



## Safeguarding and Child Protection Policy and Procedures

<b>Designated Safeguarding Lead (DSL)</b>	<b>Deputy DSL</b>
<b>Deputy Head: Hannah Roberts</b>	<b>Headmistress: Zoe Sylvester</b>
<b>Advisor: Lyn Cleaver</b>	
<b>Proprietor: Brian Berkery</b>	

<b>Updated</b>	<b>Review Date</b>	<b>Headmistress</b>	<b>Proprietor</b>
<b>September 2022</b>	<b>September 2023</b>	<b>Zoe Sylvester</b>	<b>Brian Berkery</b>

**Broadhurst School accepts children aged 2-5 years and is therefore an Early Years only setting, following the Early Years Foundation Stage and its associated requirements. The school also follows the Independent Schools Standards Regulations (ISSRs.)**

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## Key contacts at Broadhurst School

**Headmistress:**

Name: Mrs Zoe Sylvester

Contact details: Tel:07883 018823

**Designated Safeguarding Lead (DSL):**

Name: Mrs Hannah Roberts

Contact details: Tel: 07972826085

**Deputy DSL:**

Name: Mrs Zoe Sylvester

Contact details: Tel: 07883 018823

**The Proprietor:**

Name: Mr Brian Berkery

Contact details: Tel: 0207 328 4280

**Nominated advisor for child protection:**

Name: Mrs Lyn Cleaver

Contact details: 07775 521314

## *London Borough of Camden*

**Child Protection Lead Officer and Local Authority Designated Officer (LADO):**

Name: Sonia Forbes

Contact details: 020 7974 4556

Email: [lado@camden.gov.uk](mailto:lado@camden.gov.uk)

**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's Contact Service/MASH team:**

Tel: 020 7974 3317

Out of Hours MASH Team

Tel: 0207 974 4444

**Online safety Contact Officer:**

Name: Jenni Spencer

Tel: 020 7974 2866

**Prevent Education Officer**

**Police-** for reporting FGM- Tel: 101

Name: Jane Murphy

Tel: 020 7974 1008

Prevent Officer

## **Part A: Core operational policies and procedures**

This policy is updated annually and whenever required to remain up to date with safeguarding issues as they emerge and evolve including lessons learnt.

### **1 Purpose of policy**

This policy sets out how the School will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. The School will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge 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.

The School takes a holistic approach to safeguarding, and children's safety and welfare will be the key focus when developing policies so that the School environment and culture is one where:

- pupils know how to raise concerns, feel safe to raise concerns and are confident that their concerns will be taken seriously
- victims of abuse will be reassured that they will be taken seriously and that they will be supported and kept safe.
- Victims will not at any time be made to feel that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
- No victim will ever be made to feel ashamed for making a report
- staff are equipped to deal sensitively and effectively with concerns and disclosures
- inclusive and anti-discriminatory behaviour is an expectation for staff and pupils
- all forms of bullying, harassment and discrimination, or inappropriate, sexualised or offensive language and behaviour are not tolerated
- the wishes and feelings of pupils are taken into account at all times
- The school will always consider the best interests of the child
- Daily practice is underpinned by shared ethical values

### **2 Linked policies**

The following policies make up the School's safeguarding and child protection responses and contribute to a safe learning environment:

- Anti-Bullying
- Behaviour
- Safer recruitment and staff code of conduct

- CSCP guidance on dealing with allegations against staff and volunteers
- Online safety
- Children Missing from Education
- Staff Induction
- Whistleblowing
- Complaints
- The Prevent Duty
- Visitor and Visiting Speaker
- Admissions and Attendance
- Education Visits
- Child on child abuse protocol

### **3 Roles and responsibilities**

#### **3.1 Camden Supporting People Directorate**

The Directorate includes Children’s Safeguarding and Social Work (CSSW), Early Intervention and Prevention divisions and Camden Learning 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 online 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.

#### **3.2 The Proprietor**

The Proprietor of Broadhurst School is Mr Brian Berkery. The Proprietor will ensure that the School meets its statutory duties with regard to safeguarding and protecting pupils and that processes are in place to enable staff to understand the nature of safeguarding children in education and their role and responsibilities in doing so.

The Proprietor can be contacted on te:0207 328 4280 at the school address of 19 Greencroft Gardens, London NW6 3LP

The Proprietor will ensure the following:

- The School has the following policies in place and that these are regularly monitored, reviewed and updated where necessary
- Broadhurst School has an effective Safeguarding Policy in place covering early help, online safety, extra-familial harm and child on child abuse, the arrangements described in the policy must be implemented fully in practice. The safeguarding policy is reviewed annually alongside procedures and their implementation and is available to parents on the school website as well as on request.
- 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
- A behaviour policy that includes measures for bullying and harassment, including prejudice based and discriminatory bullying
- 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 or humiliating pupils and to report matters to the Disclosure and Barring Service as required, 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 TEACHING 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 and the Headmistress have 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 Deputy Headmistress (Hannah Roberts) (DSL) is designated to take the lead responsibility for dealing with child protection issues and liaising with other agencies where necessary
- The Headmistress and DSL is appointed as the designated member of staff to have responsibility for the welfare and progress of looked-after children and is trained for this role
- 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 Camden Safeguarding Children Partnership 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 including RHE). 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



- A procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present
- The school is able to work jointly with other agencies in order to ensure pupils can access help and support from early help services and statutory social work services and that children's plans are implemented and monitored
- A senior member of staff is appointed as the DSL with responsibility for carrying out the statutory duties as set out in this policy, the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence
- Staff receive a thorough induction on joining and are given copies of all relevant safeguarding and child protection policies and the staff code of conduct policy
- Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at the School and there are robust whistleblowing procedures in place
- Steps are taken to ensure parents and pupils are aware of the School's safeguarding and child protection policies and procedures
- The School has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to the school, to deal with allegations against staff or volunteers or humiliating pupils 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
- All staff receive safeguarding and child protection training at least every 2 years and receive regular updates from the DSL to ensure they remain up to date with new legislation
- The School has procedures in place to deal with allegations made against other pupils including humiliating pupils

- 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

### **3.3 Schools and senior leadership team**

The Headmistress and senior leadership team will ensure that the School meets its statutory safeguarding duty by ensuring the following:

- All staff are aware of their role and responsibilities for safeguarding under Part 1 of the guidance *Keeping children safe in education (2022)*
- Staff are inducted thoroughly in line with section 5.1 of the *Safer recruitment and staff conduct policy for schools and colleges*
- All staff are able to identify those children who need extra help and can make appropriate referrals to early help services, immediately if a child is suffering or likely to suffer from harm
- All staff are vigilant to harm and abuse, are able to identify those children for whom there are safeguarding and child protection concerns and can make appropriate referrals to CSSW.
- 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
- Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff in line with the policy *Safer recruitment and staff conduct policy for schools and colleges*
- The School offers a safe environment for staff and pupils to learn

### **3.4 TRAINING**

#### **The Designated Safeguarding Lead:**

- Receives updated CP training at least every two years. The required training content for the DSL is set out in Annex C 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 to Prevent Duties

- They receive Prevent Awareness training
- Receives 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 including Prevent, in line with advice from Camden Safeguarding Children Partnership (CSCP.) and at least annually including informal updates
- And the Proprietor will receive regular training
- Online Safety training will also be part of this which will include training for the Proprietor
- All staff working directly with children will read Part 1 KCSIE 2022 and Annex B Including temporary staff and volunteers. All other staff must read Part 1 or annex A KCSIE 2022 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
- Behaviour Policy
- The identity and role of the Designated Safeguarding Lead (DSL) and Deputy DSL
- Part 1 of KCSIE 2022 and Annexe B if working directly with children and all other staff must read Part 1 or Annex A (September 2022)
- Online Safety
- Anti-Bullying
- Children Missing from Education
- Mental Health Policy
- Child on child Abuse

### **3.5 Role of the Designated Safeguarding Lead (DSL)**

#### **Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead (DSL) at Broadhurst School is the Deputy Headmistress, Mrs Hannah Roberts. In her absence, the Deputy Designated Safeguarding Lead is the Headmistress, Mrs Zoe Sylvester.

At Broadhurst School the DSL will be available in her office on extension 222. In her absence the deputy DSL can be reached on extension 220. Outside of school hours, DSL and Deputy DSL can be reached on the mobile phone numbers listed on Page 1.

The Deputy 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. (See Appendix 4- KCSIE Annex C for further information on the role of the DSL)

### **3.6 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:

- 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 website or on request

- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- consult with and involve parents and carers in the development of School policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

### **3.7 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 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/2021/10/CSCP\\_Arrangements\\_2021-22.pdf](https://cscp.org.uk/wp-content/uploads/2021/10/CSCP_Arrangements_2021-22.pdf)

### **3.8 Contacting the police**

In the event that a criminal offence takes place on the School premises or police assistance is needed to deal with incidents, the School 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>

### **3.9 Operation Encompass**

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

Domestic abuse can encompass a wide range of behaviours and be a single incident or a pattern of incidents. That abuse can, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse which can have a detrimental and long term impact on their health, well-being, development and ability to learn.

The DSL will inform relevant staff of any notification and agree what support (if any) the pupil should receive from the School.

Operation Encompass is a police and education early information safeguarding partnership enabling schools to offer immediate support to children experiencing domestic abuse.

Operation Encompass ensures that there is a simple telephone call or notification to a school's trained Designated Safeguarding Lead /Officer (known as key Adult) prior to the start of the next school day after an incident of police attended domestic abuse where there are children related to either of the adult parties involved.

Information is shared with a school's Key Adult (Designated Safeguarding Lead or Officer) prior to the start of the next school day after officers have attended a domestic abuse incident. This sharing of information enables appropriate support to be given, dependent upon the needs and wishes of the child.

Email: [info@operationencompass.org](mailto:info@operationencompass.org)

## **4 Safeguarding children**

The School will carry out its duty to safeguard pupils which is:

- protecting children from maltreatment
- preventing impairment of children's health or development

- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

The School will refer to Camden's thresholds and eligibility criteria (available at the link below) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the DSL for advice and to discuss the case prior to making any referral for services.

[Safeguarding children - Camden Council](#)

All referrals for a children's social care service will be made by way of an e-CAF referral to Camden's Children and Families Contact team. The team is Camden's "front door" for children's social care referrals and accepts referrals for all cases.

Parental consent for referral will be sought but a referral will be made regardless of consent being given in cases where there are safeguarding concerns about the child and making a referral is a proportionate response to those concerns.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.

#### **4.1 Early help cases**

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs
- children with mental health needs
- young carers
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime or county lines;
- children who frequently go missing from home, school or care;
- children who are misusing drugs or alcohol;

- children at risk of exploitation through modern slavery and trafficking;
- children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
- children who have returned home from care;
- children who show early signs of abuse or neglect;
- children at risk of radicalisation;
- children at risk from honour based abuse i.e.: FGM, forced marriage
- children who have a parent in prison or who are affected by parental offending;
- privately fostered children;
- children who are persistently absent from school including for part of the school day.

Where the child's extra needs require services, consideration will be given to what early help support can be offered a child by the School.

If the child requires an early help service from another agency, the School will make a referral to the Early Help service (via the Children and Families Contact team) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

Where the child is receiving an Early Help service, the School will work as part of the Team around the Family and take up the role of lead professional where this is appropriate.

Early help provision should be monitored and reviewed to ensure outcomes for the child are improving. If the School believes that this is not the case, consideration should be given making a referral for a statutory social work service.

#### **4.2 Referral for a statutory social work service**

Where there are concerns about a child's welfare, staff will act immediately by seeking the advice of the DSL or their deputy are most likely to have the most complete safeguarding overview. Following consultation the DSL should decide on whether to make a referral to CSSW via the Contact Service.



Where the referral raises concerns that the child is at risk of significant harm, the case will be passed on to Camden's MASH team immediately to gather relevant information from other agencies.

The Contact Service will inform the School within 1 working day of the outcome of any referral and what action CSSW will be taking. This may include any of the following:

- Carrying out a child and family assessment to identify the child's needs and establish if the child is 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
- Convening a **strategy meeting under child protection** procedures as set out in section 5 for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child
- Providing services for the child and their family in the meantime whilst work is on-going (including details of services).

## **5 Child protection procedures**

### **5.1 Role of School**

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*)  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- What to do if you're worried a child is being abused (*DfE2015*)  
[What to do if you're worried a child is being abused - Publications - GOV.UK](#)
- The London Safeguarding Children Board child protection procedures (March 2022)  
[London Safeguarding Children Board: Child Protection Procedures](#)
- Keeping children safe in education (*DFE 2022*)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

- The Prevent Duty 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

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

- identify those pupils where there are child protection concerns and make a referral to CSSW
- 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.

## **5.2 Recognition**

Staff have a responsibility to identify those children who are suffering from abuse or neglect and to ensure that any concerns about the welfare of a pupil are reported to the DSL.

Staff should refer to appendix 1 for a full definition of significant harm and the specific indicators that may suggest a pupil may be at risk of suffering significant harm.

Children who are experiencing abuse, being exploited or neglected might not recognise their experiences as harmful or feel ready or able to talk about them. Staff are expected to recognise the indicators of any form of abuse and follow up with appropriate professional curiosity and refer any concerns to the DSL. Staff should be constantly alert to the risk of abuse so that they can be explored.

Any concerns held by staff should be discussed in the first instance with the DSL or their deputy and advice sought on what action should be taken. Where

required, advice on thresholds and indicators of harm can be obtained from the MASH social worker on a no-names basis.

Concerns may be monitored over time and recorded on the monitoring/incident form shown at appendix 2. Details of any concerning incidents should also be recorded on this form.

### **5.3 Dealing with disclosures**

If a pupil discloses to a member of staff that they are being abused, the member of staff should;

- listen to what is said without displaying shock or disbelief and accept what the child is saying
- allow the child to talk freely
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to CSSW
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- make a formal record and pass this on to the DSL

### **5.4 Referral**

Where possible, a decision on whether or not to refer a pupil to CSSW should be made by the DSL or their deputy following a discussion with the member of staff who has raised concerns. However this should not delay any referral and any member of staff may make a referral if this is necessary but staff should discuss the matter with a member of the senior management team and take advice from the Children and Families Contact team social worker. The DSL should be informed as soon as possible.

Referrals should be in writing using an e-CAF referral completed either by the teacher raising concerns or by the DSL. Urgent child protection referrals will be accepted by telephone but must be confirmed in writing via the e-CAF referral within 48 hours.

Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the DSL may discuss the case on a

“no names” basis with the Contact team social worker to obtain advice on how to proceed.

Parental consent should be sought prior to the referral being made but a referral can be made if parents refuse consent where there are safeguarding concerns about the child and referral is a proportionate response to these concerns. Consent should not be sought if this would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay.

If the child already has an allocated CSSW social worker, the referral should be made directly to them. If the child is not already known to CSSW, referrals should be made to the Contact team. If the child lives outside Camden, a referral should be made to their home local authority.

All referrals will be acknowledged by the Children and Families Contact team manager within 24 hours and the referrer informed of what action will be taken.

If the School does not think the child’s situation is improving within a reasonable timescale following referral, this should be taken up with CSSW/Early help services via the DSL.

## **5.5 Attendance at case conferences and core groups**

The DSL will liaise with CSSW to ensure that all relevant information held by the School is provided to CSSW during the course of any child protection investigation.

The DSL will ensure that the School is represented at child protection case conferences and core group meetings:

- where possible, a member of staff who knows the child best, such as a class teacher or head of year will be nominated to attend
- failing that, the DSL or their deputy will attend
- if no-one from the School can attend, the DSL will ensure that a report is made available to the conference or meeting.

## **5.6 Monitoring**

Where a pupil is the subject of a child protection plan and the School has been asked to monitor their attendance and welfare as part of this plan:

- monitoring will be carried out by the relevant staff member in conjunction with the DSL

- all information will be recorded on the child protection monitoring/incident form shown at appendix 2 prior to each conference and core group meeting
- the completed monitoring form will be kept on the pupil's separate child protection file (that should be separate from the school record) and copies made available to all conferences and core group meetings
- the DSL will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing

## 5.7 Records

Child protection records relating to pupils are highly confidential and will be kept in a designated welfare file separate to the pupil's education records. These records will be securely held within the School.

The DSL is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

All information should be recorded on the safeguarding monitoring/incident form (see appendix 2) and all records should be signed and dated.

Records should show:

- what the concerns were;
- what action was taken to refer on concerns or manage risk within the School;
- whether any follow-up action was taken;
- how and why decisions were made.

Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.

The monitoring/incident form must be completed:

- whenever concerns arise or there is a serious incident **or**
- where a child is being monitored, prior to a case conference or core group meeting

Child protection files must be accessed and information shared by members of staff on a "need to know" basis only.

Where a child who is subject to a child protection plan transfers to another school, the DSL is responsible for ensuring that copies of all relevant records are passed to the DSL at the new school within 5 days.

The DSL may also consider contacting the new school to share relevant information in order to ensure the child receives the support they need as soon as they transfer.

Child protection records will only be kept until the pupil leaves the School and should be disposed of as confidential waste.

## **5.8 Confidentiality and information sharing**

All information obtained by School staff about a pupil will be kept confidential and will only be shared with other professionals and agencies with the family's consent unless there are safeguarding concerns that need to be shared with CSSW and parents refuse consent or seeking consent would place the child at further risk.

If the child is under 12, consent to share information about them must be obtained from their parents or carers.

Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with CSSW and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by CSSW.

Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents should be made aware of this. Before taking this step, schools and colleges should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

Parental consent to referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, schools should discuss this with the Child and Family Contact team social worker on a "no names" basis to gain advice on whether this course of action should be taken.

Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure and

remind recipients that the information is confidential and only to be used for the stated purpose.

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.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the DSL or seek advice from the Child and Family Contact team social worker.

## **5.9 Child Abduction and Community Safety Incidents**

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

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

## **6 Early Years Settings**

### **6.1 Legal and policy framework**

As an early years provider delivering the Early Years Foundation Stage (EYFS), the school aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

The school will ensure that children taught in nursery and reception classes are able to learn and develop and are kept safe and healthy so that they are

ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

## **6.2 Safeguarding and child protection**

All safeguarding and child protection policies listed in sections 4 and 5 of this policy will apply equally to children in early years settings so far as they are relevant to that age group.

In addition, the school has the following child protection policies:

- a policy on the use of mobile phones and cameras within the early years setting; recommended policies are:
- parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;
- parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared;
- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;
- staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.
- a statement on how notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

## **6.3 Suitable people**

The school will follow the Safer recruitment policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children, have the relevant qualifications and are not disqualified from working in childcare settings.

This policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so



that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.

Whenever an allegation is made against a member of staff in the early years setting, the school will follow the Camden policy "*Guidance of the management of an allegation against a member of staff*" as referred to in section 2 of this document.

Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

#### **6.4 Staff training, skills and supervision**

The school will ensure that:

- all staff in early years settings have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy
- all policies set out in the Safer recruitment policy will apply equally to early years staff
- all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take
- all early years staff are able to communicate effectively in English both orally and in writing
- a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips
- each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child

#### **6.5 Staff ratios**

The school will ensure that:

- staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe
- parents are kept informed of staff members and number
- children are kept within staff sight and hearing at all times.

For two year olds:

- there will be at least one member of staff for every four children

- both members of staff will hold a full and relevant L3 qualification

For three year olds:

- there will be at least one member of staff for every 13 children
- one member of staff will be a qualified teacher
- at least one member of staff will hold a full and relevant level 3 qualification.

For four to five year olds:

- class sizes will be limited to 30 pupils
- classes will be lead by a qualified teacher supported by suitably qualified support staff.

For before and after school provision, schools will decide how many staff will be required for adequate supervision based on the age and needs of the children attending.

## **6.6 Health**

The school will:

- promote the health of children attending the early years provision
- take necessary steps to stop the spread of infection
- administer medicines only in line with the school's policy
- take appropriate action where children are ill
- ensure any meals provided are nutritious and prepared in a hygienic manner
- notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

## **6.7 Health and safety and suitability of premises**

The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.

The school has specific policies for ensuring that records of parents details and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

Smoking and vaping will not be permitted on the school premises when children are present.

## **6.8 Managing behaviour**

The school will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with Camden's *Physical intervention and restraint* policy. <https://cscp.org.uk/professionals/schools-and-nurseries-safeguarding-policies/>

## **6.9 Records and information sharing**

The school will ensure it keeps accurate records about the child which will be lawfully shared with others for the purposes of safeguarding children as set out in section 5.8 of this policy.

# **7 Health and safety and risk assessments**

## **7.1 Responsibility for health and safety**

The Proprietor and Headmistress will ensure that there is a robust health and safety policy in place in order to meet the statutory responsibility for the safety of pupils and staff within the school environment.

Any health and safety policy adapted by the School will be based on the government guidance (link below) and will seek to balance risk avoidance against providing pupils with opportunities to take part in activities that help them learn to manage risk themselves.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279429/DfE\\_Health\\_and\\_Safety\\_Advice\\_06\\_02\\_14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279429/DfE_Health_and_Safety_Advice_06_02_14.pdf)

Day-to-day responsibility for health and safety issues in the School will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is:

Name: Mrs Zoe Sylvester

Designation: Headmistress

Contact details: Tel:0207 328 4280

## **7.2 Risk assessments**

The School will seek to identify and manage risk through the use of risk assessments. These will be carried out:

- on an annual basis for the school environment as a whole
- for all school trips
- for pupils travelling between locations during the school day
- for all work-based learning or work experience placements
- when a pupil who has been excluded for risky or violent behaviour is returning to the school
- whenever there are any changes to the school environment or school practices
- following any serious incident.

## **7.3 Working with aggressive and violent parents**

Where schools are working with families who are known to CSSW and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the Headmistress and the DSL and the information shared with CSSW.

If there are high levels of risk involved in contact with parents, CSSW may convene a risk assessment meeting with the network in order to discuss strategies to reduce risk, and it is vital that schools and colleges are part of this process.

## **7.4 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.

In general, occasional visitors to the School such as parents will not be subject to DBS checks but their movement around the premises will be supervised.

The Headmistress and the School Bursar will ensure that any contract entered into with contractors' sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with School policies.

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.

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.

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.

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.

All visitors and contractors will be:

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

## **7.5 Alternative education provision**

Whenever the school places a pupil with an alternative education provider, the school will obtain written confirmation of the provider's safeguarding and child protection policies and ensure that appropriate safeguarding checks on individuals working at the establishment have been carried out.

The School recognise that alternative provision may increase risk for vulnerable pupils and will follow the relevant government guidance:

<https://www.gov.uk/government/publications/alternative-provision>

<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

## **7.6 Use of the school premises by other organisations**

The School will only allow use of the school premises by other organisations schools outside of school hours for the purposes of providing supplemental schooling if:

- the schools articles of trust or other incorporating document allows this
- the organisation provides an overview of what it intends to teach so that the Headmistress is able to make a judgement on whether this is in line with the promotion of British values
- the organisation can provide copies of child protection policies and procedures and the School accept these as adequate
- the organisation can provide evidence that they have followed safer recruitment practices and that their staff have the requisite DBS checks
- the following reasonable and due diligence checks are taken out on the organisation by the school
  - an internet search on the organisation
  - checks with Camden's Community Groups and Schools Consultant (020 7974 7319)
  - checks with Prevent Education officer (020 7974 1008)
  - checks with Camden Community Safety and the local police (020 7974 2915)
- details of the agreement are recorded on the partnership agreement record with clear provision for the circumstances under which the agreement can be terminated by the School for breach

## **7.7 Monitoring and review**

To enable the School to monitor the safety of the premises and the school environment, as well as the implementation of policies, the Headmistress and the Proprietor will ensure that:

- all School policies are regularly monitored by the DSL and annually reviewed by the head teacher and governing body
- the School keeps a central record of all accidents and incidents including what action was taken and by whom
- staff are aware of their responsibility to record accidents and incidents
- the Headmistress has an overview all accidents/incidents
- serious accidents and incidents are reported to the Proprietor
- the DSL ensures a high standard of recording of all concerns held about children
- all accidents and incidents are scrutinised on a regular basis by the Senior Leadership Team to identify any problems or weaknesses

around School safeguarding policies and procedures or any emerging patterns and agreeing to any course of action

## **Part B: Additional safeguarding policies and procedures**

### **B.1 Non-collection of children from school**

The school will put in place a policy regarding handing over children to adults who are not their parent or known carer at the end of the school day. Parents will be asked to provide the details of the person who will normally collect the child and will be informed of the need to notify the school in advance if this changes, giving details of the person authorised to collect the child. The school will also ensure that the details of at least two people who can be contacted in an emergency in the event that the child is uncollected.

Parents will also be asked to inform schools where children are subject to court orders that limit contact with a named individual or when information about the child should not be divulged because it may pose a risk to the child.

In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave but contact the parent immediately.

If a child is uncollected at the end of the school day, the school will follow the procedure agreed with CSSW:

- The schools will check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members and wait with the child until someone comes to collect them

- Children will not be released into the care of another parent even where they offer to take the child home
- The school will contact the Children and Families Contact Service to put CSSW on notice at 4.00 pm if there are difficulties in contacting parents or other family members
- If no contact can be made with the parent by 4.30pm, the school will contact the Children and Families Contact Service who will arrange for a social worker to collect the child or make arrangements for the child to be transported to the CSSW office
- The school will regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so
- Where children are regularly uncollected or collected late, this should be discussed with the DSL. If there are also child protection concerns, a referral should be made to CSSW

## **B2 Children who are missing from education or home educated**

Schools need to be aware of those children who are persistently absent or missing from School as this may be an indicator of welfare concerns.

The School's Supervision of Children including Missing Child and Non-Collection policy states who needs to be notified and what action should be taken and any relevant timescales.

Parents are asked to provide contact details for at least two or more people who can be contacted in the event that a child does not attend school.

When a parent notifies the school that they are removing the child so that they can be educated at home, the following notifications should be made:

- The Pupil Attendance Service must be notified of all decisions
- If the child is already known to CSSW, their allocated social worker should be notified immediately
- If this child is not known to CSSW, but the school has concerns about their welfare, the DSL should make a referral to CSSW

## **B3 Child on child abuse**

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside school/college and online. It is most likely to include, but may not be limited to, bullying (including cyber-bullying, prejudices-based and discriminatory



bullying); abuse in intimate personal relationships between peers; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; causing non-consensual sharing of nudes and semi nudes images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals (KCSIE)

Child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability of other differences. It can result in significant, long-lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse, educational under-achievement, being involved in crime. It should be recognised that peer abuse is harmful to both perpetrator (who is a child) and the victim.

Abuse may include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.

### **Prevention**

Broadhurst School has a whole school approach that starts with a clear set of values and standards which are upheld throughout the school. There is also a culture of zero tolerance for abuse underpinned by the school's behaviour policy, staff code of conduct, relationships and sex education (RHSE) and a pastoral support system in place.

The School will ensure that all staff are aware of child on child abuse and know what action to take when a pupil's behaviour is likely to cause harm to other pupils.

The following signs may be indicators of peer-on-peer abuse taking place:

- absence from school or disengagement from school activities
- physical injuries, including hitting, kicking, shaking, hair pulling
- mental or emotional health issues
- becoming withdrawn – lack of self esteem
- lack of sleep
- alcohol or substance misuse (not with our age range)
- changes in behaviour
- inappropriate behaviour for age
- harmful towards others

Additional vulnerable groups may include:

- Those aged 10 and upwards
- Girls and young women are more likely to be harmed and boys and young men more likely to have harmed

- Black and minority ethnic children/young people often under identified as having been harmed and over-identified as having harmed others
- Children/young people with intra-familial abuse in their histories or those living with domestic abuse
- Children/young people in care and those who have experienced loss of a parent, sibling or friend through bereavement

Children/young people who have harmed others can be younger than their victims.

## **Our Approach**

At Broadhurst school we create a healthy, safe environment allowing children know what to do if they are unhappy with something and what it means to give true consent.

Staff and pupils treat each other with respect and understand how their actions affect others. They should feel able to openly discuss issues that could motivate child on child abuse. Our School has a zero-tolerance whole-setting approach i.e. harmful behaviours will not be passed off as ‘banter’, ‘just growing up’ etc. Issues that might later provoke conflict are addressed early.

Staff should recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported

Ensure children/young people know the risks – talk about child-on-child abuse in an age-appropriate way.

Our role is to be influencing children/young people to be making the healthiest long-term choices and keeping them safe from harm in the short-term.

Ensure staff understand the impact of child on child abuse on children/young people’s mental health as well as the additional needs/vulnerabilities of children/young people with special educational needs or disabilities, who identify as lesbian, gay, bisexual and/or transgender; and/or have other perceived differences

Check children/young people have safe relationships – in their family, with their peers and with your staff. Create the environment where it is OK to talk, even about the most difficult things.

Spot the signs and know what to do – use the checklists above along with your school/college’s safeguarding procedures and be confident to raise child on child/child on child abuse as a possibility.

Any concerns raised must be reported to the DSL using the initial safeguarding concern form.

Schools have a role in recognising child on child abuse and making appropriate referrals to children’s social care services and the police where a criminal offence has taken place in line with this protocol.

All staff have a responsibility to challenge abusive behaviours observed between peers.

Close supervision of children at all times will minimise the risk of peer-on-peer abuse taking place at School.

Victims and perpetrators will be supported alongside any other children or members of staff involved.

### **Sharing of nude and semi-nude images**

The NPCC has made it clear that incidents involving sharing nudes and semi-nudes should have an immediate focus on safeguarding children.

In many cases, education settings may respond to incidents without involving the police, for example where an incident can be defined as ‘experimental’ and there is no evidence abusive or aggravating elements.

The police may, however, need to be involved in some cases to ensure thorough investigation, including the collection of all evidence (for example, through multi-agency checks). Where there are abusive and/or aggravating factors, incidents should always be referred to the police through the Multi-Agency Safeguarding Hub (MASH) or equivalent

See <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people> for further information

## **B4 Harmful sexual behaviour, sexual violence and harassment**

The School recognises that sexual violence and sexual harassment between pupils is a serious safeguarding issue and such behaviour will not be tolerated.

The School will follow the statutory guidance *Sexual violence and sexual harassment between pupils* and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators and ensure a safe learning environment for all pupils.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

All incidents involving sexual violence or sexual harassment between pupils will be challenged and dealt with under the *Child on child and sexual violence and harassment guidance for schools and colleges* guidance and the *Harmful sexual behaviour* protocol.

<https://cscp.org.uk/resources/sexual-harmful-behaviours/>

## **B5 Prevention of radicalisation**

The School's safeguarding duty includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism. The school assesses the risk of children being drawn into terrorism and identifies who may be at risk of radicalisation.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Under Counter-Terrorism and Security Act 2015, the School also has a duty to refer young people on to Camden's Channel Panel under the Prevent strategy where there are concerns that they are being radicalised. (updated 2021)

<https://www.gov.uk/government/publications/prevent-duty-guidance/revISED-prevent-duty-guidance-for-england-and-wales>

The School will follow the guidance set out in the CSCP guidance "Safeguarding children and young people from radicalisation and extremism" where:

- a School has concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or
- that a younger pupil may be at risk due to their parent's radicalisation.

The guidance is available at:

<https://cscp.org.uk/wp-content/uploads/2019/06/CSCB-guidance-on-radicalisation-and-extremism.pdf>

Schools should always be a safe space for young people to explore new ideas and perspectives and develop their critical thinking skills. Where there are concerns about radicalisation and a referral under the Prevent duty to Channel Panel is being considered the School should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

The School DSL should be consulted for internal advice on making a referral. Prior to making a referral the school may also speak to and get advice from Camden's Prevent co-ordinator (Albert Simango, [albert.simango@camden.gov.uk](mailto:albert.simango@camden.gov.uk) or call 020 7974 2010) or the Prevent Education Officer (Jane Murphy, [jane.murphy@camden.gov.uk](mailto:jane.murphy@camden.gov.uk) or call 020 7974 1008).

## **B6 Mandatory reporting of Female Genital Mutilation (FGM)**

The School will follow the statutory guidance on FGM in order to safeguard girls who are at risk of FGM:

[Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK](#)

Where a pupil makes a disclosure of FGM, the School will follow the mandatory reporting rules and make appropriate referrals to the police ([Tel:101](tel:101)) as set out in the CSCP guidance available at: <https://cscp.org.uk/wp-content/uploads/2019/06/FGM-MPS-guidance-for-schools-2013.pdf>

All concerns around FGM, including any disclosure made by a pupil, will be discussed with the DSL before any action is taken.

## **B7 Online safety**

As part of its duty to provide a safe learning environment and ensure pupils are taught how to remain safe online, the School will implement the Online Safety and Acceptable User Policy. This includes the school having adequate filtering systems to keep children safe when accessing the internet and usage is monitored.

## **B8 Looked after and previously looked after children and care leavers**

The School recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

The Headmistress is the designated teacher for LAC and care leavers. Advice will be sought for specialist knowledge of the issues faced by this cohort whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

## **B9 Children with special education needs or disabilities (SEND)**

The School is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties and professionals may miss vital indicators.

Additional barriers can exist when recognising abuse and neglect in children with SEND, (See appendix for list of indicators found in KCSIE).

Further exploration may be needed to address assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

Children with SEND may be more prone to child on child group isolation or bullying (including prejudiced-based bullying) than other children  
The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing signs. School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help.  
The School will follow the CSCP guidance *Safeguarding children with disabilities* available at:

<https://cscp.org.uk/wp-content/uploads/2019/06/Safeguarding-children-and-young-people-with-disabilities-guidance.pdf>

## **B10 Safeguarding vulnerable groups**

The School is aware that some pupils may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services, CSSW or other agencies in order to overcome problems or keep them safe.

The School will adhere to the following policies in order to respond to the needs of these vulnerable groups.

### **Children who have a social worker**

The School recognises that children who are receiving a social work service from CSSW and who are subject to child in need or child protection plans are likely to have experienced abuse, neglect and trauma and that this could have a negative effect on their behaviour and learning.

CSSW social workers will inform schools whenever a child is receiving a service and the DSL will keep a record of all pupils who have an allocated social worker.

The School and will work in partnership with social workers to implement the child's plan in order to support their education and safeguard and promote their welfare. A representative of the school who knows the pupil well will become part of the professional network and will share information about safeguarding risks and attend planning meetings. In their absence, a suitable colleague will deputise for the member of staff or a written report will be provided for meetings.

### **Children at risk of forced marriage**

*[Forced marriage - Detailed guidance - GOV.UK](#)*

### **Domestic abuse and/or sexual violence**

<https://cscp.org.uk/wp-content/uploads/2019/06/CSCB-domestic-abuse-guidance.pdf>

### **Privately fostered children**

<https://cscp.org.uk/resources/private-fostering-resources/>

Schools have a legal duty to notify Camden of any pupil they know to be privately fostered. Schools should contact the Fostering team on 020 7974 6783 to notify Camden of any private fostering arrangements that come to their notice.

### **Young carers**

<https://cscp.org.uk/resources/young-carers/>

If schools have concerns about a pupil, they believe to be a young carer, they can contact Family Action on **020 7272 6933** for advice and can refer the pupil on for services and support. Further details can be found on the website.

[www.family-action.org.uk](http://www.family-action.org.uk)

## **B11 Extra-familial harm and exploitation**

The School is aware of the risk to children and young people from extra-familial harm and staff will be vigilant to the indicators of extra-familial harm in relation to pupils at all times.

Whenever staff are made aware of any safeguarding incident or concerning behaviour that has taken place out of the home and that has put a pupil at risk, staff will discuss the matter with the DSL and consider the level and nature of the risk before making decisions on referrals.

Young people experience physical, cognitive and emotional changes during adolescence and will grow more independent, spending more time away from home. They may pursue risky behaviours and as a result, they may face heightened risk from safeguarding threats outside of the home.

These threats may be from within the community, from other pupils at School or from their own peer group rather than from within the family and there may be no concerns about parenting other than concerns about supervision.

Sources of harm and exploitation can include:

- child sexual exploitation
- child criminal exploitation including county lines
- modern slavery and trafficking
- gang activity and youth violence
- radicalisation.

Exploitation is a form of abuse involving an imbalance of power within a relationship that allows one party to use this power to manipulate another to carry out an act. The victim may believe that they are acting on their own accord but in fact their consent has been obtained through deception, duress or force and threats of violence.



Factors such as substance misuse and periods of going missing from home or school can also add to young people's vulnerability to extra-familial harm and are often indications that exploitation may be taking place.

The School will adhere to the following policies whenever there are concerns that young people are at risk from extra-familial harm:

### **Children at risk of sexual exploitation**

<https://cscp.org.uk/wp-content/uploads/2019/06/CSCB-multi-agency-guidance-on-child-sexual-exploitation.pdf>

### **County lines and criminal exploitation**

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Criminal exploitation occurs where a person or a group of people takes advantage of their contact with and influence over a young person to coerce or manipulate them into carrying out a criminal act. Examples of criminal exploitation are:

- county lines
- benefit fraud
- forced theft
- forced begging
- cannabis cultivation
- money mule (where the young person's bank account is used by others for money laundering).

County lines is the most common form of criminal exploitation in Camden and describes when gangs and organised crime groups exploit young people to transport and sell drugs, sometimes across county boundaries but also locally and within the borough. The young people have dedicated mobile phone 'lines' for taking orders for drugs and are used as they are less likely to be stopped by police, allowing adult dealers to avoid the risk of arrest.

Indicators include unexplained money, having several mobile phones, frequent calls, being in trouble with the police for possession of drugs, being found in an area to which they have no connection.

### **Modern slavery and trafficked children**

<https://cscp.org.uk/resources/child-trafficking-and-modern-slavery/>

The CSCP protocol provides guidance for agencies where it is thought children have been trafficked into or within the UK or where they are vulnerable to modern slavery/forced labour. This includes young people who are criminally exploited under the county lines model.

### **Young people at risk from gang activity or serious violence**

Schools/colleges should be aware of the indicators that a young person may be involved in violent crime or may be being criminally exploited and as such at risk from becoming a victim of violence. Indicators include absenteeism, changes in friendship groups, declining academic performance, changes in emotional welfare and signs of physical assault.

Camden has a comprehensive strategy for reducing the risks posed by gang activity, and schools can refer young people to the Young Person's Advocate based in the Youth Offending Service on 020 7974 6174 for advice.

### **Children who run away/go missing**

<https://cscp.org.uk/resources/missing-children-from-home-and-care/>

Schools/colleges should also be aware that many of these forms of risk and exploitation are linked and that going missing from home or from education can be an indicator that young people are involved in child sexual exploitation, gang activity, modern slavery, criminal exploitation and trafficking.

## **B12 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. (See Mental Health Policy).

The School is party to the multi-agency protocol on children and young people's mental health and will carry out its responsibilities under that protocol where there are concerns about a pupil's mental and emotional wellbeing.

<https://cscp.org.uk/wp-content/uploads/2021/05/Interim-multi-agency-protocol-on-children-and-young-people%E2%80%99s-mental-health-2021.pdf>

Where there are safeguarding concerns arising from a pupil's mental health issues, staff will discuss concerns with the DSL to agree any actions to be taken.

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.

The School will ensure that staff are teaching about mental wellbeing (as part of the statutory Health Education) to help reduce the stigma attached to mental and emotional problems and ensure pupils know how to keep themselves mentally healthy and know how to seek support.

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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

## **B13 Allegations against Staff**

### **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**

- All allegations must be reported straight away to the Headmistress including allegations against staff including supply staff, contractors and volunteers. Visiting speakers are checked as suitable and are supervised
- If the Headmistress is absent, or is the subject of the allegation or concern, the allegation must be reported to the Proprietor straight away and the Designated Advisor. If the allegation is against the Headmistress or DSL, the Head and DSL will not be informed. It is important that the Headmistress receives a written record with details, names and dates.
- The Headmistress 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.
- There may be situations when the Headmistress 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 Headmistress should discuss the allegations with the Local Authority Designated Officer in order to help determine whether police involvement is necessary.
- The Headmistress 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 Headmistress 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 Headmistress 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

Headmistress 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.

- 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 Headmistress should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers.
- Written records will be kept for any conversations and interactions with the Headmistress, LADO, the individual and the parents.
- The Headmistress 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 Headmistress and LADO and agreement reached on what information should be put in writing to the individual concerned and by whom. The Headmistress 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 Service (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](https://www.gov.uk/government/organisations/disclosure-and-barring-service/about-us)

If an allegation is made against a member of supply staff or contractor, the agency or employment business will be kept fully informed and involved

### **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 Teacher Regulation Agency.

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 Dismissal**

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 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 or humiliating pupils 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. 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 and 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.

### **Low Level Concerns**

A low level concern is any inappropriate, problematic and concerning behaviour concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- doesn't meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

Low-level concerns are part of a spectrum of behaviour. This includes:

- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances
- behaviour which is intended to enable abuse.

Examples of such behaviour could include:

- being over friendly with children
- having favourites
- adults taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or abusive language.
- Why do schools need to respond to low-level concerns?
- Having clear procedures for responding to low-level concerns is part of creating a school culture of openness, transparency and trust. It helps ensure that adults consistently model the school's values and helps keep children safe and protected from humiliation. It will also protect adults working in school from potential false allegations or misunderstandings.

Any concern, however small should be reported to the Headmistress. A concern can still be significant even if it does not meet the threshold of harm.

Schools should ensure adults understand:

- what constitutes appropriate and inappropriate behaviour
- what a low-level concern is
- the importance of sharing low-level concerns
- how to report any concerns
- the process for recording, reviewing and responding to concerns.

### **Procedure for reporting Low Level Concerns**

All low level concerns that do not meet the harm threshold, should be shared in an attempt to create a school culture of openness, trust and transparency in which Broadhurst School's values and expected behaviour are constantly lived, monitored and reinforced by all staff. These values are set out in the staff Code of Conduct Policy.



Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified

When a low-level concern has been raised by a third party, the Headmistress should collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses.

Reports of low-level concerns should be recorded in writing, with details of the concern, the context in which it arose and action taken.

The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible.

Records of low-level concerns should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the school should decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.

The school must consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

The rationale for all decisions and actions taken must be recorded. The school must consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

## **B14 Covid-19**

Some practices have necessitated modification as a result of the changes forced by Covid19. Broadhurst School will still prioritise the safety and welfare of children and continue to make referrals to the MASH where there are concerns. These policies are kept under constant review and any advice from Camden Safeguarding Partnership is taken into consideration.

- The DSL or Deputy DSL is available at all times. If a DSL isn't available on site, she is available by phone, email and online video,
- If the trained DSL or deputy is not on site, the Assistant Deputy Head will take responsibility for co-ordinating safeguarding on site.

- Any 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
- 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.
- For any Looked After Children, changes should be led and managed by the local authority virtual school head who has responsibility for the child.
- Broadhurst School will continue to follow safe recruitment procedures to ensure any staff or volunteers are suitable to work with children.

### **Safeguarding pupils and teachers online**

Where, in accordance with government guidance or legislation around coronavirus (COVID-19), a class, group or a small number of pupils or students need to self-isolate, or local restrictions mean that pupils and students are to remain at home, schools and colleges covered by the [temporary continuity direction](#) are required to provide remote education to these pupils and students.

All such pupils and students not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.

Keeping pupils, students and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school code of conduct will apply.

Staff are expected to read Part 2 in KCSIE which includes resources, information and support to keep children safe online, including safe remote education, virtual lessons, and live streaming.

### **Platforms**

Google Classroom is used as an age suitable platform. School accounts are set up and only school email addresses are used. Privacy settings are checked.

### **Consent**

Parents, carers and children understand the benefits and risks of online lessons and consent is requested for children to be involved. Teachers are consulted on how to deliver lessons remotely

### **Livestreaming and recording sessions**

Some lessons and story sessions may be recorded and livestreamed for children, risks are assessed and appropriate actions are taken to minimise harm. Location is considered when planning these sessions for children attending and teachers delivering. Children are asked to have their cameras turned on to help with engagement and parents/carers are requested to be present at all times.

### **Maintaining Professional Boundaries**

Teachers must always maintain professional relationships with children when teaching online. Staff are reminded of the school code of conduct and behaviour expectations. Teacher should record or live stream from a neutral area where nothing personal or inappropriate can be seen or heard in the background.

### **One to One Contact with Children at Home**

Teachers will contact children individually, remotely through Google Classroom. Children need to feel safe and supported and this is carried out in a suitable way. Children are contacted during normal school hours at prearranged times. Teachers are made aware of what safeguarding measures to take (i.e.. contact DSL and report) if having one to one conversations with children and what to do if they have any concerns about a child's welfare or of a child tells them something is not right.

## **B15 Other relevant safeguarding policies**

Schools can access guidance on the following policies at [www.nspcc.org.uk](http://www.nspcc.org.uk) and [Department for Education - GOV.UK](http://www.gov.uk)

Alternative provision

<https://www.gov.uk/government/publications/alternative-provision>

Anti-discrimination & harassment

Attendance

<https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

Behaviour and discipline

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Bullying (including cyberbullying)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288444/preventing\\_and\\_tackling\\_bullying\\_march14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf)

Children missing from school

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268987/cme\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf)

Complaints

Drugs/substance misuse- [Drugs: advice for schools - Publications - GOV.UK](#)

Educational visits

Equality and diversity

Exclusion of pupils- <https://www.gov.uk/government/publications/school-exclusion>

Fabricated or induced illness-

[https://www.londonsafeguardingchildrenprocedures.co.uk/files/sg\\_ch\\_fab\\_ill.pdf?zoom\\_highlight=fabricated+and+induced+illnes#search=%22fabricated%20and%20induced%20illnes%22](https://www.londonsafeguardingchildrenprocedures.co.uk/files/sg_ch_fab_ill.pdf?zoom_highlight=fabricated+and+induced+illnes#search=%22fabricated%20and%20induced%20illnes%22)

Faith abuse- <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

First aid and administration of medicines

Supporting children with medical conditions- [Supporting pupils at school with medical conditions - Publications - GOV.UK](#)

No smoking (EYFS)

Mental health-

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental\\_Health\\_and\\_Behaviour\\_-\\_advice\\_for\\_Schools\\_160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

Physical intervention-

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268771/use\\_of\\_reasonable\\_force\\_-\\_advice\\_for\\_Headmistresss\\_staff\\_and\\_governing\\_bodies\\_-\\_final\\_july\\_2013\\_001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_Headmistresss_staff_and_governing_bodies_-_final_july_2013_001.pdf)

Private fostering

Promoting British values/Radicalisation and violent extremism

[Promoting fundamental British values through SMSC - Publications - GOV.UK](#)

SRE-<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Sexting

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Gender-based violence/teenage relationship abuse

Trafficking

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/177033/DFE-00084-2011.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf)

Health and safety

<https://www.gov.uk/government/collections/health-and-safety-in-schools>

<b>Headmistress:</b>		<b>Date:</b>	
<b>Proprietor:</b>		<b>Date:</b>	

## Appendix 1: **CHILD PROTECTION; DEFINITIONS AND INDICATORS**

### **Definitions**

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, Broadhurst School has a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

**Neglect:** failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

**Physical abuse:** causing physical harm or injury to a child.

**Sexual abuse:** involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

**Emotional abuse:** failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

### **Possible indicators of abuse and neglect from KCSIE 2022**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Witnessing ill treatment is also a form of abuse.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it, (see paragraph 49).

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Possible Signs of Child Abuse from NSPCC website**

The signs of child abuse aren't always obvious, and a child might not feel able to tell anyone what's happening to them. Sometimes, children don't even realise that what's happening to them is abuse.

There are different types of child abuse and the signs that a child is being abused may depend on the type. For example, the signs that a child is being neglected may be different from the signs that a child is being abused sexually.

### **Common signs**

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour – but we can help you to assess the situation.

You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing.



Appendix 2: **Safeguarding children monitoring/incident form**

**BROADHURST SCHOOL**  
**RECORD OF CHILD PROTECTION CONCERN**

Please complete this form if you have any concerns about a pupil.  
(Pastoral, Medical or Safeguarding)

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

<b>reporting concern:</b>	<b>staff? If so, what information was shared and what was the rationale for this?</b>
<b>Name of DSL:</b>	<b>Date:</b>

## APPENDIX 3

### KCSIE -Annexe C

#### Annex C: Role of the designated safeguarding lead

#### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

#### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability by phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

When a school has a sole proprietor rather than a governing body, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor’s family. This may involve including in the appointment as DSL, written

confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer (LADO) on any matter that the DSL considers cannot be properly dealt with internally. Consideration could also be given to providing the DSL with access to external advice from an appropriate company or legal service.

### **Manage referrals**

The designated safeguarding lead is expected to refer cases:

- where a child is suffering or likely to suffer from harm, it is important that a referral to local authority children's social care is made **immediately** and support staff who make referrals to local authority children's social care and if appropriate the police;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC – When to call the police should help understand when to consider calling the police and what to expect when working with the police.

### **Working with others**

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. It is a requirement for children to have an appropriate adult present when involved in police investigations in order to safeguard the rights and welfare of the young person or child
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are

experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:

- ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

### **Information sharing and managing the child protection file**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

## **Raising Awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

## **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;

- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;

Full details in Chapter one of Working Together to Safeguard Children. Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them, when daily practice is underpinned by shared ethical values

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

It is important that children feel heard and understood. Therefore, designated

safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.