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| **Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedures** |

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| **Designated Safeguarding Lead (DSL)** | **Deputy Designated Safeguarding Lead** |
| **Headmistress: Zoe Sylvester** | **Deputy Head: Danica Belzer** |
| **Advisor: Lyn Cleaver** | |
| **Proprietor: Brian Berkery** | |

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| **Updated** | **Review Date** | **Headmistress** | **Proprietor** |
| **September 2020** | **September 2021** | **Zoe Sylvester** | **Brian Berkery** |

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**Broadhurst Safeguarding statement**

***“Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.” Working Together to Safeguard Children (HM Government 2015).***

***Broadhurst School has a duty of care to safeguard and promote the welfare of children, who are their pupils, and prevent radicalization and extremism.  This responsibility necessitates a Safeguarding and Child Protection Policy and Procedures. To ensure this, the school may need to share information and work in partnership with other agencies when there are concerns about a child’s welfare.***

**Safeguarding & Promotion of Welfare**

Safeguarding is defined as protecting children from maltreatment; preventing the impairment of children’s health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; preventing radicalisation; instilling core British values; and taking action to enable all children to have the best outcomes.

As such, everyone employed at our school has a responsibility in relation to safeguarding and promoting the welfare of children. In day-to-day contact with children at risk, we have the opportunity to note concerns and to meet with parents and other associated adults, where this is appropriate. We endeavour to do this by complying with the Statutory framework:

* **Department for Education’s (DfE) Keeping Children Safe in Education (September 2020) (KCSIE) including *Disqualification under the Childcare Act 2006*,**
* **Keeping Children Safe in Education: information for all school and college staff (DFE September 2020)**
* **Working Together to Safeguard Children (July 2018) (WT),**
* **London Child Protection Procedures (2017) (LCPP)**
* **Prevent Duty Guidance: for England and Wales (March 2015) (Prevent).**
* ***The Prevent Duty: Departmental advice for schools and childcare providers (April 2019)***
* ***“Revised Prevent Duty Guidance for England and Wales” (DfE July 2015***
* ***The Use of Social Media for on-line radicalisation (July 2015)***
* ***What to do if you’re worried a child is being abused-HM Government (March 2015)***
* ***Guidance issued by the Secretary of State***
* ***The Education (Pupil Information) (England) Regulations 2005***
* ***Counter Terrorism and Security Act 2015 (Section 26)***
* ***“Information Sharing” (DfE July 2018), The Children Act 1989***
* ***The Children Act 1989***
* ***The Children Act 2004 (Every Child Matters)***
* ***Education Act (2002), section 175 / 157 for independent schools***
* ***Camden Safeguarding Children Partnership (CSCP)***
* ***EYFS Statutory Framework September 2018***

This Safeguarding and Staff Behaviour and Code of Conduct Policy forms part of a suite of documents and policies that relate to the safeguarding responsibilities of the School.In particular there are links with**:**

* **Anti bullying Policy**
* **Behaviour Policy**
* **Child Missing Education Policy**
* **Staff Code of Conduct**
* **Staff induction Policy**
* **Health and Safety**
* **Risk assessment Policy**
* **E-Safety and Acceptable User (inc. Cybersecurity) Policy**
* **Whistle blowing**
* **Complaints Policy**
* **Safer Recruitment Policy**
* **Disqualification under the Childcare Act 2006**
* **The Prevent Duty**
* **Visitor and Site Security**
* **Visiting Speaker**
* **Supervision of Pupils**
* **Admission and Attendance**
* **Educational Visits**

Copies are kept on the server and hard copies are also available in the school office.

The purpose of this policy is to set out the arrangements for safeguarding and promoting the welfare of our children as well as to adhere to guidance issued by the Secretary of State. This policy is both information and guidance for all staff, parents, other adults and or carers who come into contact with the children at Broadhurst School. This policy will be reviewed annually and updated if there are information changes and to ensure the efficiency of its use. This review is minuted.

This policy also includes guidance on procedures when a member of staff, a volunteer, the Designated Safeguarding Lead DSL, the Headmistress or the Proprietor, faces allegations of abuse. This is conducted through our Local Safeguarding Children Board, Camden Safeguarding Children Partnership (CSCP)

5 Pancras Square

London N1C 4AG http://www.cscb-new.co.uk/

**SAFEGUARDING AND STAFF BEHAVIOUR AND CODE OF CONDUCT POLICY AND PROCEDURES AIMS**

* Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
* Establish and maintain a safe environment through our safer recruitment procedures and our visitors to site procedures, including appropriate child protection checks and procedures are conducted on every adult working with the children, in any capacity, including a separate institution such as a residential field centre.
* Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well- being of a child.
* Raise awareness of individual responsibilities in identifying and reporting possible cases of abuse and to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm.
* Work with parents to build their understanding of, and commitment to, the welfare of all our children.
* Be aware at all times- ‘It could happen here.’
* Help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
* Include opportunities in the PSHEE curriculum for children to develop the skills they need to recognise and stay safe from abuse and have the self-confidence and the vocabulary to resist inappropriate approaches.
* Be alert to the threat of radicalisation and appropriately responsive in line with Prevent strategy.
* Ensure that we recognise our duties not only to children at risk of significant harm, but also to children in need. It is not necessary for schools to use the legal phrase “child in need” to show an understanding that our role includes recognising when a child needs support, preventing problems escalating and working with external agencies to this end if that is what is called for.
* Ensure that any deficiencies or weaknesses in child protection arrangements are rectified without delay.
* Ensure all staff follow the procedures set out in the Staff Code of Conduct Policy at all times
* To ensure that all procedures are adhered to on visits away from School following our School’s Educational Visits Policy.

**OUR APPROACH**

* To inform staff, parents, volunteers and advisors about the School's responsibilities for Safeguarding and Promoting the Welfare of children.
* To enable everyone to have a clear understanding of how these responsibilities should be carried out.
* To assure that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school’s pupils on another site. To ensure that the School follows the inter-agency procedures established by the Camden Safeguarding Children Partnership (CSCP)
* To emphasise that all school staff and volunteers are particularly well placed to observe indicators of abuse; this includes personal disclosures from children, observational changes in behaviour and a child’s health and development.
* To make clear that all staff must confirm that they have read and understood the policy and part 1 of Keeping Children Safe in Education (KCSIE DfE September 2020). We recognise our statutory duty to ensure that mechanisms are in place to assist all our staff members to understand and discharge their role and responsibilities as set out in this document.
* To make clear that all school staff and volunteers have a professional duty to receive safeguarding training, so that they are knowledgeable and aware of their role in the early recognition of the signs and symptoms of abuse or neglect and of the appropriate procedures to follow.
* To make clear that all school staff and volunteers must undergo safeguarding and child protection training at induction which is updated to reflect the procedures and practice of our local safeguarding children’s board. In addition, all staff members receive regular safeguarding and child protection updates (for example, via email, ebulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children. Additionally, the school provides a more extensive half day refresher course every 3 years which is led by an external specialist provider**.**

**ABUSE**

**What is Abuse?**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). An adult or adults or another child or children may abuse them. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

**Please note:** **Whilst our children are very young to be involved in some of these types of abuse, there is the likelihood of older family members or carers being involved, and this having a detrimental effect on our younger children if witnessed. It is important that we, both parents and the staff of our School, are all aware of abuse in all its forms.**

**Please see Appendix 1**

**SAFEGUARDING PROCEDURES OVERVIEW**

* Follow the guidance from your Child Protection Basic Awareness Training
* Document any concerns, observed or disclosed, as soon as possible on a Record of Concern form (available on the school’s server)
* Return the signed form to the Headmistress Mrs Zoe Sylvester, the DSL, immediately.

**REMEMBER:**

* YOU MUST REFER TO THE DSL
* YOU MUST NOT INVESTIGATE
* YOU MUST NOT OFFER CONFIDENTIALITY

**Safeguarding Contacts**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Safeguarding Contacts** | **Contact** | **Home** | **Mobile** | |
| **Designated Safeguarding Lead** | Zoe Sylvester | 01923 388 466 | 07883 018 823 | |
| **Deputy Designated Safeguarding Lead** | Danica Belzer |  | 07545 560859 | |
| **NominatedAdvisor Safeguarding** | Lyn Cleaver |  | 07775 521 314 | |
| **The Proprietor** | Brian Berkery | 0207 328 4280 (School) |  | |
| **Holborn Police Station** | NA | 020 7404 1212 | NA | |
| **Ofsted Hotline Whistleblowing** | NA | 0300 123 3155 | NA | |
| **Local Authority Designated Officer (LADO)** | Sophie Kershaw | 020 7974 3317 | NA | |
| **Deputy LADO** | John Lawrence-Jones | 020 7974 4556 |  | |
| **Camden Social Services Advice** | NA | 020 7974 6666 | NA | |
| **Out of Hours Social Services Duty Team** | NA | 020 7974 4444 | NA | |
| **SAFEGUARDING LEAD OFFICERS:**  **Name: Michelle O’Regan (Head of Service – Children in Need) Tel: 020 7974 1905**  **Name: Tracey Murphy (Service manager) Tel: 020 7974 4103**  **Name: Patricia Williams (Service manager) Tel: 020 7974 1558**  **Children and Families Contact (formally MASH)**  **Manager: Jade Green- 020 7974 3317/1553**  **Out of hours- 020 7974 4444**  **Prevent Education Officer- Jane Murphy- 020 7974 1008**  **To raise concerns relating to extremism:**  **Camden Safeguarding Children Partnership**  **- 020 7074 2010,** [**prevent@camden.gov.uk**](mailto:prevent@camden.gov.uk)  **Counter terrorism policing- 0800 789321, gov.uk/ACT**  **DfE dedicated telephone helpline and mailbox for non-emergency advice 020 7340 7264 and counter-extremism@education.gsi.gov.uk.**  **Police: Emergency 999 Non-emergency 101** | | | |

**BROADHURST SCHOOL**

**RECORD OF CHILD PROTECTION CONCERN**

Please complete this form if you have any concerns about a pupil.

(Pastoral, Medical or Safeguarding)

|  |  |  |  |
| --- | --- | --- | --- |
| **Pupil Name** |  | | |
| **Pupil Date of Birth** |  | **Today’s Day and Date** | |
| **Member (s) of Staff Noting Concern:** | | **Your signature :** | |
| **CONCERN (Please describe as fully as possible**, **what was said, observed, reported and by whom)** | | | |
| **Additional information : (your opinion, context of concern/disclosure)** | | | |
| **Your response: (what did you do/say following the concern)** | | | |
| **Your position in school:** | | | **Date and time of this recording:** |
| **Action and response of DSL/Headmistress** | | | |
| **Feedback given to member of staff reporting concern:** | | | **Information shared with any other staff? If so, what information was shared and what was the rationale for this?** |
| **Name of DSL:** | | | **Date:** |

***A copy should go to the Designated Safeguarding Lead immediately.***

**RESPONSIBILITIES**

**Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead (DSL) at Broadhurst School is the Headmistress, Mrs Zoe Sylvester. In her absence, the Deputy Designated Safeguarding Lead is the Deputy Head, Miss Danica Belzer.

The Headmistress, who is the Designated Safeguarding Lead, is responsible for Safeguarding and promoting the welfare of every child across the school and for managing all child protection issues, including liaison with other agencies.

**Managing Referrals**

The Designated Safeguarding Lead will ensure that:

* They and their deputy take lead responsibility for safeguarding and child protection within the school and are available during school hours for staff to discuss safeguarding concerns, record how this will be managed, for example through use of a rota or special telephone number to ensure that advice from the designated lead or their deputy is available during school hours.
* The school works closely with the Camden’s Local Safeguarding Children Partnership (CSCP), which sets the local procedures.
* All cases of suspected abuse are referred to the local authority children’s social care.
* All cases of suspected radicalisation are referred to the Channel programme.
* They act as a source of support, advice and expertise to staff on matters of safety and safeguarding and support staff who make referrals to local authority children’s care or to the Channel programme.
* All cases where a person is dismissed or left due to risk/harm to a child is reported to the Disclosure and Barring Service. The school will also consider making a referral to TEACHER REGULATION AGENCY.
* All cases of suspected abuse that concern a staff member are referred to the Designated Officer for child protection concerns.
* All cases where a crime may have been committed are referred to the Police.
* The advisory board are kept informed of on-going safeguarding and child protection issues and enquiries.
* Provide advice and guidance for staff on safeguarding and child protection issues and making referrals; ensure the school’s safeguarding and child protection policies are up to date and consistent with Camden’s Safeguarding Children Partnership policies and that policies are reviewed annually; ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them.
* Attend regular training and the designated teacher’s meetings hosted by Camden in order to keep up to date with new policy, emerging issues and local safeguarding and child protection procedures and working practices.
* Provide regular updates received from Camden to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by Camden at the designated teachers meeting and designated safeguarding leads will be responsible for communicating this information to staff immediately. They may decide to hold workshops or discuss in staff meetings).
* Have an awareness of those children who may be more vulnerable to poor educational outcomes due to safeguarding and other issues such as children in need, child protection plans, children with mental health issues, young carers and children who have special educational needs.
* Liaise with the SENCO when considering any safeguarding action for a child with special needs
* raise awareness with staff on how children’s vulnerabilities and exposure to neglect, abuse and trauma can negatively influence their educational attainment and behaviour and how staff can work to meet these challenges and improve outcomes;
* Oversee child protection systems within the school, including the management of records, standards of recording concerns and referral processes.
* Provide a link between the school and other agencies, particularly Children’s Safeguarding and Social Work (CSSW) and the Camden Safeguarding Children Partnership (CSCP)
* Ensure parents are fully aware of the school policies and procedures and that they are kept informed and involved.

**Camden supporting people directorate**

The Directorate includes Children’s Safeguarding and Social Work (CSSW), Early Intervention and Prevention and Education divisions and these services will support the school to safeguard and promote the welfare of pupils by:

* co-ordinating the delivery of integrated children’s services within the borough, including an early help service
* providing statutory social work services under the Children Act 1989
* providing the school with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and e-safety
* dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
* taking responsibility for those children who are missing from or not in education, including children who are known to be home educated.

**Raising Awareness**

The Designated Safeguarding Lead will ensure that:

* Broadhurst School’s Safeguarding Policy is reviewed annually and the procedures and implementations are updated and reviewed regularly. This is reviewed with the Proprietor annually.
* Broadhurst School’s Safeguarding Policy is available publicly and parents are aware of how referrals about suspected abuse or neglect may be dealt with
* Links are made with Camden’s Local Safeguarding Children Partnership (LSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
* Where children leave Broadhurst School, their CP file is copied for their new school as soon as possible and transferred separately from the main pupil file.

**Proprietor**

The Proprietor of Broadhurst School is Mr Brian Berkery. Safeguarding duties are also the responsibility of the Proprietor. He will ensure that arrangements are made to safeguard and promote the welfare of children at Broadhurst School and that the arrangements have regard to any guidance issued by the Secretary of State. The Proprietor can be contacted on tel: 0207 328 4280 at the school address of 19 Greencroft Gardens, London NW6 3LP.

**The Proprietor will ensure that:**

* Broadhurst School has an effective Safeguarding Policy in place and the arrangements described in the policy must be implemented fully in practice.
* The school has a code of conduct in place (p13), which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
* The Safeguarding Policy and child protection procedures in place are in accordance with locally agreed inter-agency procedures, and the policy is made available to parents on request.
* Broadhurst School has appropriate written procedures in place to ensure safe recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis (see the Safer Recruitment Policy). The school will also consider a referral to the TEACHER REGULATION AGENCY
* There is a nominated advisor with responsibility for liaising with Camden CSF on safeguarding and child protection matters and who links with the LADO in the event of an allegation against the Headmistress. This advisor has undertaken accredited safer recruitment training.
* Broadhurst School has procedures for dealing with allegations of abuse against a member of staff, agency worker, contract worker, consultant, student or volunteer.
* The Headmistress (Zoe Sylvester) (DSL) is designated to take the lead responsibility for dealing with child protection issues and liaising with other agencies where necessary.
* The Designated Safeguarding Lead (DSL) and Deputy DSL receives updated child protection training at least every two years.
* All staff are trained in child protection regularly, in line with advice from the Local Safeguarding Children Board (LSCB) and receive regular updates from the designated safeguarding lead to ensure they remain up to date with new legislation
* Children are taught about safeguarding, including online, through the curriculum and Personal, Social, Health and Economic Education (PSHEE). Particular attention is paid towards children adjusting their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet.
* Staff have the skills, knowledge and understanding necessary to keep children safe who are looked after by a local education authority, if they have such children registered. This would include ensuring that a designated member of staff has responsibility for their welfare and progress and has up-to-date assessment information for the relevant local authority, the most recent care plan and contact arrangements with parents and delegate authority carers.
* Any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.
* There will be an annual review of the school's policies and procedures relating to safeguarding, and how the above duties have been discharged.

Training records, redacted referral information in respect of requests for help and support for individual children, issues and themes which may have emerged in the school and how these have been handled, contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters. Minutes are sufficiently detailed to demonstrate both breadth and depth of the review.

**School Staff and Volunteers**

* All staff are responsible for ensuring that children are protected from harm and that there is satisfactory growth and development of each individual.
* All staff are expected to be aware of the school’s Safeguarding Policy.
* Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection polices and the staff code of conduct policy.
* All staff are expected to provide a safe environment in which children should be treated with respect and listened to.
* All school staff have the responsibility to identify and report to the DSL any suspected abuse and to ensure the safety and wellbeing of all children.
* All staff should know how to recognise signs of abuse and how to report a concern immediately.
* All staff to liaise with the Designated Safeguarding Lead (DSL) over any issues and keep written records detailed and accurate.
* Any member of staff may raise concerns or make a referral directly to external agencies; however, they should inform the Designated Safeguarding Lead (DSL) as soon as possible.
* Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child’s plan, attending network meetings and case conferences, monitoring children’s progress and liaising with social workers.
* The school has procedures in place to deal with allegations made against other pupils and pupils who go missing from education.
* Children’s wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from pupils.

**Working with parents and carers**

The school recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of pupils.

The school will:

1)make parents aware of the school’s statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school policies available on the school web-site or on request;

2)provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;

3)ensure a robust complaints system is in place to deal with issues raised by parents and carers;

4)provide advice and signpost parents and carers to other services and resources where pupils need extra support.

**Multi-agency working**

The school will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and *Working together to safeguard children* 2018.

As a relevant agency under the new Camden Safeguarding Children Partnership (CSCP) safeguarding arrangements, the school recognises its vital role in safeguarding school-age children and its statutory duty to co-operate with the CSCP to ensure joint working with partner agencies in order to improve outcomes for children in Camden.

The senior leadership team will ensure these safeguarding arrangements are followed and that the school is able to raise any safeguarding issues and emerging trends with the CSCP via the CSCP Head teacher members and/or the Camden Learning representative. Full details of the arrangements can be found at: <https://cscp.org.uk/wp-content/uploads/2019/06/Camden-Safeguarding-Children-Partnership-Arrangements_Final_June_-2019.pdf>

**Contacting the police**

In the event that a criminal offence takes place on the school/college premises or police assistance is needed to deal with incidents, the school/college will follow the guidance set out in the NSPCC guidance *When to call the police.*

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

**Operation Encompass**

The school will ensure that the school/college receives all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass.

The designated safeguarding lead will inform relevant staff of any notification and agree what support (if any) the pupil should receive from the school/college.

**STAFF CODE OF CONDUCT AND BEHAVIOUR**

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement. They shouldalways act, and be seen to act, in the child’s best interests.

**Guidance for safe working practice for the protection of children and staff**

* The welfare of the child is paramount (Children Act 1989.)
* Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
* Staff should work,and be seen to work in an open and transparent way.
* Staff should discuss and/or take advice promptly from the Headmistress over any incident, which may give rise to concern.
* Records should be made of any such incident and of decisions made and/or further actions agreed.
* Staff should apply the same professional standards regardless of gender or sexuality.
* All staff should know the name of their designated person for child protection, be familiar with child protection arrangements and understand their responsibilities to safeguard and protect children.
* Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

These guidelines apply to all adults working in Broadhurst Schoolwhatever their position, role, or responsibilities.

**Power and Positions of Trust**

Wherever possible, staff should avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

**Confidentiality**

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They are expected to treat information they receive about children in a discreet and confidential manner*.*

Confidential information about a child should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the child’s identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Headmistress. Any media or legal enquiries should be passed to the Headmistress.

**Behaviour**

Staff should not behave in a manner that would lead any reasonable person to question their suitability to work with children or act as a role model. Nor should they make (or encourage others to make) unprofessional personal comments, which scapegoat, demean or humiliate, or might be interpreted as such.

**Early Help**

Our staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. We recognise that all staff should be prepared to identify children who may benefit from early help. The KCSIE (September 2020) describes early help as providing support as soon as a problem at any point in a child’s life, from the foundation years through to the teenage years. Our Staff are aware of the early help process. In the first instance, they should discuss early help requirements with the DSL. They may also need to share information with other professionals to support early identification and assessment, and, in some cases, acting as the lead professional in undertaking an early help assessment. All staff have a responsibility to provide a safe environment in which children can learn.

**Social Contact**

Staff should not establish or seek to establish social contact with pupils or their parents for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if the child or parents seek to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued. Staff should not give their personal mobile phone numbers or email addresses to pupils or parents nor should they communicate with them through social media, by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system.

**Physical Contact**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be reported to the Headmistress and recorded as soon as possible and, if appropriate, a copy placed on the child’s file.

This means that staff should be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described. They should never touch a child in a way which may be considered indecent and always be prepared to explain actions and accept that all physical contact be open to scrutiny. Staff should never indulge in excessive horseplay or fun fights.

Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the child for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

**Physical Education and other activities which require physical contact**

Some staff, for example those who teach PE and games, will, on occasions, have to initiate physical contact with pupils in order to support a child so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. The adult should always explain to a pupil the reason why contact is necessary and what form that contact will take.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

In the case of intimate care of a pupil, staff should refer to the Intimate Care Policy.

**Physical Restraint**

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the Headmistress and/or the DSL who will decide what to do next. As an EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable. All staff should refer to the Physical Intervention Policy for further information and clarification.

**Pupils in Distress or needing someone to talk to**

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age - appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a member of The Leadership Team. Adults should consider the way in which they offer comfort to a distressed pupil and always tell a colleague when and how they offered comfort to a distressed child.

In general, pupils should be encouraged to discuss with their parents or guardian’s issues that are troubling them. It is however appropriate to suggest that a pupil sees a trusted adult in school, their key person or classroom assistant. In these situations, staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse.

**Behaviour Management**

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Equally, staff should not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Adults should not use force as a form of punishment and try to defuse situations before they escalate. They should adhere to the school's behaviour management policy*.*

**Sexual Contact with Young People**

Any sexual behaviour by a member of staff with or towards a child is both inappropriate and illegal. Children are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child consents or not. This includes the prohibition on adults in a position of trust. It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

Adults should not pursue sexual relationships with children either in or out of school and avoid any form of communication with a child that could be interpreted as sexually suggestive or provocative.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

**One to One Situations**

Staff working in one to one situations with children may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met. Adults should:

* avoid meetings with pupils in remote, secluded areas of school
* ensure there is visual access and/or an open door in one to one situations
* inform other staff of the meeting beforehand, assessing the need to have them present or close by
* always report any situation where a child becomes distressed or angry to a senior colleague
* consider the needs and circumstances of the child/children involved.

**Transporting Children**

Since transport to outings could provide greater risks, we increase our levels of care. We assess the staff/child ratios required for each outing. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. It is inadvisable for a teacher to give a lift in a car to a pupil alone.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

Adults should:

* plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements
* ensure that they are alone with a child for the minimum time possible
* be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer
* ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety

***If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to the Headmistress before embarking on the journey or another senior member of staff.***

**Educational Visits**

* Staff should take particular care when supervising pupils in the less formal atmosphere of a school outing.
* During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Adults should always have another adult present in out of school activities, unless otherwise agreed with senior staff in school and ensure that their behaviour remains professional at all times.

**Photography, Videos and other Creative Arts**

Many school activities involve recording images. These may be undertaken as part of the curriculum, for publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place.

Children who have been previously abused in this way may feel threatened by the use of photography, filming etc in the teaching environment.

Staff should remain sensitive to any children who appear uncomfortable and should recognise the potential for misinterpretation.

Adults should be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded. ***Photographs should be taken on the school cameras or Ipads only and the taking of images on personal mobile phones/Ipads is strictly prohibited*.** Staff should be able to justify images of children in their possession and avoid making images in one to one situations.

**Cyber Security**

Staff should follow the Acceptable User and Cyber-Security Policies at all times.

**Online Safety**

As schools increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation and sexual predation- technology, often provide the platforms that facilitate harm.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

• content - being exposed to illegal, inappropriate or harmful material

• contact - being subjected to harmful online interaction with other users

• conduct - personal online behaviour that increases the likelihood of, or causes, harm

The school does all that it reasonably can to limit pupils’ exposure to the above risks from the school’s CS system.

Appropriate filtering and monitoring systems are in place, which are informed in part by the risk assessment carried out as required by our Prevent duty.

The School takes e-Safety education very seriously and has taken steps to ensure that pupils, parents and staff receive clear guidance on the safe use of technology. Upon joining the School, all parents are required to read and sign the Acceptable User and Cyber-Security Policy - Pupils.

As part of the induction process and as part of a collection of key policies that must read, all staff are familiarised with the school’s ‘Online Safety and Acceptable User Policy – Staff’. This policy sets out clearly the school’s approach to online safety, the use of technology in school, staff use of social media and the mechanisms in place to identify, intervene and escalate any incident where appropriate. This policy is reviewed on an three yearly cycle. All staff receive training and updates on online safety and this forms an integral and considered part of the school’s overarching approach to safeguarding.

When signing in, visitors are made aware that personal mobile devices, such as mobile phones and tablets, must not be used on the School site in the presence of children. They receive this information along with other key guidance, which includes safeguarding contacts and procedures within the school.

**Whistleblowing**

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and the Headmistress and report any behaviour by colleagues that raise concern. This is particularly important where the welfare of children may be at risk.

A “whistleblower” is someone who discovers something that is wrong and alerts his employer or the relevant authorities to what is going on. The law protects whistleblowers from their employer subjecting them to detriment or dismissal by reason of their having “blown the whistle” and from detrimental treatment by their colleagues. There are procedures for reporting and handling concerns, provision for mediation and dispute resolution where necessary. Where a staff member feels unable to raise an issue with the school or feels that their concerns are genuinely not being addressed, other whistleblowing channels may be open to them.

General guidance can be found at [**https://www.gov.uk/whistleblowing**](https://www.gov.uk/whistleblowing) or they can use the **NSPCC whistleblowing helpline (Tel: 0800 028 0285 – line is available from 8:00am-8:00pm, Monday to Friday and email:** [**help@nspcc.org.uk**](mailto:help@nspcc.org.uk)). Please refer to the Whistleblowing Policy and the Complaints Policy for further details. Information on when to and how to report concerns are disseminated through new staff induction and basic safeguarding training.

* **Camden Council’s confidential and independent help-line for protected disclosure on 0800 734199**
* **The Ofsted whistle-blowing line on 0300 123 3155**
* **The NSPCC whistleblowing helpline on 0800 028 0285.**

The Headmistress is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

**DISCLOSURES**

**Procedure**

Where a child makes a disclosure to a member of staff, including a member of staff who is not directly employed by the School such as a supply teacher, that member of staff must:

* **React calmly** so as not to frighten the child.
* **Listen carefully** and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place. When the pupil has finished, make sure that he/she feels secure and explain what you are going to do next.
* **Reassure** the child that they are right to tell and is not to blame
* **Do not make promises of confidentiality**, but let them know that you will have to tell another adult. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil from any retaliation or unnecessary stress that might be feared after a disclosure has been made.
* **Take what the child says seriously**, recognising the difficulties inherent in interpreting what a child says.
* **Do not cross question the pupil.** You must not ask leading questions, that is, a question which suggests its own answer. Let the pupil tell you what he or she wants to and no more. The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations.
* **Questions** should not be leading and should consist of Who? What? When? Where? Keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said.
* **Follow up** by making arrangements with the pupil to speak to him/her later. The child has chosen you as an adult he/she can trust.
* Do not attempt any examinationnor remove a pupil’s clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil’s injury. It may be possible to observe the pupil during the normal school routine, for example in a physical education (PE) class. If a pupil wants to show you his or her injuries, make sure that a colleague is with you as a witness. Try to arrange for one of you to be the same sex as the pupil.
* **Tell them what you will do next** and with whom the information will be shared.
* A member of staff may also become concerned about a child without any specific concrete evidence or because there has been a change in a child’s behaviour. If there is any such matter of concern at all or a belief the matter could be a part of a larger pattern, these **small incidents must still be recorded**. In many safeguarding cases it is not one major incident which triggers a referral but a series of seemingly minor events. It is therefore of the utmost importance that these events be recorded and reported to the designated person immediately.

**A full written record of what has been said (using the child's own words) will be reported**

**using the safeguarding form which can be found on the school server. (SEE ABOVE P.8 AND APPENDIX 4). A copy will be given to the Designated Safeguarding Lead (DSL) the same day and this will be stored in a secure place.**

**Taking Concerns Forward**

The Designated Safeguarding Lead (DSL) will assess the concern and will follow the outlined safeguarding procedure (see procedure flow chart appendix 2) to decide whether to do one or a combination of the following:

* The Designated Safeguarding Lead will refer to Camden’s thresholds and eligibility criteria (Safeguarding children - Camden Council) to help make decisions on the child’s level of need and the appropriate service to refer on for services.
* Decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, however their consent is not required for a referral when there are reasonable grounds to believe that a child is at significant risk of harm. This should be discussed with Camden Children’s and families contact service (formely MASH) social worker on a “no names” basis to gain advice on whether this course of action should be taken.
* If a parent, pupil or member of staff wishes to make a referral themselves, they can do so by contacting the Local Safeguarding Children Board directly (www.cscb-new.co.uk). In this instance, they should inform the DSL at CSCB as soon as possible.

**Liaising with Other Bodies**

We work within the Camden Safeguarding Children Partnership’s (CSCP) guidelines which confirm locally agreed inter-agency procedures.

Where our concerns involve safeguarding children who have suffered or are likely to suffer significant harm, those concerns will be reported to Children’s Social Care immediately.

Where we identify those children who are in need of early help from one or more agencies, then we will seek inter-agency assessment using local processes, including use of the Common Assessment Framework (CAF).

If a report is to be made to the authorities, we act within the Camden Safeguarding Children Partnership’s (CSCP) guidance, and they will advise on next steps, including consulting with staff and/or parents. The Designated Safeguarding Lead (DSL), who will usually make the referral, should record the name and designation of the local authority officer (LADO) or police officer to whom the concerns were passed, together with the time and date of the call, in case any follow-up is needed. A note of any crime report number should also be taken. If another member of staff has made the referral they should follow the same procedure and inform the Designated Safeguarding Lead (DSL) as soon as possible.

The school will work to the following policy documents in order to support the protection of pupils who are at risk of significant harm.

* Working together to safeguard children (DfE 2018) Working together to safeguard children - Publications - GOV.UK
* What to do if you’re worried a child is being abused (DfE2018) What to do if you’re worried a child is being abused - Publications - GOV.UK
* The London Safeguarding Children Board child protection procedures London Safeguarding Children Board: Child Protection Procedures

In line with these policies and procedures, the school will:

* identify those pupils where there are child protection concerns and making a referral to LSCB.
* attend child protection case conferences in order to effectively share information about risk and harm.
* contribute to the development and monitoring of child protection plans as a member of the core group.
* carry out the school’s role in implementing the child protection plan and continually monitoring the child’s wellbeing and liaising with the allocated social worker as required.

**Confidentiality**

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need-to-know basis only. This is required in order to:

* Protect children.
* Facilitate enquiries.
* Avoid victimisation.
* Safeguard the rights of the person about whom the allegation has been made and others who might be affected.
* Manage disciplinary/complaints aspects.
* In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school’s duty to share information.

It is expected that those involved on a need-to-know basis would include the following:

* Members of the team overseeing any investigation.
* The parents of the child alleged to have been abused.
* The person making the allegation.
* CSCB / LADO and the police.
* The alleged abuser (and parents if the alleged abuser is under 18 years of age).

Any information will be stored in a secure place with access limited to the investigation team

and in line with data protection. Confidentiality restrictions will apply up to the point where

the accused person is charged with an offence.

Whilst the Data Protection Act 1998 places duties on organisations and individuals to

process personal information fairly and lawfully, it is not a barrier to sharing information

where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the

welfare and protect the safety of children. Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the Child and Family Contact team social worker.

**LOCAL PROCEDURES & GUIDANCE FOR REFERRALS**

**Referral for Early Help Services** will be made by way of an e-CAF referral to Camden’s Early Help/CAF team for children with low-level needs who may need extra services that cannot be provided by the school to help them achieve good outcomes. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

**Referral for a Social Work Service** will be made by way of an e-CAF referral to the FSSW MASH team for children with medium level needs who are likely to be assessed as being a child in need under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

**Child Protection Referrals** will be made by way of an e-CAF referral to the FSSW MASH team for any child where there are concerns about significant harm. Parents should be informed that a referral is being made and consent sought, but a referral may still be made even if parents refuse consent.

**Appendix 2**.

**Camden’s Threshold Criteria** can be viewed at www.cscb-new.co.uk.

All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing.

**SUPPORT FOR CHILDREN**

**Children and young people experiencing mental health issues**

The school recognises that some pupils may experience mental health issues that can negatively affect their behaviour and their ability to participate fully in education.

The school will ensure that staff have an understanding of trauma informed practice and its link with mental health and are able to recognise pupils who are experiencing mental health issues and help them to access the most appropriate help. Where there are safeguarding concerns arising from a pupil’s mental health issues, staff will discuss concerns with the designated safeguarding lead to agree any actions to be taken.

The school will also ensure early identification of pupils who have mental health needs and put in place appropriate support and interventions, including specialist services, where needed.

The school will take account of the government guidance *Mental health and behaviour in schools.*

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf>

**Witnessing Abuse**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the child through:

* The content of the curriculum.
* The school ethos, which promotes a positive, supportive and secure environment and gives children a sense of being valued.
* Liaison with other agencies that support the child such as Social Services, Child and Adult Mental Health Services, the Education Welfare Advisory Service and the Psychology in Education Service.
* Ensuring that, where a child on the Child protection Register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

**ALLEGATIONS**

**Against a Member of Staff**

If an allegation is made against a member of staff, the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. We will not undertake our own investigation of allegations without prior consultation with the Camden Local Authority Designated Officer (LADO) or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases discussions with the Designated Officer will be held informally and without naming the school or individual.

For allegations against staff by another member of staff (may also be referred to as 'whistleblowing'), the school follows the guidance in Part 4 of KCSIE. Any person working on behalf of Broadhurst School who suspects that a colleague may be abusing a child must act on their suspicions. Action should also be taken if it is felt that colleagues are not following the codes of conduct. This action will serve not only to protect children but also colleagues from false accusations. We acknowledge that this is an extremely sensitive issue and assure all employees and persons working on its behalf that it will fully support and protect anyone who in good faith reports a concern or an allegation that a colleague is, or may be, abusing a child.

These procedures and guidance apply whenever it is alleged that a member of staff, agency worker, contract worker, consultant, student or volunteer has:

* Behaved in a way that has or may have harmed a child.
* Possibly committed a criminal offence against or related to a child.
* Behaved towards a child in a way, which indicates that he/she would pose a risk of harm to children.

Please see our Whistleblowing Policy for more information.

**Action to be Taken**

1. All allegations must be reported straight away to the Headmistress who is the Designated Safeguarding Lead (DSL). She will notify the Proprietor.
2. If the Headmistress is absent, or is the subject of the allegation or concern, the allegation must be reported to the Deputy Designated Safeguarding Lead or the Proprietor straight away and the Designated Advisor.
3. It is important that the Headmistress (DSL) receives a written record with details, names and dates.
4. The Headmistress (DSL) will inform the Designated Officer within one working day of all allegations that come to an employer’s attention. The purpose of this initial discussion, is for the Designated Officer to consider the nature, content and context of the allegation, and agrees a course of action.
5. There may be situations when the DSL will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the DSL should discuss the allegations with the Local Authority Designated Officer in order to help determine whether police involvement is necessary.
6. The DSL should inform the accused person about the allegation as soon as possible after consulting with the Local Authority Designated Officer. It is extremely important that the DSL provides them with as much information as possible about the allegation. However, where a strategy discussion is needed, or the police or children’s social care services need to be involved, the DSL should not speak with the accused until those agencies have been consulted and have agreed what information can be disclosed to the accused. Direction will be provided from the LADO in how the DSL should proceed. We will consider carefully whether the circumstances of a case warrant a person being suspended or whether alternative arrangements can be put in place until the allegation or concern is resolved.
7. Parents or carers of a child or children involved should be told about the allegation as soon as possible. However, where a strategy discussion is required, or police or children’s social service need to be involved, the DSL should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers.
8. Written records will be kept for any conversations and interactions with the DSL, LADO, the individual and the parents.
9. The Headmistress (DSL) will ensure that steps are taken to make the child in question feel secure and safe.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern. In cases like this, the decision and a justification for it should be recorded by both the DSL and LADO and agreement reached on what information should be put in writing to the individual concerned and by whom. The DSL should then consider with the LADO what action should follow, both in respect of the individual and those who made the initial allegation.

In the event that an allegation is made against a member of staff or volunteer, the school will follow Camden’s “Guidance for the management of an allegation against a member of staff”. Policies / Guidance | Camden Safeguarding Children Board. The Disclosure and Barring Serveice (DBS) will also be informed.

The DBS referral form and guidance for completing the form can be accessed on line via the DBS website at: Disclosure and Barring Service: criminal record checks, referrals and complaints - Detailed guidance - GOV.UK

**Internal Enquiries and Suspension**

Irrespective of the findings of the borough or of police inquiries, Broadhurst School will assess all individual cases under its own disciplinary procedures to decide whether a member of staff can be reinstated and how this can be sensitively handled.

Broadhurst School will reach a decision based on the available information and decide on a balance of probability basis whether an allegation is true. If the practice is deemed ‘unacceptable professional conduct’ and leads to dismissal or resignation, the school will consider making a referral to the National College for Teaching and Leadership.

Any information will be stored in a secure place with access limited to the investigation team and in line with data protection. Confidentiality restrictions will apply up to the point where the accused person is charged with an offence, or the DfE/TEACHER REGULATION AGENCY publish information about an investigation or decision in a disciplinary case. The DSL has a legal duty to respond to requests from the DBS for information.

**Resignation and Dismissa**l

If a person (whether employed, contracted, a volunteer or student) leaves Broadhurst School because their services are no longer used in regulated activity because he/she is considered unsuitable to work with children, the school will report to the DBS within one month of the leaving date. It is important that the report uses as much evidence about the circumstances of the case as possible. The school will also consider making a referral. Compromise agreements cannot apply in this connection.

Ceasing to use a person’s services includes:

* Non-renewal of a fixed term contract.
* No longer engaging/refusing to engage a supply teacher provided by an employment agency.
* Terminating the placement of a student teacher or other trainee.
* No longer using staff employed by contractors.
* No longer using volunteers.
* Resignation.
* Voluntary withdrawal from supply teaching, contract working, a course for initial teacher training or volunteering.
* Dismissal.

The school will make a referral to the National College for Teaching and Leadership (TEACHER REGULATION AGENCY) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a probation order may be appropriate. The reasons such an order would be considered are ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’, or a ‘conviction, at any time, for a relevant offence.’

**Support to the Subject of Allegations**

Subject to the specific procedures, the subject of the allegations should be:

* Advised at the outset to contact his/her union representation if a member.
* Treated fairly and honestly and helped to understand the concerns expressed, processes involved and possible outcomes.
* Kept informed of the progress of the case and of the investigation.
* Clearly informed of the outcome of any investigation and the implications for disciplinary or related processes.
* Provided with appropriate support (via occupational health or GP surgery).

**Allegations of Previous Abuse**

Allegations of abuse may be made some time after the event (e.g. by an adult who was abused as a child by a member of staff who is still currently working with children). Where such an allegation is made, the procedures as detailed above should be used and the matter reported to the police by the Headmistress who is the Designated Safeguarding Lead (DSL). This is because other children may be at risk from this person. Anyone who has a previous criminal conviction for offences related to child abuse is automatically excluded from working with children. Local support paths for the abused person will be located.

**Misuse of the Procedure**

Malicious complaints about an employee or employees and/or serious and/or persistent abuse of these safeguarding children and child protection procedures will not be tolerated and will be dealt with through the disciplinary process. Employees may not discuss any allegation of child abuse, whether substantiated or not, with:

* Anyone other than the Headmistress who is the Designated Safeguarding Lead (DSL).
* Any member of any external agency, other than as part of the formal reporting procedure as set out in this policy or as part of the investigative process.
* Any other interested party, including parents, carers, and relatives of the child or young person without the express permission of the person with overall responsibility for the investigation.

This does not exclude the employee from the need or right to consult with a solicitor, trade union representative, HR department, or other bona fide legal adviser.

Any enquiries from the media concerning an allegation of child abuse must be referred to the lead investigating agency’s press office.

**ATTENDANCE**

**Reporting Attendance Issues**

The school has a legal duty to report certain attendance issues to the Pupil Attendance Service at the local authority (LA): ten days of unauthorised absence (other than for reasons of sickness or leave of absence), failure to attend regularly, and deletion from the school admissions register when the next school is not known.

The school undertakes to inform the local authority of any pupil who is going to be removed from the admission register where the pupil:

* has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
* has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
* has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
* are in custody for a period of more than four months due to a final court order and the Headmistress does not reasonably believe they will be returning to the school at the end of that period; or, have been permanently excluded.

The school will inform the local authority as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil’s name from the register.

When removing a pupil’s name, the notification to the local authority must include:

(a) the full name of the pupil,

(b) the full name and address of any parent with whom the pupil normally resides,

(c) at least one telephone number of the parent,

(d) the pupil’s future address and destination school, if applicable, and

(e) the ground in regulation 8 under which the pupil’s name is to be removed from the admission register (see Annex A after the Appendices).

Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil’s name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii) (see Annex A after the Appendices).

All schoolsmust also notify the local authority **within five days** of adding or removing a pupil’s name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil’s name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made.

When adding a pupil’s name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

**TUITION**

**School Employees**

Staff at Broadhurst School are not permitted to engage in any activity outside their employment with the school which could reasonably be interpreted as competing with the school. Employment by a family of any current pupil, in any capacity, is not permitted. This includes as a tutor. Staff must seek permission from the Headmistress or Proprietor before taking on any other employment whilst under contract to the school (see employee handbook).

**RECRUITMENT**

**Safer Recruitment Procedures**

We operate safer recruitment procedures, which include enhanced DBS checks, Barred List and Prohibition checks for all posts within the school, which are the requirements set out in KCSIE and Independent Schools Standards & Regulations. At least one person on our recruitment panel has received safer recruitment training. In addition, we check all references including confirmation by phone of at least one referee and scrutinise application forms.

We take appropriate steps to ensure that no staff members are ‘disqualified by association’, following the advice issued by the DfE. This applies to all staff.

Applicants for posts within Broadhurst School are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by the DfE requirement - in respect of references and police checks for staff, volunteers and staff of contractors - to ensure that no disqualified or unfit person works in the school or has access to the children.

**Please see our Safer Recruitment Policy for more information.**

**DISQUALIFICATION AND DISQUALIFICATION BY ASSOCIATION**

Grounds for disqualification include, in summary:

* being on the DBS Children’s Barred List
* being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
* being the subject of certain other orders relating to the care of children
* refusal or cancellation of registration relating to childcare or children’s homes or being prohibited from private fostering

The School must not knowingly employ people to work with EYFS or with under-8s in childcare or allow them to be directly concerned in its management, if they “disqualified”.

Early years childcare means education, care (excepting health care) and any supervised activity for a child from birth until the 1 September following their fifth birthday. It applies to all Early Years provision during and outside school hours, including in school nursery and reception classes.

Later years childcare means childcare for children under the age of 8. For children who are older than “early years” but under the age of 8, the normal school day, after-school co-curricular educational clubs and health care are not within scope of the regulations.

Schools must inform Ofsted disqualification@ofsted.gov.net (not ISI, although ISI can be copied in) where they are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Staff who are disqualified, including by association, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children. Members of staff employed by the School were informed of the introduction of the disqualification by association regulations on the 18th March 2015 by email.

All future employees are requested to complete a section of the application form, which asks for this information check your application form. Staff are asked to complete an annual declaration each November.

When recruiting new members of staff, it is ensured that one person on every recruitment panel has received “Safer recruitment” training. Section 128 Direction A Section 128 direction prohibits or restricts a person from taking part in any management of an independent school as an employee or an advisor. For those engaged in such management roles (for example as a member of the school’s Senior Leadership Team and/or on the advisory board), the school will undertake this additional check using the Teacher Services’ System [https://**teacherservices**.education.gov.uk/](https://teacherservices.education.gov.uk/) through the TEACHER REGULATION AGENCY to ensure the relevant individual is not prohibited under section 128 provisions.

**SITE SECURITY AND VISITORS**

The proprietor is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage. The Headmistress will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to pupils.

Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the Headmistress will request written confirmation that relevant checks have been carried out for that individual.

All visitors and contractors will be:

* informed to report to reception on arrival
* expected to provide proof of identity or expected to wear a name-badge or carry some form of identification at all times when on the school premises
* suitable supervised by school staff at all times
* made aware of school health and safety procedures

The Headmistress will ensure that any contract entered into with the contractors’ sets out clearly the expectations for worker’s behavious and the responsibility of contractors to monitor and ensure compliance with school policies.

Contracted workers will not be allowed to approach or speak to pupils in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.

Visiting organisations such as theatre groups who will be performing for or working directly with pupils will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding pupils.

**TRAINING**

**The Designated Safeguarding Lead**

* Receive updated CP training at least every two years. The required training content for the DSL is set out in Annex B of KCSIE and covers inter-agency working, participation case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children. The training will include local inter-agency working protocols and training in CSCB’s approach toPrevent Duties.
* They receive Prevent Awareness training.
* Receive safeguarding and Child Protection (CP) updates (for example, via email, e-bulletins and staff meetings) as and when required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

**The DSL will Ensure that Staff:**

* Are trained in child protection regularly, in line with advice from Camden Safeguarding Children Partnership (CSCP.)
* Prevent awareness training will be part of this.
* Including temporary staff and volunteers, read at least part one of KCSIE and updates as appropriate.
* Including temporary staff and volunteers, receive the school’s Safeguarding Policy.
* Including temporary staff and volunteers, receive the staff code of conduct.
* Including temporary staff and volunteers know the identity of the Designated Safeguarding Lead (DSL).
* Receive safeguarding and CP updates (for example, via email, ebulletins and staff meetings) as and when required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
* Training is adapted to meet the needs of our community, such as children at risk of being drawn into terrorism, child sexual exploitation, female genital mutilation, cyber-bullying and mental health.
* Training in safeguarding is recorded.

**Induction of New Staff**

All new staff, including temporary staff and volunteers that work with children within Broadhurst School, are provided with induction training that includes:

* Safeguarding Basic Training at Broadhurst School (appendix 3).
* The school’s Safeguarding Policy.
* The staff code of conduct, which includes the whistleblowing procedure –see updated version
* The identity of the Designated Safeguarding Lead (DSL).
* A copy of part 1 of KCSIE and Annexe A (September 2020).

**MONITORING AND EVALUATION**

**Reviewing Procedures**

This policy will be reviewed annually unless there is new information, when it will be updated immediately. It will include an update and review of procedures and their implementation. As mentioned in the KCSIE, the Headmistress, who is the Designated Safeguarding Lead (DSL), will work with the Deputy Head and or Deputy Designated Safeguarding Lead on this annual review.

The Headmistress (DSL) will be responsible for an annual review of the school’s Child Protection Policy and procedures, as well as the efficiency with which the related duties have been discharged. She will speak to staff on site to assess their understanding of the policy and to see if processes are being correctly followed. She will liaise with the board level Safeguarding Governor/Advisor and ensure that all renewals and updates are reviewed by the proprietor and the advisory board, before being passed onto all relevant staff.

Child Protection is an agenda item in all staff meetings. If there is a sustained allegation against a member of staff, the school will work with the Designated Officer to determine whether any improvements could be made to the school’s procedures or practice to help prevent similar issues in the future.

**LOCAL AUTHORITY CP CONTACT DETAILS**

**Local Authority**

**DBS:**

Atlantic Data Ltd

Disclosures DBS

Atlantic House

Snowdon Drive

Milton Keynes

Buckinghamshire

MK6 1BU

Telephone: 08718 727 800

Email: [info@disclosuresdbs.co.uk](mailto:info@disclosuresdbs.co.uk)

**Child Protection Lead Officer & Local Authority Designated Officer**

Head of Children Quality Assurance

Sophie Kershaw

5 Pancras Square

London

N1C 4AG

Telephone: 020 7974 3369

**Local Authority Designated Support Officer**

Mohammed Ahmed

5 Pancras Square

London

N1C 4AG

Telephone: 020 7974 4556

**Child Protection Information Officer**

Shaha Nwoor

5 Pancras Square

London

N1C 4AG

Telephone: 020 7974 6702

**Camden Safeguarding and Social Care**

Telephone: 020 7974 3317

Emergency Duty Team (out of hours)

Telephone: 020 7974 4444

**Designated Safeguarding Lead (DSL) and Headmistress**

Mrs Zoe Sylvester

Telephone: 020 7328 4280

Email: Zsylvester@broadhurstschool.com

**DfE**

Tel: 020 7340 7264

Email: [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

Tel: 999 (if you have an immediate concern for the wellbeing of a child or young person)

**Holborn Police Station**

Telephone: 020 7404 1212

**Additional Contacts at London Borough of Camden**

**Head of Service – Children in Need**

Michelle O’Regan

Telephone: 020 7974 1905

**Children and Families Contact Service (formerly MASH)**

Telephone: 020 7974 3317

**E-safety Contact Officer**

Jenni Spencer

Telephone: 020 7974 2866

**Early Help / CAF Team**

Emma Haigh

Telephone: 020 7974 8832 / 8791

**HM Government, contact and assessment**

Tel**:** 020 8748 85 88 (out of hours)

**Local Safeguarding Children Partnership (Camden) (CSCP)**

5 Pancras Square

London N1C 4AG Telephone: 020 7974 6658 / 4127

**Ofsted Hotline Whistleblowing**

WBHL, Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

Tel: 0300 123 3155 (Monday to Friday from 8am to 6pm)

Email: whistleblowing@ofsted.gov.uk

**Proprietor**

Brian Berkery

Telephone: 020 7328 4280

**Camden Single Point of Contact**

Telephone: 020 7974 4000

**NSPCC Childline**

Telephone: 0800 800 5000 Telephone: 0800 1111

**POLICY RENEWAL**

|  |  |  |
| --- | --- | --- |
| **This policy will be reviewed annually.** | |  |
| Reviewed: September 2010 | By: A Fisher | DfE name update |
| Reviewed: September 2011 | By: A Fisher | No change |
| Reviewed: September 2012 | By: A Fisher | Insertion of all references to  DBS checks and the new Disclosure and Barring Service requirements. References to Safer  Recruitment. |
| Reviewed: September 2013 | By: A Fisher | No change |
| Reviewed: September 2014 | By: A Fisher | Headmistress now called Designated Safeguarding Lead (DSL). Reference to Keeping Children Safe In Education (2014) (KCSIE) added.  All staff to receive a copy of Part 1 KCSIEadded to ‘staff training’ section.  Addition of ‘specific safeguarding issues section’ including detail about sexual exploitation and FGM. |
| Reviewed: September 2015 | By: A Fisher | Prevent Duty Guidance March 2015.  Information on attendance. |
| Reviewed: September 2016 | By: Zoe Sylvester | Implemented changes from KCSIE September 2016. Changed designated officer details.  Updated safeguarding procedure and included most recent Prevent Duty Guidance (March 2015)  Identified LSCB (CSCB) |
| Reviewed: December 2016 | By: Zoe Sylvester | Updated following ISI regulations 2016 and EYFS 2014 and updated code of conduct. Added Disqualification by association., site security. |
| Reviewed November 2017 | By Zoe Sylvester | Updated following ISA Compliance check and against ISI Safeguarding Policy Checklist Sept 2017. |
| Revised July 2019 | By Zoe Sylvester | Updated following change from MASH to Children and Families Contact Service, Prevent Team and updated KCSIE Sept 2018, change of name from CSCB to CSCP |
| Revised September 2020 | By Zoe Sylvester | Updated following changes to KCSIE (September 2020)  Addition of Covid19 Safeguarding Guidance and Checklist  Updated Emergency Contacts from Camden Model Policy |

|  |  |  |  |
| --- | --- | --- | --- |
| **Headmistress:** |  | **Date:** |  |

**APPENDIX 1**

**TYPES OF ABUSE (as identified in KCSIE)**

**Physical Abuse**

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

**Emotional Abuse**

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

**Sexual Abuse**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. 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.

**Neglect**

The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing 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.

**Bullying, by Technology (Cyber-Bullying)**

A bullying incident should be treated as a child protection concern; where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. It is important to recognise that abuse is not always carried out by an adult on a child; the abuser may be another child or group of children, for example, in the case of bullying. Bullying may be seen to be deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Although anyone can be a target for bullying, victims are typically shy, sensitive and perhaps anxious and insecure. Sometimes they are singled out for physical reasons - being overweight, physically small, having a disability or belonging to a different race, faith or culture. Bullying can and does occur anywhere where there is inadequate supervision - on the way to and from school for example. Bullies come from all walks of life; they bully for a variety of reasons and may have been bullied or abused themselves. Typically, bullies have low self-esteem and can be excitable, aggressive and jealous. Crucially, they have learned how to gain power over others. The damage inflicted by bullying is often underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm).

Staff should recognise that children are capable of abusing their peers. A whole school approach to preventive education ensures that the curriculum, school policies, pastoral support and whole school ethos complement each other to create an environment that helps to prevent negative behaviour. The School’s Anti Bullying policy and Behaviour policy make it clear that abuse should never be passed off as “banter” or “part of growing up”. These policies make it clear that victims of peer on peer abuse will be supported as will the perpetrator. The school recognises that in cases of pupil on pupil abuse that all the children involved, whether perpetrator or victim, are treated as being “at risk” and will act accordingly to safeguard their welfare. Actions include educating pupils to recognise the signs of this type of abuse and the systems in place to report it, as well as giving support and counselling to both the victim and perpetrator – working in partnership with their parents/ carer.

Bullying may be:

* Physical, e.g. hitting, kicking, theft.
* Verbal, e.g. name-calling, constant teasing, sarcasm, racist or homophobic taunts, threats, graffiti, gestures.
* Emotional, e.g. tormenting, ridiculing, humiliating, ignoring.
* Sexual, e.g. unwanted physical contact, abusive comments.

There are a number of signs that may indicate that a child is being bullied:

* Behavioural changes, such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, erratic mood swings, reluctance to go to school or after school activities A drop in performance at school or standard of play.
* Physical signs, such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching, bruising, damaged clothes, and bingeing, for example on food, cigarettes, or alcohol.
* A shortage of money or frequent loss of possession.

**Peer-on-Peer Abuse**

Peer on peer abuse can take on different forms such as: sexual violence and sexual harassment, physical abuse, sexting, initiation/hazing type pf violence and rituals and upskirting.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm from abuse by another child or group of children, then such abuse will be notified to Children’s Social Care. It is expected that all children involved, whether perpetrator or victim, are to be treated as being ‘at risk’. Peer-on-peer abuse should never be tolerated or passed off as “banter” or “part of growing up.” Peer-on-peer abuse is most likely to include, but not limited to:

bullying (including cyber bullying), gender-based violence/sexual assaults, sexting (when a person takes an indecent image of themselves and sends it to a friend or boy/girlfriend via their mobile phone.

Any incident of sexting must be reported to the DSL in accordance with the procedures in this policy. The DSL will refer the matter to Camden CSCB who will decide upon further referral to the police.

All peer on peer abuse is unacceptable regardless of the gendered nature of this. All suspected cases will be taken seriously.

**Radicalisation and the Prevent Strategy**

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo, or reject and/or undermine contemporary ideas and expressions of freedom of choice. The Counter-Terrorism and Security Act places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism.

Signs and indicators of a child who is in the process of being radicalised may include:

* Self-identification, such as naming new ideological leaders/role models, lingering concerns with questions of meaning and identity, concentrated self-image.
* Very strong devotion to a particular change, newfound patriotism.
* An ‘us versus them’ societal view, e.g. seeing society as the enemy, verbal expression against the government, expressed feelings of disconnection, change in personal narrative.
* Social interaction markers, such as disconnecting with former community, initiating personal violence, forcing customs on others, untouchable demeanour, dependence on communication technology.
* A change in personality or particular emotional expressions.
* Association, such as associating with extremist groups, word choice, changes in physical appearance and/or attire (although this is to be treated with caution), internet identity, travel.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist-related activity. It is led by the Police Counter-Terrorism Unit and it aims to:

* Establish an effective multi-agency referral and intervention process to identify vulnerable individuals
* Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity
* Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
* The school will ensure that hat children are safe from terrorist and extremist material when accessing the internet through school systems and to establish appropriate levels of filtering.

**SPECIFIC SAFEGUARDING ISSUES**

Some children can find themselves in more vulnerable situations. Be mindful of the following:

* Child criminal exploitation (CCE)
* Child Sexual Exploitation (CSE)
* Children missing from home or care
* Children missing from education
* Children who may be at risk of being drawn into terrorism
* Domestic violence
* Drugs
* Fabricated or induced illness
* Faith abuse
* Female Genital Mutilation (FGM)
* Forced marriage
* Gangs and youth violence
* Gender-based violence/violence against women and girls (VAWG)
* Hate
* Honour-based violence (HBV)
* Looked after children
* Mental health
* Missing children and adults
* Private fostering
* Self harm
* Trafficking

**Child Sexual Exploitation**

Child Sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Although it is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse, some of the following may be indicators of sexual exploitation:

* Children who appear with unexplained gifts or new possessions;
* Children who associate with other young people involved in exploitation;
* Children who have older boyfriends or girlfriends;
* Children who suffer from sexually transmitted infections or become pregnant;
* Children who suffer from changes in emotional well-being;
* Children who misuse drugs and alcohol;
* Children who go missing for periods of time or regularly come home late; and
* Children who regularly miss school or education or do not take part in education.

Inter-agency working and information sharing is especially important to identify and prevent this type of abuse.

**Children missing from home, care or education**

A child going missing from an education setting is a potential indicator of abuse and neglect, including sexual exploitation, or it may trigger ‘Prevent’ concerns. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and refer their concerns to the DSL accordingly.

The school will inform the relevant agency of any Reception child who fails to attend school regularly, or has been absent without the school’s permission for a continuous period of 10 days or more. In accordance with the law, the school ensures all pupils are placed on the admissions and attendance register and maintains these records scrupulously.

**Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM, including the reporting of this by younger siblings.

Female Genital Mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

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. There is 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. Professionals should note that girls 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.

Signs that a girl could be at risk of FGM or has been subjected to the procedure might include:

* Families making preparations for the girl to take perhaps an extended holiday, including arranging vaccinations
* A girl talking about a special procedure or ceremony that is going to take place
* Prolonged absence from school with noticeable behaviour change on return
* Possible bladder or menstrual problems
* Younger girls finding it difficult to sit still, looking uncomfortable, complaining about pain between their legs, or talking of something somebody did to them that they are not allowed to talk about.

It is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has reason not to, they should still consider and discuss such a case with the school’s DSL and involve children’s social care as appropriate.

**Honour-Based Violence (HBV)**

Honour-Based Violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or

forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of ‘The Multi Agency Statutory Guidance on FGM (pages 59-61 focus on the role of schools) and pages 13-14 of the Multi-agency Guidelines: Handling Case of Forced Marriage’.

**Looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school undertakes to ensure staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, the school will provide appropriate staff with the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after her. The DSL will ensure she has details of the child’s social worker and the name of the virtual school head in the authority that looks after the child. The DSL will act as the designated teacher for any looked after children and liaise with the virtual school head to discuss how best to support their individual progress and meet the needs identified in the child’s personal education plan.

**Children with Special Education Needs and Disabilities**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.
* Children with SEND can be disproportionally impacted by things like bullying - without outwardly showing any signs and have communication barriers and difficulties in overcoming these barriers.

In order to overcome these additional barriers, the school will work closely with the Learning Support Coordinator to develop appropriate resources to ensure any SEND pupils receive suitably differentiated materials to teach them about safeguarding, appoint a key worker (such as the Learning Support Coordinator or form teacher) to support SEND pupils and maintain strong channels of communication with all staff the pupil has contact with, ensure SEND pupils have time and space and appropriate support to share their thoughts and feelings if any safeguarding concerns are raised.

**SIGNS OF ABUSE AND NEGLECT**

**What are the Indicators?**

The factors described below are frequently found in cases of child abuse or neglect. Their presence is not proof that abuse has occurred, but:

* Must be regarded as indicators of the possibility of significant harm.
* Indicates a need for careful assessment and discussion with the agency's nominated child protection person.
* May require consultation with and/or referral to the LA children's social care and/or the police.

**Recognising Physical Abuse**

The following are often regarded as indicators of concern:

* An explanation that is inconsistent with an injury.
* Several different explanations provided for an injury.
* Unexplained delay in seeking treatment.
* The parent/parents is/are uninterested or undisturbed by an accident or injury.
* Parents are absent without good reason when their child is presented for treatment.
* Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury).
* Frequent use of different doctors and accident and emergency departments.
* Reluctance to give information or mention previous injuries.

**Bruising**

Children can have accidental bruising, but the following must be considered as indicators of harm unless there is evidence or an adequate explanation provided.

Only a paediatric view around such explanations will be sufficient to dispel concerns listed below:

* Any bruising to a pre-crawling or pre-walking baby.
* Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
* 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.
* 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).
* Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
* Bruising around the face.
* Grasp marks on small children.
* Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

**Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical opinion 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 and these will always require experienced medical opinion. Any burn with a clear outline may be suspicious, e.g.:

* Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
* 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 (a child getting into hot water of its own accord will struggle to get out and cause splash marks).
* Old scars indicating previous burns or scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

**Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint, and loss of function in the limb or joint.

Non-mobile children rarely sustain fractures. There are grounds for concern if:

* The history provided is vague, non-existent or inconsistent with the fracture type.
* 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.
* There is an unexplained fracture in the first year of life.

**Scars**

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

**Others**

* Fear of parent being contacted.
* Fear of going home.
* Keeping arms and legs crossed.
* Panics in response to pain.
* Behavioural extremes.
* Flinching when approached.
* Child reports an injury caused by parents.
* Reluctance to change clothes.
* Depression.

**Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.

The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse.

The following may be indicators of emotional abuse:

* Delay in physical development or progress.
* Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment).
* Indiscriminate attachment or failure to attach.
* Aggressive behaviour towards others.
* Appeasing behaviour towards others.
* Victimised 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.
* Sudden speech disorders.
* Impairment of intellectual, emotional, social or behavioural development.
* Failure to thrive.
* Sleeping disorders.
* Fear of making mistakes.
* Sucking, biting or rocking.
* Inappropriately adult or infant.

**Recognising Sexual Abuse**

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Therefore, both identification and disclosure rates are deceptively low.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. According to a recent study three-quarters (72 per cent) of sexually abused children did not tell anyone about the abuse at the time. Twenty-seven per cent of the children told someone later, and around a third (31 per cent) still had not told anyone about their experience/s by early adulthood.

If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional's response. There may be no physical signs and indications are likely to be emotional/behavioural.

**Behavioural Indicators**

Behavioural indicators which may help professionals identify child sexual abuse include:

* Inappropriate sexualised conduct.
* Sexually explicit behaviour, play or conversation, inappropriate to the child's age.
* Contact or non-contact sexually harmful behaviour.
* Continual and inappropriate or excessive masturbation.
* Self-harm (including eating disorder), self-mutilation and suicide attempts.
* Involvement in sexual exploitation or indiscriminate choice of sexual partners.
* An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties).
* Unexplained money or gifts.
* Lack of trust in adults.
* Running away.
* References to secrets that can’t be told.
* Sudden changes in behaviour.

**Physical Indicators**

Physical indicators associated with child sexual abuse include:

* Pain or itching of genital area.
* Blood on underclothes.
* Pregnancy in a child.
* 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.
* Discomfort when walking or sitting.
* Bedwetting.
* Excessive crying.
* Overeating or anorexia.

Sex offenders have no common profile, and it is important for professionals to avoid attaching any significance to stereotypes around their background or behaviour. While media interest often focuses on 'stranger danger', research indicates that as much as 80 per cent of sexual offending occurs in the context of a known relationship, either family, acquaintance or colleague.

**Recognising Neglect**

It is rare that an isolated incident will lead to agencies becoming involved with a neglectful family. Evidence of neglect is built up over a period of time. Professionals should therefore compile a chronology and discuss concerns with any other agencies which may be involved with the family, to establish whether seemingly minor incidents are in fact part of a wider pattern of neglectful parenting.

When working in areas where poverty and deprivation are commonplace professionals may become desensitised to some of the indicators of neglect. These include:

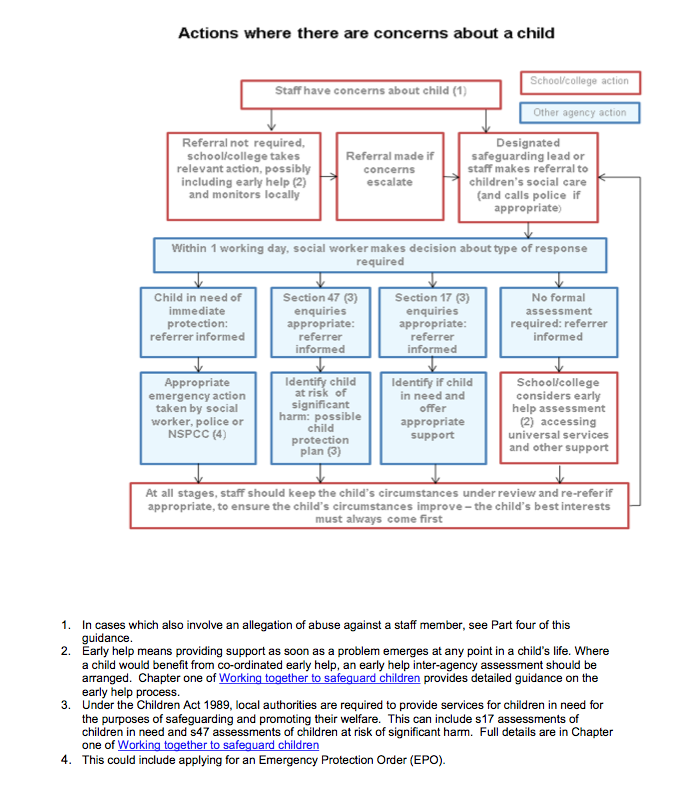
* Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care).
* Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment).
* A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
* Failure of child to grow within normal expected pattern, with accompanying weight loss.
* Child thrives away from home environment.
* Child frequently absent from school.
* Child left with inappropriate carers (e.g. too young, complete strangers).
* Child left with adults who are intoxicated or violent.
* Child abandoned or left alone for excessive periods.

Disabled children and young people can be particularly vulnerable to neglect (see section 5.11. Disabled children of London Child protection Procedures 4th Edition 2010) due to the increased level of care they may require.

Although neglect can be perpetrated consciously as an abusive act by a parent, it is rarely an act of deliberate cruelty. Neglect is usually defined as an omission of care by the child's parent, often due to one or more unmet needs of their own. Indicators of neglect may be:

* Constant hunger.
* Poor hygiene.
* Weight loss/underweight.
* Inappropriate dress.
* Consistent lack of supervision/abandonment.
* Unattended physical problems or medical needs.
* Begging for/stealing food.
* Truancy/late for school.
* Constantly tired/listless.
* Regularly alone/unsupervised.
* Poor relationship with care giver

**APPENDIX 2**



**APPENDIX 3**

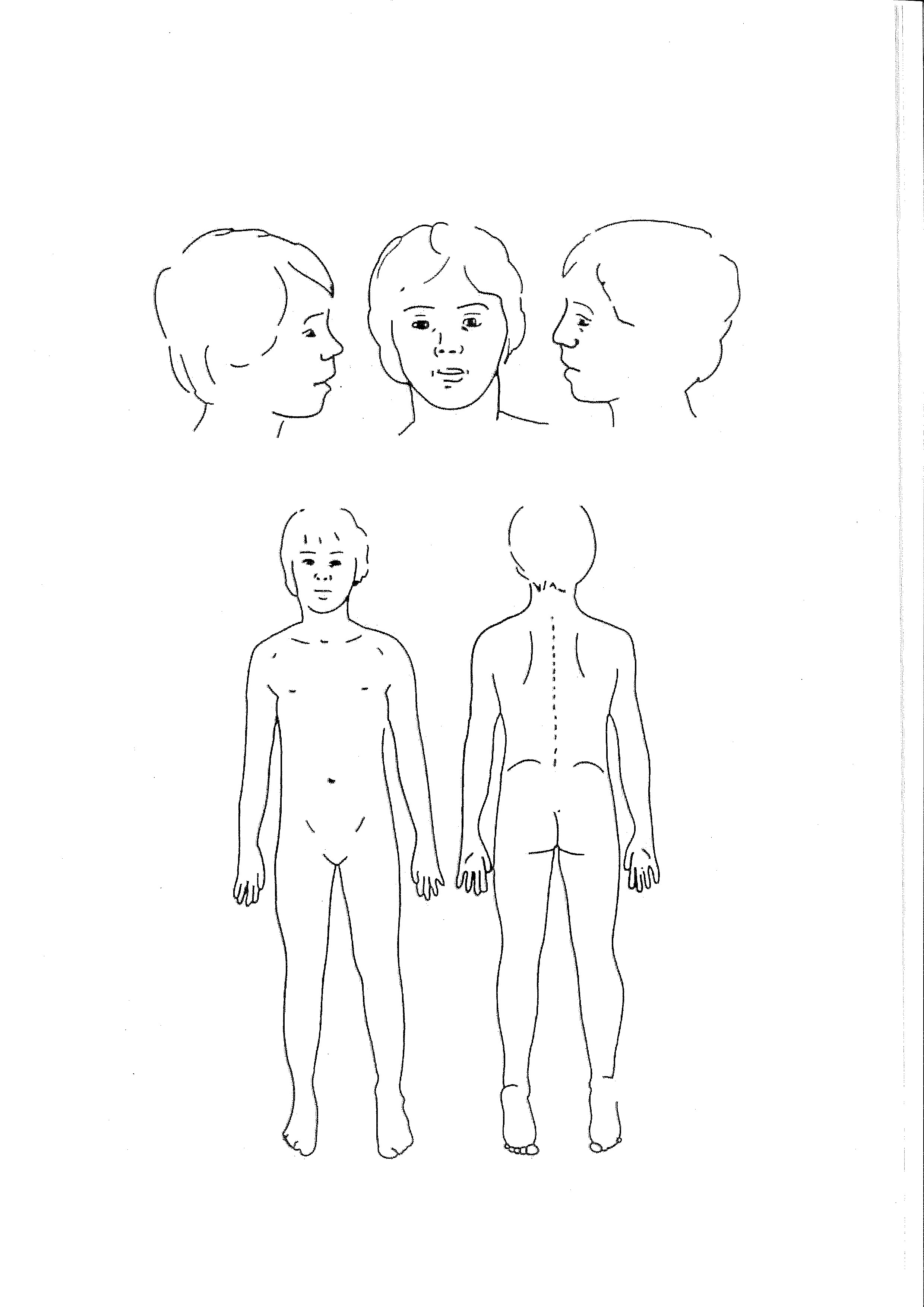
**Safeguarding Basic Training**

|  |  |
| --- | --- |
| **Name:** | **Please tick to indicate you have read and understood the information** |
| The **Designated Safeguarding Lead** at Broadhurst School is the Head Teacher, **Mrs Zoe Sylvester.**  In her absence, the **Deputy Designated Safeguarding Lead** is Miss Danica Belzer, Deputy Headmistress. |  |
| You have read a copy of ‘Keeping Children Safe in Education’ (September 2020, KCSIE) – Part 1 and Annex A |  |
| You have read a copy of the Broadhurst School ‘Safeguarding and Staff Behaviour and Code of Conduct Policy’.  In the school ‘Safeguarding and Child Abuse Protection Policy’ you have read and understood:   * The different types of abuse – physical, emotional, neglect and sexual. * The indicators of abuse – these factors should not be considered in isolation but viewed within the context of the child’s overall demeanour and our knowledge of the situation.   *Note: An updated version is always available in the Staff Policy File, on the school internal server or on the school website.* |  |
| All staff have a responsibility to report child abuse or suspected child abuse. |  |
| If you suspect abuse or witness abuse you MUST inform the Designated Safeguarding Lead immediately. |  |
| If you are approached by a pupil:   * Listen but NEVER promise to keep confidence * Do NOT ask leading questions but you can ask Who?, What?, Where?, When? * Do write detailed notes about what they told you using the ‘Record of Child Protection Concern’ form. Include names, dates, times and your signature * Give this record to the Designated Safeguarding Lead immediately * Do NOT investigate |  |
| If you have a concern or are told about a concern and the subject is a member of staff you must inform the Designated Safeguarding Lead immediately. |  |
| If you have a concern or are told about a concern and the subject is the Headmistress you must inform the Proprietor or the Designated Advisor immediately. |  |
| The Designated Safeguarding Lead may take a concern to Camden Social Services. |  |
| If you are concerned that a child is in immediate danger you should always call the Police on 999 and Camden Safeguarding Children Board (CSCB) on 0207 974 6658 or 0207 974 4127  *Note: Full address details are in the school ‘Safeguarding and Child Protection Policy’* |  |
| All staff, peripatetic staff, volunteers and work experience students have a responsibility to ensure that children are safe from harm.  Please note to ensure the following at all times:   * You NO NOT use your mobile phone camera or other personal camera or any such personal equipment to photograph/film any student/s at Broadhurst School at any time * You do NOT use your mobile phone in the classroom whenever children are present at any time * Your bags are securely stored * Any medication is securely stored * If you are taking medication you check with your doctor that it will not affect your ability to look after children or to work around children * You do NOT transport pupils in your car * You do NOT have any one-to-one sessions with a pupil in a secluded space. If it is necessary to take a child out of the classroom use a space that has a door open or viewing panel. |  |

**Signature:**

**Name:**

**Date:**

See Child Protection Diagram below.

**Annex A: Grounds for deleting a pupil from the school admission register**

**Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended**

**1**

8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.

**2**

8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.

**3**

8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.

**4**

8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.

**5**

8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.

**6**

8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that —

(i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and

(iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.

**7**

8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.

**8**

8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and —

(i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and

(iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.

**9**

8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.

**10**

8(1)( j ) - that the pupil has died.

**11**

8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and—

(i) the relevant person has indicated that the pupil will cease to attend the school; or

(ii) the pupil does not meet the academic entry requirements for admission to the school’s sixth form.

**12**

8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.

**13**

8(1)(m) - that he has been permanently excluded from the school.

**14**

8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.

**15**

8(1)(o) where—

(i) the pupil is a boarder at a maintained school or an Academy;

(ii) charges for board and lodging are payable by the parent of the pupil; and

(iii) those charges remain unpaid by the pupil’s parent at the end of the school term to which they relate.

Appendix 5

**Glossary of acronyms used in safeguarding policy**

CAF- Common Assessment Framework

CP- Child Protection

CSCP- Camden Safeguarding Children’s Partnership

CSE- Child Sexual Exploitation

CSSW- Children’s Safeguarding and Social Work

DBS- Disclosure and Barring Service

DFE- Department for Education

DSL- Designated Safeguarding Lead

EYFS- Early Years Foundation Stage

FGM- Female Genital Mutilation

FSSW-Family Services and Social Work

HBV- Honour Based Violence

HM Government- Her Majesty’s Government

ISA- Independent Schools Association

KCSIE- Keeping Children Safe in Education

LA- Local Authority

LADO- Local Authority Designated Officer

LCPP- London Children Protection Procedures

LSCB- Local Safeguarding Children’s Board

MASH- Multi Agency Safeguarding Hub

TEACHER REGULATION AGENCY- National College of Teaching and Leadership

NSPCC- National Society for Prevention of Cruelty to Children

PSHEE- Personal Social Health Economic Education

SEND- Special Educational Needs and Disabilities

VAWG- Violence against Women and Girls

WT- Working Together to Keep Children Safe

**ADDENDUM**

**New Guidance**

**Coronavirus (COVID-19): safeguarding in schools, colleges and other providers**

Published 27 March 2020

The Department for Education updated three sets of guidance on Friday including new guidance on safeguarding, which is available [here](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers). This highlights that although KCSIE still applies, the following are key areas in which schools will wish to modify their safeguarding policies and practices as a result of the changes forced by Covid19. Schools should still prioritise the safety and welfare of children and continue to make referrals to the MASH where there are concerns.

**Key Points:**

* Review School Child Protection Policies to reflect new arrangements in response to COVID-19 – keep under review as circumstances continue to evolve. An annexe or addendum is sufficient
* Take note of any advice from the Camden Safeguarding Children Partnership.
* The DSL or their deputy must be available at all times. If a DSL isn’t available on site, schools could consider either having their trained DSL or deputy available by phone or online video, or sharing DSLs or deputies with other schools and colleges, who would be available by phone or video.
* Where a trained DSL or deputy is not on site, the department recommend a senior leader takes responsibility for co-ordinating safeguarding on site.
* Ensure that each vulnerable child has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details
* Schools should ensure all their staff and volunteers known “on any given day” who their available DSL or deputy is, and how to speak to them
* DSLs or deputies who have been trained will continue to be classed as a trained DSL (or deputy), even if they miss their refresher training.
* Where children are attending another setting schools should do “whatever they reasonably can ” to provide the new school with “any relevant welfare and child protection information”
* For LAC, changes should be led and managed by the local authority virtual school head who has responsibility for the child.
* Schools should continue to follow safe recruitment procedures to ensure any staff or volunteers are suitable to work with children.

The DfE also published updated guidance on vulnerable children and young people which is available [here](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people); it contains updated information on when and why vulnerable pupils should be at school. It also updated its guidance for schools about temporary closures available [here](https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing) and includes additional frequently asked questions.