" Page 54-55 Paragraph 4.79-4.84 & page 71

APPENDIX 1a

Brandles School



SAFEGUARDING AND SAFETY INFORMATION FOR VISITORS

We hope that your visit at Brandles School will be enjoyable, informative and safe.

Please help us by reading and complying with the guidance enclosed in this leaflet which is intended to ensure your health and safety whilst at Brandles School.

If you have any questions after reading this, please do not hesitate to ask a member of staff to help you. Staff can be identified easily as they all wear badges. Please wear your visitor's badge at all times when on site and return your badge to the front office when leaving.

SECURITY

All visitors coming into the school must report to Reception. As a visitor you will be asked to sign in and be issued with a badge which must be worn prominently so that staff and pupils can see you are a visitor. Depending on the circumstances you may also be asked to show identification and your DBS certificate.

If you are a regular visitor to the school you will need to sign in on each occasion. When you leave the school site please ensure that you sign out and return your badge.

FIRE AND EVACUATION

If you have a host they will explain and guide you through any emergency procedures. If you are in school for the day please ensure you read the fire action notice in the room you are in. If the alarm sounds for any reason follow the instructions. In an evacuation, the assembly point is on the main playground. If you have pupils with you please ensure they leave quickly and calmly with you.

FIRST AID

We have several first aid staff, please alert a member of staff if you feel unwell and they will call for assistance for you. Alternatively, please go to the school office.

HEALTH AND SAFETY

Contractors must ensure that they are fully conversant with the safety rules and regulations when working on site.

SMOKING

Brandles School is a non-smoking school – this includes e-cigarettes. **PLEASE DO NOT SMOKE ANYWHERE ON THE SCHOOL SITE.**

PHOTOGRAPHS

Before taking any photographs on site permission must be sought from a member of the Senior Leadership Team.

SAFEGUARDING

Adults visiting or working on the school site play an important part in the life of the school. You can play a part in keeping pupils safe whilst working at or visiting the school by observing the following guidelines:

- If you have any concerns that a student may be at risk of harm report it immediately to the senior Designated Person for child protection who can be contacted via the school office.
- The DSL is Natalie Wilsher, Deputy Headteacher. The HCC out of hours safeguarding number is 0300 1234 043.
- Do not initiate verbal or physical contact with pupils unless it is appropriate and part of the agreed reason for your visit.
- Do not give any personal information to pupils such as your mobile number, personal email or address.
- Do not engage in any communication with pupils using social networking sites.

Further information can be found on the school website in the policies area.

Thank you for helping to keep Brandles School safe.

Brandles School is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. We are also committed to the equality of the opportunity for all.

Brandles School

**WESTON WAY,
BALDOCK,
HERTFORDSHIRE,
SG7 6EY**

Email:

admin@brandles.herts.sch.uk

Telephone:

01462 896351

Website:

www.brandles.herts.sch.uk

APPENDIX 2: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)

Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL) .

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSL)
- Responsibility to take appropriate action, do not delay.

Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043 .

APPENDIX 3

INDICATORS OF HARM

FGM

IDENTIFYING GIRLS AND WOMEN AT RISK of FGM (Multi-Agency Practice Guidance FGM Pg 16/17)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl or woman being at risk of FGM, or already having undergone FGM. **There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.**

Victims of FGM are likely to come from a community that is known to practise FGM – see Section 2.5 for the nationalities that traditionally practise FGM.

Provided that the mutilation takes place in the UK, the nationality or residence status of the victim is irrelevant.

Professionals should also note that the girls and women at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

3.1 SPECIFIC FACTORS THAT MAY HEIGHTEN A GIRL'S OR WOMAN'S RISK OF BEING AFFECTED BY FGM

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.

Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.

Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.

Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

3.2 INDICATIONS THAT FGM MAY BE ABOUT TO TAKE PLACE SOON

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies. There can also be clearer signs when FGM is imminent: It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.

- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (A list of these countries can be found in the Multi-Agency Practice Guidelines for FGM)
- Parents seeking to withdraw their children from learning about FGM.

3.3 INDICATIONS THAT FGM MAY HAVE ALREADY TAKEN PLACE

It is important that professionals look out for signs that FGM has already taken place so that:

The girl or woman affected can be supported to deal with the consequences of FGM (see Sections 2.10 and 2.11).

Enquiries can be made about other female family members who may need to be safeguarded from harm.

Criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.

A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away.

RADICALISATION

WHAT TO DO IF YOU HAVE A CONCERN

As explained above, if a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed. (Pg 10 National Prevent guidance for Schools and Colleges)

CHILD ABUSE

PHYSICAL ABUSE

Physical abuse 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.

INDICATORS IN THE CHILD

BRUISING

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal area
- Variation in colour possibly indicating injuries caused at different times

- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

FRACTURES

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

MOUTH INJURIES

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

POISONING

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self harm even in young children.

FABRICATED OR INDUCED ILLNESS

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

BITE MARKS

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

BURNS AND SCALDS

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

SCARS

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

EMOTIONAL/BEHAVIOURAL PRESENTATION

Refusal to discuss injuries

Admission of punishment which appears excessive

Fear of parents being contacted and fear of returning home

Withdrawal from physical contact

Arms and legs kept covered in hot weather

Fear of medical help

Aggression towards others

Frequently absent from school

An explanation which is inconsistent with an injury

Several different explanations provided for an injury

INDICATORS IN THE PARENT

May have injuries themselves that suggest domestic violence

Not seeking medical help/unexplained delay in seeking treatment

- Reluctance to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties, may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.

INDICATORS IN THE FAMILY/ENVIRONMENT

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

INDICATORS IN THE CHILD

Developmental delay

Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

Aggressive behaviour towards others

Child scapegoated within the family

Frozen watchfulness, particularly in pre-school children

Low self esteem and lack of confidence

Withdrawn or seen as a 'loner' - difficulty relating to others

Over-reaction to mistakes

Fear of new situations

Inappropriate emotional responses to painful situations

Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)

Self harm

Fear of parents being contacted

Extremes of passivity or aggression

Drug/solvent abuse

Chronic running away

Compulsive stealing

Low self-esteem

Air of detachment – 'don't care' attitude

Social isolation – does not join in and has few friends

Depression, withdrawal

Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention

Low self-esteem, lack of confidence, fearful, distressed, anxious

Poor peer relationships including withdrawn or isolated behaviour

INDICATORS IN THE PARENT

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.

Abnormal attachment to child e.g. overly anxious or disinterest in the child

Scapegoats one child in the family

Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.

Wider parenting difficulties, may (or may not) be associated with this form of abuse.

INDICATORS OF IN THE FAMILY/ENVIRONMENT

Lack of support from family or social network.

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family

Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;

- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

INDICATORS IN THE CHILD

Physical presentation

Failure to thrive or, in older children, short stature

Underweight

Frequent hunger

Dirty, unkempt condition

Inadequately clothed, clothing in a poor state of repair

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold

Swollen limbs with sores that are slow to heal, usually associated with cold injury

Abnormal voracious appetite

Dry, sparse hair

Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or

persistent head lice / scabies/ diarrhoea

Unmanaged / untreated health / medical conditions including poor dental health

Frequent accidents or injuries

DEVELOPMENT

General delay, especially speech and language delay

Inadequate social skills and poor socialization

EMOTIONAL/BEHAVIOURAL PRESENTATION

Attachment disorders

Absence of normal social responsiveness

Indiscriminate behaviour in relationships with adults

Emotionally needy

Compulsive stealing

Constant tiredness

Frequently absent or late at school

Poor self esteem
Destructive tendencies
Thrives away from home environment
Aggressive and impulsive behaviour
Disturbed peer relationships
Self-harming behaviour

INDICATORS IN THE PARENT

Dirty, unkempt presentation
Inadequately clothed
Inadequate social skills and poor socialisation
Abnormal attachment to the child .e.g. anxious
Low self esteem and lack of confidence
Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
Child left with adults who are intoxicated or violent
Child abandoned or left alone for excessive periods
Wider parenting difficulties, may (or may not) be associated with this form of abuse

INDICATORS IN THE FAMILY/ENVIRONMENT

History of neglect in the family
Family marginalised or isolated by the community.
Family has history of mental health, alcohol or drug misuse or domestic violence.
History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family
Family has a past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

Lack of opportunities for child to play and learn

SEXUAL ABUSE

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 (including via the internet).

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

INDICATORS IN THE CHILD

PHYSICAL PRESENTATION

Urinary infections, bleeding or soreness in the genital or anal areas

Recurrent pain on passing urine or faeces

Blood on underclothes

Sexually transmitted infections

Vaginal soreness or bleeding

Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father

Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

EMOTIONAL/BEHAVIOURAL PRESENTATION

Makes a disclosure.

Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit

Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

Self-harm - eating disorders, self-mutilation and suicide attempts

Poor self-image, self-harm, self-hatred

Reluctant to undress for PE

Running away from home

Poor attention / concentration (world of their own)

Sudden changes in school work habits, become truant

Withdrawal, isolation or excessive worrying

Inappropriate sexualised conduct

Sexually exploited or indiscriminate choice of sexual partners

Wetting or other regressive behaviours e.g. thumb sucking

Draws sexually explicit pictures

Depression

INDICATORS IN THE PARENTS

Comments made by the parent/carer about the child.

Lack of sexual boundaries

Wider parenting difficulties or vulnerabilities, may (or may not) be associated with this form of abuse

Grooming behaviour

Parent is a sex offender

INDICATORS IN THE FAMILY/ENVIRONMENT

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Family member is a sex offender.

APPENDIX 4: KEEPING CHILDREN SAFE IN EDUCATION (DFE 2021)

PART ONE: INFORMATION FOR ALL SCHOOL AND COLLEGE STAFF

ANNEX A: FURTHER INFORMATION

The CPSLO Service have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in content.

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex 5, which provides further information on:

- children missing from education
- child sexual exploitation
- ‘honour based’ **abuse**
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

Link to Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

SPECIFIC COVID-19 TEMPORARY ADJUSTMENTS TO POLICY

1. Scope and definitions

This addendum applies during the period of school operations due to COVID-19, and reflects updated advice from local safeguarding partners and local authority (LA)

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
 - With a child protection plan
 - Assessed as being in need
 - Looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

All staff have access to CPOMS, the online safeguarding reporting platform. This alerts all DSLs immediately of a safeguarding concern.

All staff have access to the school mobile number and contact details of Natalie Wilsher, the DSL.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a DSL on school site at all times during school hours. They can also be contacted immediately as all staff have access to the school mobile number which the DSL will have on them.

We will keep all school staff and volunteers informed by [email/behaviour watch and or telephone contact] if N. Wilsher or N. Springham are not contactable and P. Smith will be the DSL to contact.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by making telephone calls, sending emails
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. Contact details were checked and updated in the weeks prior to school closures being announced as the threat of the virus spreading appeared to be imminent. Details are on the school system.

All parents have access to the school mobile and can phone this at any time for support from the Pastoral Team or DSL's.

All families will be contacted twice a week if remote learning by a tutor and a pastoral team member to check on safeguarding and to help with any concerns.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. This applies to all children on our Children Causing Concern List.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

These plans set out:

- How often the school will make contact – All teachers will make contact once a week minimum and reply to all emails. Safeguarding team will make telephone contact at least once a week minimum but up to daily if assessed to be appropriate. All contact will continue to be logged on behaviour watch and shared within the safeguarding team if necessary.

We have agreed these plans with children's social care where relevant, and will review them at CIN and CGM.

If we can't make contact, we will be contacting children's social care or the police.

10.2 Safeguarding all children

Staff are aware that this difficult time potentially puts all children at greater risk.

Staff will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

If IT staff are unavailable, our contingency plan is to contact Gareth Peddie Email: info@sharkit.co.uk phone 01462487087

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct

Where staff are making video messages to send to pupils as well as learning resource videos the code of conduct should be followed. All videos will be shared with SLT to ensure appropriate contact. Staff should be particularly careful not to share too much personal information via these videos, for example – their own children should not feature.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in [section 2](#) of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Know where else they can go for support to keep their children safe online

– this information is on our website, shared via letters home and emails and published posts on our school facebook page.

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. [The Pastoral Team](#) is making weekly/daily contact as needed with parents as well as liaising with the Butterfly Room (Therapists that are employed to work with key pupils and families and sharing relevant information. Where possible, therapies will continue over the phone

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Safeguarding induction and training

We will make sure staff are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working in our school each day
- Details of any risk assessments carried out on staff

14. Monitoring arrangements

This policy will be reviewed as guidance from local safeguarding partners, the LA or DfE is updated, and as a minimum every 3-4 weeks by [Bianca Osobu/Assistant Headteacher]. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct
- IT acceptable use policy
- Health and safety policy