



**BROCKWOOD PARK SCHOOL &  
INWOODS SMALL SCHOOL including EYFS**

**SAFEGUARDING AND CHILD PROTECTION POLICY**

Last Trustee Review Date	August 2021
Policy endorsed by	The Trustees & Principal
Policy is maintained by	Brockwood & Inwoods DSL
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Review body	Brockwood & Inwoods DSL

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**It is everyone's responsibility to help keep children safe.**

Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned.

This policy applies to the whole school, including the Early Years Foundation Stage (EYFS), and it is publicly available on the school's website and on request; a copy may be obtained from the School Office. All employees, including senior leadership members, should read this policy in conjunction with Part One of KCSIE (September 2021) and our other school policies - the Child Protection Policy (which deals with procedures of peer on peer abuse), the Behaviour Policy (which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying), the Staff Behaviour Policy (code of conduct), the Safer Recruitment Policy, and The Teachers' Standards which can be read by accessing the following link: <https://www.gov.uk/government/publications/teachers-standards>

## 1. Introduction

Both at Brockwood and Inwoods, safeguarding and promoting the welfare of children is everyone's responsibility. **The definition of Safeguarding and Promoting the Welfare of Children** can be summarised as follows: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

All staff are in a position of great responsibility, and it is important for children to receive the right help at the right time and be able to address safeguarding risks, prevent issues from escalating and promote children's welfare. For this purpose, we all need to ensure that the child's wishes and feelings are taken into account at all times when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback and they operate with the best interests of the child at their heart. At Brockwood and at Inwoods Small School there is a zero-tolerance approach to abuse of any kind and even if there are no reported cases, staff must take the view that it can happen in these settings.

This policy is subject to continuous monitoring, refinement and audit by the Principal and Designated Safeguarding Leads (DSL). The trustees undertake a full annual review of the policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion is formally documented in writing and any deficiencies or weaknesses recognized in arrangements or procedures are remedied immediately and without delay.

This policy is written to meet the requirements set out by the Government's statutory guidance Working Together to Safeguard Children (WT) (July 2018), KCSIE (September 2021) and the Prevent Guidance for England and Wales (March 2015).

## 2. Safeguarding Issues

With an age range at Inwoods and Brockwood Park School from 4 to 20 years old, we are aware of the potential scope for problems relating to emotional and mental health, body image, eating disorders, self-harm, different forms of abuse and neglect, but also radicalisation and extremism. All staff should have an awareness of safeguarding issues that can put children at risk of harm and be prepared to identify children who may benefit from early help.

**All staff are required to read *Keeping Children Safe in Education, Part One* (or Annex A if they are staff who do not work directly with children), and to pay particular attention to Annex B regarding safeguarding and child welfare.**

Safeguarding issues all staff should be aware of include:

- Child sexual exploitation (CSE) and child criminal exploitation (CCE)
- Female genital mutilation (FGM)
- Mental health
- Peer on peer abuse (child on child)
- Serious/ Domestic Violence
- Bullying including cyberbullying
- Children missing education
- Child missing from home or care
- Drugs
- Fabricated or induced illness
- Faith abuse
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sharing nude and semi-nude images (sexting)
- Upskirting
- Trafficking

Specific safeguarding issues set out in KCSIE (2021) are listed below. Further explanations of those we haven't described in detail are given in [KCSIE 2021](#).

### **Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include, in regards to both Inwoods and Brockwood increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the [Home Office's Preventing youth violence and gang involvement](#) (2015) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#). (2020)

### **Mental Health**

The school promotes good mental and physical health, as well as good emotional wellbeing of the whole school population, by creating a safe and calm environment, appropriate curriculum and the overall ethos.

Mental health issues can be de-stigmatised by educating students and staff. This is done through adviser-student conversations, peer mentor training, ATWAM meetings and staff mental health education workshops with the outside mental health specialists. Positive mental health is also promoted through strong pastoral care which aims to recognise emerging issues as early and accurately as possible. This system follows the assess-plan-to-review approach set out by the [DfE Mental Health and Behaviour in Schools \(2018\)](#) guidance, and it is represented as a flowchart in Annex A of this safeguarding policy.

### **Child Sexual Exploitation**

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

### **Forced Marriage**

Forced marriage is a marriage in which one or more of the parties is married without his or her consent or against his or her will. A forced marriage differs from an arranged marriage, in which both parties consent to the assistance of their parents or a third party (such as a matchmaker) in choosing a spouse.

### **‘Honour Based’ Violence (HBV)**

Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled as such. If staff have a concern regarding a child that might be at risk of HBV, they should activate safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and children’s social care. If in any doubt, staff should speak to the relevant DSL.

### **Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate the risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Multi-Agency Practice Guidelines <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>. Staff can report suspicions of FGM to the DSL (who may subsequently involve Children’s Services), but since 31 October 2015 it has been

mandatory for a teacher to report to the police suspected cases of FGM. The contact number for the police is on page 3 of this document.

The duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

### **Extremism and Radicalisation**

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

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

The school is aware of its duties under the Counter-Terrorism and Security Act 2015 (“The Prevent Duty”). Relevant activities and functions within the school take into account the school’s responsibilities under the Prevent Duty. Within the School, concerns or identified risks should be referred to the DSL for guidance. The school will work with ‘Safeguarding Partners’ (local authorities, chief officers of police, and clinical commissioning groups) to seek advice, support and guidance drawing on multi-agency expertise, to support students and to prevent exposure to extremist views and political indoctrination. If any staff or governor has any concerns about radicalisation, they should contact Hampshire Constabulary on [prevent.engagement@hampshire.pnn.police.uk](mailto:prevent.engagement@hampshire.pnn.police.uk) or call 101. For non-urgent concerns, staff or governors can contact DfE non-emergency advice line on 020 73407264 or at [counter-extremism@education.gsi.gov.uk](https://counter-extremism@education.gsi.gov.uk).

- As part of the Counter-Terrorism and Security Act (2015), the school shows due regard for the need to prevent young people from being drawn into terrorism.
- To fulfil our duty in this all members of staff will take part in the online general awareness training module which helps frontline staff become familiar with the factors that can contribute to the radicalisation of young people who are vulnerable.
- The DSL has attended one of the government’s trainings events to facilitate the further training of Brockwood Park staff. Staff will need to prove their understanding through in-house quizzes produced by the DSL.
- Any young person within the school identified as being at risk of radicalisation will be referred to the Channel programme to provide support at the earliest possible stage.

All staff are advised to maintain an attitude of ‘it could happen here’ and always act in the best interest of the child and if any staff has any concerns about a child’s welfare, at any level, they should act on them immediately.

If there are any concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime, all staff and volunteers should be confident and raise concerns with the senior leadership team. Appropriate whistleblowing procedures are outlined in the Code of Conduct policy.

### **3. Key people responsible for Child Protection and Safeguarding (*including EYFS - early Years Foundation Stage*)**

The following individuals who have overall responsibility for Child Protection at Brockwood Park School and Inwoods Small School, are referred to in this policy and can be contacted via the main school switchboard **01962 771744** or, if the matter is not urgent, via their email address.

### 3.1. The Designated Safeguarding Lead & Deputy

**Brockwood's Designated Safeguarding Lead (DSL), Inwoods's DSL, and the Deputy DSL** have a lead responsibility for child protection and are also the Prevent Officers and Deputy Prevent Officers responsible for the prevention of radicalisation, extremism and being drawn into terrorism. The Designated Safeguarding Lead (and the deputy) are most likely to have a complete safeguarding picture. The deputy DSL will be trained to the same standard as the DSL at Inwoods and Brockwood.

During term time, the DSL and/or a deputy should always be available during school hours for staff in the school to discuss any safeguarding concerns. Their telephone numbers are prominently displayed in the school.

Both the DSL of Brockwood, the DSL of Inwoods, and the Deputy DSL have the authority within the school to carry out the duties of the post. The core responsibility of the DSL is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice.

#### **The DSL / DDSL will:**

- Advise and act upon all suspicion, belief and evidence of abuse reported to them
- Keep the Principal of Brockwood and Inwoods informed of all actions unless he is the subject of a complaint. In this situation, the DSL should consult with Gary Primrose, the Chair of the Trustees
- Liaise with the SSD and other agencies on behalf of the school
- Refer all cases of suspected abuse to Children's Social Care and to:
  - the LADO for child protection allegations which concern a member of staff or volunteer,
  - the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed
  - Police (in cases where a crime may have been committed)
- Liaise with the Bursar, Principal of Brockwood and Inwoods for safeguarding issues
- Keep links with the Hampshire Safeguarding Children Partnership and the LADO
- Keep staff aware of child protection procedures
- Ensure staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection
- The DSL of both schools are also responsible for on-line safety and making staff aware of the dangers of bullying, grooming, abuse or radicalisation on-line
- Use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme
- 

Brockwood Park School and Inwoods Small School DSL and Deputy DSL are:

#### **Designated Safeguarding Lead (DSL) for Brockwood Park School**

Elena Maria Ciungu, Pastoral Coordinator

Tel: 01962 771744 Email: [dsl@brockwood.org.uk](mailto:dsl@brockwood.org.uk)

#### **Designated Safeguarding Lead (DSL) for Inwoods (including EYFS)**

Kate Power, Coordinator of Inwoods Small School

Tel: 01962 771065 Email: [dsl@inwoods.org.uk](mailto:dsl@inwoods.org.uk)



### **Deputy Designated Safeguarding Lead (DDSL) for Brockwood Park School & Inwoods**

In the absence of the DSL inform the Deputy DSL Antonio Autor, Principal

Tel: 01962 771744 Email: [antonio@brockwood.org.uk](mailto:antonio@brockwood.org.uk)

### **For out of school hours/term cover**

Kate Power: Tel: 07576777543 Email: [dsl@inwoods.org.uk](mailto:dsl@inwoods.org.uk)

Elena Maria Ciungu: Tel: +4 0740220715 Email: [dsl@brockwood.org.uk](mailto:dsl@brockwood.org.uk)

## **3.2. The Liaison Trustees**

Wendy Smith and Gary Primrose are the **Liaison Trustees for Child Protection issues**, and Gary Primrose is the Chair of the Trustees; they can be contacted via the Bursar of Brockwood Park School and Inwoods Small School [bursar@brockwood.org.uk](mailto:bursar@brockwood.org.uk).

The Trustees consider child protection issues at each Trustees meeting, with day to day contact with the school via the Liaison Trustees for Child Protection. The Trustees are responsible for:

- Reviewing the procedures for and the efficiency with which the child protection duties have been discharged
- Ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- Approving amendments to child protection arrangements in the light of changing regulations or recommended best practice
- Ensuring that those benefiting from, or working with, their charity, are not harmed in any way through contact with it
- Engaging with students and providing opportunities for their voices to be heard

## **3.3. The Independent Listener**

The Schools' **Independent Listener** is Anne Greene She is available to be contacted by both staff and students. Tel: 0797 666 7473 email: [agreenesage@gmail.com](mailto:agreenesage@gmail.com).

## **3.4. The Local Authority Designated Officer (LADO)**

**The Local Authority Designated Officer (LADO)** should be advised of all cases where it is alleged that a person who works with children has:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against, or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved towards a child or children in a way that indicated she or he is unsuitable to work with children

All allegations should be referred to the LADO for advice before any investigation takes place and within one working day. In borderline cases, these discussions can be held informally and without naming the individual.

There are three LADOs in the Safeguarding Unit: Barbara Piddington, Mark Blackwell and Fiona Armfield. Barbara covers: East Hampshire, Fareham, Gosport, Havant, Hart and Rushmoor; Mark covers: Basingstoke, Eastleigh, New Forest, Test Valley and Winchester.



**Fiona's** role is to cover the independent and special schools across the whole county and, as such, she is **the named LADO for Brockwood Park School** and her email address is: [fiona.arm-field@hants.gov.uk](mailto:fiona.arm-field@hants.gov.uk). They all have individual email addresses but the best way to contact them to ensure a prompt response from a LADO would be [child.protection@hants.gov.uk](mailto:child.protection@hants.gov.uk). **However, when sending a referral always use the secure email address: [child.protection@hants.gcsx.gov.uk](mailto:child.protection@hants.gcsx.gov.uk).** They can all be contacted on the same number as well: **01962 876364.**

### 3.5. Multi-agency working

Safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. This policy sets out the school's practice both for children who may be at risk of significant harm, as well as children and their families in need of support, to prevent problems escalating. Both Brockwood and Inwoods work with other agencies, in line with locally agreed procedures, as set out by the Hampshire Children's Safeguarding Board / Safeguarding Partners, and follow HSCP (Hampshire Safeguarding Children Partnership) procedures.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. All staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and wellbeing of children.

## 4. Contact Points

**Children's Services or Police** must be contacted immediately if there is a concern that a child may be at risk of **immediate harm**, or suffering from emotional, physical or sexual abuse or neglect. This harm may be from an adult or another child or children or unknown individuals (e.g. online). In the case of the latter, any children involved should be referred.

**If a child is in immediate danger or you are concerned about a child's well-being, you should contact the police or call an ambulance immediately:**

- **Key Phone numbers: Police 999 (or 101 for non-urgent cases)**

*Children's Services for Hampshire may be contacted directly on the Professional Line: 01392 225379. Out of hours, call Hampshire Social Services Direct on 0845 600 4555 (Emergencies). Fax number is 01252 327755. If the child lives out of Hampshire, you may also have to contact their local Children's Services. Hampshire will tell you if you have to do that and give you appropriate contact details.*

**Police Child Abuse Investigation Team– call 101**

**Police Domestic Abuse Investigation Team –call 101**

**It is mandatory for us to report any suspected cases of Female Genital Mutilation to the Police** whose contact details are: for **non-emergency 101** and for **emergency calls 999**. For advice and guidance telephone: 0800 028 3550 Email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk).

When a child has been harmed, is at risk of harm or in immediate danger, a referral is made to Children's social care. We differentiate between children who have suffered or are likely to suffer significant harm, **'children at risk,'** and those who are in need of additional support from one or more external agencies, **'children in need'.**

A **child in need** is defined under the children's Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

**Concerns about a child:** if a child has suffered or is likely to suffer significant harm, the DSL will immediately report this to the Multi Agency Safeguarding Hub (MASH).

**Children in need of additional support from one or more agencies:** the DSL will make a referral utilising the “Team around the Child” (TAC) approach. Further details available at: <http://www3.hants.gov.uk/childrensservices/childrenandyoungpeople/child-protection/mash.htm>

Children’s Services should also be contacted for advice where a child is felt to have a need beyond that provided by universal care so that other agencies can be involved where appropriate. The school seeks to take prompt action in the light of any concerns, including early signs of possible abuse, neglect or radicalisation, as doing so may help to prevent the level of need escalating. The school challenges inaction by other agencies if it believes this is in the interests of the child(ren).

Although decisions to seek support for a child in need, or about whom there are concerns relating to **radicalisation**, would normally be taken in consultation with parents and students, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

For staff concerns about radicalisation, email [prevent.engagement@hampshire.pnn.police.uk](mailto:prevent.engagement@hampshire.pnn.police.uk). For non-urgent concerns call DfE non-emergency advice line: 020 73407264 or email [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk).

**Safeguarding is everyone’s responsibility and anyone can make a referral to the Safeguarding Children Board. Whether paid or a volunteer, all practitioners working at Brockwood and Inwoods are subject to the same safeguarding responsibilities.**

Please also refer to the **Hampshire Safeguarding Board Policies, Guidance, Protocols and Information:** <https://www.hampshirescp.org.uk/resource-category/policies-and-procedures/>

The appropriate school policy should be followed in the event of a **child missing from school**; this is on the staff server. In the case of repeated absence, the DSL or Deputy will contact parents to establish the cause and contact Children’s Services if they are not satisfied that absence is appropriate. If a pupil fails to attend school regularly or is absent without leave for more than 10 school days, the LA will be notified. If a pupil leaves the school before the age of 17, and no onward school is given, the school will contact the local authority of the child’s place of residence. Where reasonably possible the school will hold more than one emergency contact number for each pupil.

Sadly, unexpected **child deaths** do occur. If the school becomes aware that a child has died then the school must call the HSCB child death overview panel (CDOP) manager on 01962 876356, secure fax: 01962 834538 and then complete CDOP Form A Notification which can be downloaded from <https://www.hants.gov.uk/> and email it to: [HCC.4LSCBCDOP@nhs.net](mailto:HCC.4LSCBCDOP@nhs.net).

**Further advice on areas of child protection is available from:**

<b>NSPCC:</b>	<a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a>
<b>Childline:</b>	<a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a>
<b>CEOPSThinkuknow:</b>	<a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>
<b>Anti-Bullying Alliance:</b>	<a href="http://anti-bullyingalliance.org.uk/">http://anti-bullyingalliance.org.uk/</a>

**Beat Bullying:**

<http://www.beatbullying.org/>

**Further important contact numbers and resources**

<p><b>Children's Reception Team</b>  For professional advice or to place referrals: 01329 225379  csprofessional@hants.gov.uk  This line is open 8.30-5.30 Monday to Thursday and 8.30-4.30 on Fridays</p>	<p><b>Hampshire Police</b>  0845 045 4545</p>
<p><b>Hampshire Children's Services</b>  For general public, 8.30-5.00  0845 603 5620</p>	<p><b>NSPCC Child Protection Line</b>  24/7 adult helpline  0808 800 5000</p>
<p><b>The NSPCC whistleblowing helpline</b> is available for staff who do not feel able to raise concerns regarding child protection failures internally.</p>	<p>Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday  email: help@nspcc.org.uk</p>
<p><b>Out of Office Hours Emergency Social Work Service</b> (Including out of hours Child Protection Referrals)  08456004555  The Hampshire Council Emergency Service Controller will take initial details and contact the appropriate out of hour's officer.</p>	<p><b>Childline</b>  For students or adults who want to make an anonymous inquiry.  0800 1111</p>
<p><b>Consultation Line</b> (9.30am - 11.30am Tuesday and Wednesday)  This number is available for consultation, advice or when you just want to talk over a situation and case names are not required 01962 876 364</p>	<p><b>Hampshire Safeguarding Children Board</b>  <a href="https://www.hampshiresafeguardingchildrenboard.org.uk/">https://www.hampshiresafeguardingchildrenboard.org.uk/</a></p>
<p>Local Authority Designated Officers (<b>LADO</b>) For allegations against staff or those in a position of trust  01962 876364</p>	<p><b>Hampshire Constabulary Child Abuse Investigative Unit</b>  <a href="https://www.hampshire.police.uk/">https://www.hampshire.police.uk/</a></p>

<b>Children's Commissioner for England</b> <b>Dame Rachel de Souza</b> Tel: 08005280731 Email: <a href="mailto:help.team@childrenscommissioner.gov.uk">help.team@childrenscommissioner.gov.uk</a>	<b>Ofsted (EYFS)</b> 0300123 3155
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The school seeks to work with parents to support students. Each safeguarding concern is assessed by DSL/Inwoods DSL/DDSL using decision-making criteria. The LADO may be contacted as a source of anonymous advice. Following consideration and taking any advice required from the LADO, parents will be contacted regarding any safeguarding concerns involving their child(ren). If a referral to Children's Services is needed, parents will be informed beforehand, unless there is a concern that doing so would put a child at immediate risk of harm or the child does not give consent. In the case of the latter, the school will seek advice from the LADO or Children's Services as to appropriate next steps. In the event of a concern that a child or children may be abusing another child, the school contacts Children's Services for advice without contacting parents and parents can only be contacted with the agreement of Children's Services.

## 5. School Training

Every trustee, member of staff and others with unsupervised contact with children, including voluntary and temporary staff, has pre-appointment checks, including DBS, before they take up their post. Child protection training is compulsory for new members of staff, trustees and others working at the school in a regulated activity. All new staff meet the DSL (or DDSL) and are also required to read the school's child protection policy, the staff code of conduct, and Part One (or Annex A if they are staff who do not work directly with children) and Annex B of KCSIE (September 2021) if they are staff who work directly with children.

The INSET programme includes updates for all staff on child protection and safeguarding, in accordance with Hampshire requirements. This training includes that relating to the Government's Prevent strategy, so that they have the knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help. There is also training in other safeguarding areas, including cyber-bullying. All staff receive appropriate safeguarding and child protection training (including online safety) at induction, and that online safety training is provided as part of regular updates. In addition, safeguarding and child protection updates will be sent via email, e-bulletins and staff meetings as required.

The DSL and DDSL for Brockwood and Inwoods receive annual inter-agency training and attend other courses in the interim, receiving regular safeguarding and child protection updates at least annually. Every new member of the teaching and non-teaching staff, including new peripatetic musicians and sports coaches, is required to attend a training session on child protection. These sessions are led by the DSL for Brockwood, or Inwoods DSL or DDSL and are held either before the beginning of term or as soon as possible after term starts and at regular intervals throughout the year for new-joiners. The INSET programme includes updates for all staff on child protection. Similar training is offered to all Trustees.

There is training for all staff every year, in accordance with Hampshire requirements. Any update in national or local guidance will be shared with all staff in staff meetings and briefings, then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

Every member of staff needs to be confident that they understand their role in:

- Keeping children safe
- Promoting the welfare of students
- Promoting equal opportunities and inclusion
- Preventing bullying and harassment
- Preventing radicalisation

The induction session explains:

- Staff responsibility for keeping children safe at Brockwood Park and Inwoods
- The identity and function of the DSLs
- The school's policies on Child Protection and procedures that staff need to know – we specify the staff need to read Student Behaviour Policy, Staff Code of Conduct, for Inwoods the Child Supervision and Missing Child Policy and for Brockwood the Student Supervision and Missing Child Policy. All the policies can be found on the school websites.
- The induction also covers the relevant updates from all government guidance.

All staff are required to read Keeping Children Safe in Education (KCSIE) September 2021 Part One (or Annex A if they are staff who do not work directly with children), and to pay particular attention to Annex B regarding safeguarding and child welfare.

Each of us builds expertise by managing safeguarding concerns on a daily basis. The school welcomes contributions from all staff to shape and improve our safeguarding arrangements, policies and processes. Please speak to the DSL in the first instance.

Further, more detailed training notes, advice and information can be sought from the DSL or deputies: never sit on a nagging concern.

## 6. Safeguarding amongst students

Our curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our students. All our staff play a vital role in this process, helping to ensure that all of our students relate well to one another and feel safe and comfortable within the school. We expect all staff to lead by example, and to play a full part in promoting an awareness that is appropriate to their age amongst all our students on issues relating to health, safety (including online) and well-being. All the staff, including all non-teaching staff, have an important role in insisting that our students always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy. Residential staff have a particularly important role to play.

Time is allocated in assemblies, Human Development, Inquiry Time, floor meetings and pastoral time to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. We use appropriate opportunities to discuss with the students the unacceptability of bullying and abusive behaviour and to promote appropriate relationships with staff.

### 6.1. RSE and PSHE

Both Brockwood Park School and Inwoods Small School are aware of the importance of Relationship and Sex Education (RSE) as well as Personal, Social and Health Education (PSHE). The topics included in lessons, such as peer-on-peer sexual violence or sexual harassment are dealt with in a child

centred approach. The curriculum is carefully planned to ensure that topics are dealt with in a thorough but sensitive manner. *For more detailed information please read The Brockwood Park and Inwoods Small School PSHE and RSE policies.*

## 6.2. Internet and technology

Our programme aims to teach students to use the internet and electronic equipment safely, inside and outside of school. They are alerted to the dangers posed by adults and young people in person and online; to bully, groom, abuse or radicalise others. Informal interactions between staff and students are important ways to educate our young people about how to keep themselves and others safe and what to do if they have concerns.

Our ICT Acceptable Use Policies for students and those working at the school sets out its expectations of behaviour in relation to use of the internet and ICT and the way in which the school seeks to protect students from the negative aspects of ICT, such as cyber bullying, and build resilience amongst students so that they can protect themselves and others.

The IT department monitors the internet use of all those using the school network. Any concerns around the use of ICT by staff or students are reported to the DSL. Concerns about students are reported by student advisers to parents so that they can work in partnership with the student(s). Parents are asked to cooperate and install a content filtering app on their child's devices to make sure no inappropriate content can be accessed even when using 3G/4G/5G. Police are involved as appropriate. Filters are in place to safeguard children from accessing inappropriate material, including that relating to terrorism and other illegal activities, such as pornography and violence.

The students at Inwoods have no access to mobile phones on the school site.

## 6.3. Visiting speakers

Visiting speakers are supervised by staff and are selected carefully to ensure that they promote tolerance and do not promote extremism.

## 6.4. Independent listener

Students have access to an independent listener for confidential advice and support. Details of other people and services they can contact are on the school noticeboard.

# 7. Code of conduct

All members of staff should abide by the staff code of conduct and, in particular, follow the good practice guidelines below. Contact the Brockwood DSL, the deputy DSL or Inwoods DSL if you have any queries.

- Treat all young people with dignity and respect
- Watch your language, tone of voice and body language
- One-to-one situations should normally occur only for timetabled activities or lessons, such as small groups, music lessons, performing arts and sports tuition, which should be held in an appropriate venue for the activity. If a child has to be met individually for exceptional or pastoral reasons, this should be in a room with a window in the door. Alternatively, the door should be kept ajar
- Don't invade a child's privacy, especially when toileting or washing
- Don't play rough or provocative games
- Don't be sexually suggestive about or to a child, even in fun
- Don't touch a child inappropriately or obtrusively



- Don't scapegoat, ridicule or reject a child
- Don't show favouritism
- Don't involve children in excessive attention seeking
- You may only give lifts to children at the school if your car details are registered with the Bursary
- Any off-site activity must have risk assessment
- Don't share sleeping accommodation with students
- Don't permit abusive peer activities e.g. bullying, ridiculing, initiation ceremonies
- Don't allow unknown adult's access to children in your care. Visitors should wear a label and be accompanied by a known person
- Use the internet sensibly and responsibly
- Any taking of photographs or moving images should be in accordance with the Brockwood Park School and Inwoods Small School Policy on Taking, Using & Storing Images of Children.
- There are duty, trip and other official mobile phones available: avoid giving personal contact details to students, except in the case of emergencies. Electronic exchanges with students should be via school accounts only

### Use of Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff, which involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Every member of staff will be involved in discussions regarding de-escalation measures and reducing the need for physical restraint. This will include learning to recognise the signs of escalating anger and how to approach the student in a calm manner with non-violent language. Use of force should always be a last resort when all other identified measures have failed.

## 8. Child abuse

All school staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the DSL.

Child abuse can happen to any child in any family. KCSIE defines child abuse as 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. They may be abused by an adult or adults or another child or children.

According to KCSIE, abuse may take the following forms:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.



Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or responsiveness to, a child's basic emotional needs.

## 9. Safeguarding

### 9.1. Contextual safeguarding

Assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Safeguarding incidents and/or behaviours can be associated with factors outside the school, and/or can occur between children outside the school. All staff, but especially the DSL and DDSL should be considering the context within which such incidents and/or behaviours occur.

Addition information regarding contextual safeguarding can be found here: <https://contextualsafeguarding.org.uk/>

### 9.2. Early help

All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from EYFS through to the teenage years.

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate, the DSL will support the staff member in liaising with other agencies and professionals, and setting up an inter-agency assessment as appropriate. The case will be kept under constant review. Consideration will be given to making a referral to children's social care if the child's situation does not appear to be improving or is getting worse.

**Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.
- is a looked after children

### **Looked after children**

A child who is looked after by a local authority (referred to as a looked-after-child) means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

### **9.3. Evidence of abuse**

Every member of staff must be vigilant in recognising possible signs of abuse of children, which may be by other children or adult(s), at the earliest opportunity. It is the responsibility of each member of staff to take action whenever abuse is suspected. Please see guidance below and flow diagram (page 30) of action to be taken if a child is suffering or likely to be suffering from abuse, taken from KCSIE Part One 2021.

A child may be experiencing abuse if he or she is:

- Frequently dirty, hungry or inadequately dressed
- Left in unsafe situations, or without medical attention
- Constantly “put down,” insulted, sworn at or humiliated
- Seems afraid of parents or carers
- Severely bruised or injured or with unexplained mild bruising
- Displays sexual behaviour which doesn’t seem appropriate for their age
- Growing up in a home where there is domestic violence
- Living with parents or carers involved in serious drug or alcohol abuse

**Remember**, this list does not cover every child abuse possibility. You may have seen other things in the child’s behaviour or circumstances that worry you.

## 10. Procedures

If a student discloses any sort of abuse, or something which may be abuse to a member of staff, reassurance should be given, but it must be made clear to the student that confidentiality cannot be preserved. Staff should listen sympathetically, but take care not to ask leading questions, since this could invalidate any possible legal proceedings. Any disclosure or otherwise gathered information suggestive of child abuse must be investigated immediately. The following 10 key points may be helpful:

- **Always stop and listen** to anyone who wants to talk to you about incidents or suspected abuse
- **Write notes** – if not at the time, then straight after
- **Never make a promise** that you will keep it secret. Instead, give reassurance that only those who need to know will be told
- **Do not ask leading questions**
- Immediately after the discussion, **inform the DSL** or Deputy DSL and complete a safeguarding concern form within 12 hours (copies of these forms can be found in the School Office, Pastoral Office, Staff Room or can be obtained from the DSL).
- **Discuss** with the DSL whether steps need to be taken to protect the person who may be being abused
- **Never attempt to carry out an investigation:** Social Services and the Police are trained to do this
- **Within 24 hours of the disclosure** the DSL should notify Hampshire Social Services
- **Never think abuse is impossible** or that the accusation is bound to be wrong
- **Young people often tell other young people**, rather than adults: ensure that other young people are aware of the issue of abuse and how to report it

### 10.1. If there are concerns about a child

If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the relevant DSL to agree a course of action, although any staff member can make a referral to children’s social care. When raising a concern to Children’s Social Care, consideration of what is known about the child’s wider context (contextual safeguarding) should also be considered and any relevant information should be passed on.

If anyone other than the DSL makes the referral, they should inform the relevant DSL as soon as possible. The local authority should make a decision within one working day of a referral being made

about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

See flow chart setting out the process for staff when they have concerns about a child (see page 32). If, after a referral, the child's situation does not appear to be improving, the DSL (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

## 10.2. If a child is in danger or at risk of harm

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

## 10.3. If there is disclosure of abuse, possible abuse by an adult, other than a member of staff, or another child

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. Staff should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care. All victims are reassured that they are being taken seriously and that they will be supported and kept safe.

- A detailed record of any allegation of abuse must be made at the time of disclosure, and given to the DSL of Brockwood Park, or the DSL of Inwoods, (or in their absence the DDSL). The matter must not be discussed with anyone else. The Principal will not be told first if concern relates to actions he/she may have taken also.
- Whenever possible, there should be a conversation with the relevant DSL (or deputy), who will help staff decide what to do if they have a concern. Options include: managing any support for the child internally via the school or college's own pastoral support processes; an early help assessment; or a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm.
- The student making the disclosure should be told that this must be reported to the DSL of Brockwood Park, the DSL of Inwoods, or the Deputy DSL, who, in conjunction with the Principal of Brockwood Park or the Coordinator of Inwoods (or Wendy Smith or Gary Primrose, the Liaison Trustees for Child Protection Matters, in the case of the Principal's absence) will take advice on the school's course of action – including contact with parents and others, where appropriate. In the most serious cases contact with the police is required. Any child protection matter must be referred to the local social service department within 24 hours of the disclosure.
- Once the record has been passed on to the (D)DSL the person to whom the disclosure was made will be informed as to whether or not the matter has been referred to Children's Services and/or parents have been informed. It is unlikely that any other staff, apart from the Principal of Brockwood and Inwoods, will be given details of the abuse. This is to protect the privacy of the child(ren) and protect them from further abuse. Those who have been abused are particularly vulnerable to further abuse. However, anyone concerned that a matter may not have been appropriately addressed should contact the Principal or Children's Services directly.

- The relevant DSL will call in the appropriate assistance, including Hampshire Social Services Child Protection Unit, who will advise on the support of the child (or children in cases where the allegation is against a child), and the passing of information to parents and others, as well as the next steps that will be taken. If Children's Services decide an investigation is required, they will carry that out and this will include contact with parents and the children concerned.
- Pastoral support of a child making a disclosure, or a child who is accused of abusing another, is essential and parents are normally best placed to provide this, working in partnership with the school. The school will discuss appropriate support with Children's Services to ensure that confidentiality isn't compromised and any support doesn't compromise an investigation. If they haven't already done so, the student may then also wish to seek the support of their adviser and/or other trusted adult in the school, and this should be encouraged. It is important to convey to the student a sense of support and sympathy where appropriate.
- If after consulting the LADO a decision is made that a referral to Children's Services is not appropriate, parents of any children concerned will be contacted as soon as possible with details of any concerns, and then the school will aim to work with the student/s and parent/s, as well as relevant colleagues and appropriate external agencies to seek to resolve any issues and ensure appropriate support is in place for the student/s.

## 11. Peer on peer allegations

**All** staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sharing nude and semi-nude images. It can also manifest itself in peer-on-peer relationships through exploitation, criminal, sexual or otherwise. It can also include abuse in intimate personal relationships between peers. Peer-on-peer abuse should never be dismissed as "banter" or "part of growing up". Both schools have a zero-tolerance approach to peer-on-peer abuse, but we also take the view that it is happening here to ensure extra vigilance concerning this issue. Staff should be clear as to the school's policy and procedures with regards to peer-on-peer abuse outlined below.

It is important to consider the forms abuse may take and the subsequent actions required:

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Sharing nude and semi-nude images (sexting)
- Upskirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm)
- Initiation / Hazing (could include actions, including harassment, abuse or humiliation; could be involved in initiation ceremonies)
- Prejudiced Behaviour
- Teenage relationship abuse
- Any form of child exploitation (the use of children for someone else's advantage, gratification or profit often resulting in unjust and harmful treatment of the child. It covers situations of manipulation, misuse, abuse, victimisation, oppression or ill-treatment)

The school recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse. It also recognises the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously.

Both schools also recognise the scale and impact of sexual harassment and abuse in child-on-child relationships, and that non-recognition / downplaying the scale and scope can lead to a dangerous culture in the setting. Staff must be vigilant and, rather than waiting for a disclosure, recognise young people may not always make a direct report and information may come from overheard conversations or observed behaviour changes. How a setting responds is seen to influence the confidence of others to report what is happening to them. With this in mind the need for a zero-tolerance approach is taken by the pastoral team. Training is conducted concerning this issue with all staff members.

The DSL of both schools also consider it part of their role to help provide a space for children's voices. This is done through providing information specifically on peer-on-peer abuse, as well as allows space for open discussions on this and other difficult topics (i.e. consent, sending nude pictures).

### **Expected action taken by all staff**

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

1. Report any risk of possible abuse to the DSL who will need to refer such abuse to an external safeguarding agency if there are reasonable grounds to believe that a child is suffering significant harm.
2. A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation.
3. The School will take advice from the HSCP (Safeguarding Partners) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator.
4. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the school will ensure that, subject to the advice of the HSCP (Safeguarding Partners), parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the school and advice will be sought as necessary from the HSCP (Safeguarding Partners) and/ or the Police as appropriate.
5. Students, who are in need of additional support from one or more agencies, will be connected by the DSL making sure the Common Assessment Framework (CAF) and Team around the Child (TAC) approaches are put in process.

At Inwoods it is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled. In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in



a calm and consistent manner. Restorative approaches are actioned such as recognition of responsibility, dialogue, repair, meeting the needs of those affected and the unmet needs behind the behaviour. Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

At Brockwood, any boarding issue can be brought up by students to the attention of staff living on the floors, either individually or in the weekly Floor Meeting. If the issue cannot be resolved, the Pastoral Co-ordinators will be informed and eventually the Head of Boarding will get involved if necessary. Staff living on the floors are in constant communication with the Pastoral Co-ordinators and the Head of Boarding and any issue or concern can be brought up to their attention.

### 11.1. Child on Child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, it can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can exist on a continuum and may overlap; it can occur online or face to face (both physically and verbally) and are never acceptable. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely will be perpetrated by boys. However, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Trustees should be aware of the detailed advice to support the school and related legal responsibilities which can be found here:

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

#### **Responding to reports of sexual harassment and sexual violence**

Sexual harassment is the ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual violence includes rape, assault by penetration and sexual assault without consent. When we reference sexual harassment and violence, we do so in the context of child-on-child sexual abuse.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Professional decisions will be made on a case-by-case basis, with the relevant DSL or DDSL taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

Effective safeguarding practices when making a report include:

- listening carefully, being non-judgmental and not asking leading questions
- not promising confidentiality, and sharing the report with those that will support the progressing of it
- recognising that a child is likely to disclose to anyone they trust, this person should be supported in being respectful to the child
- remain engaged with the child and preferably make notes immediately after, recording only the facts
- in the case of an online element, not to view or forward illegal images of a child



- if possible, to manage a report with two members of staff present
- informing the relevant DSL or DDSL as soon as practically possible

## 11.2. Sharing nude and semi-nude images/youth produced sexual imagery

Creating and sharing nudes or semi-nude images and videos of under-18s is illegal.

The school's approach to sexting is:

- The incident should be referred to the relevant DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately

## 12. Preventative strategies

This can be supported by ensuring that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/RSE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Ensuring pupils have a voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

## 13. Allegations of abuse against teachers and other staff

This part of the guidance has two sections covering the two levels of allegation/concern:

1. Allegations that may meet the harm threshold.
2. Allegations/concerns that do not meet the harm threshold – referred to for the purposes of this guidance as 'low level concerns'

### 13.1. Allegations that meet the harm threshold

An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. (behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk)

If an allegation is made against a member of staff or volunteer, contractor or supply staff – including the (D)DSL – similar procedures should be followed, but the adult to whom the allegation has been disclosed must go straight to the Principal of Brockwood Park and of Inwoods who will refer the matter to the Local Authority. Where an allegation relates to a member of supply staff, provided by an agency, the agency should be fully involved. Designated Officer (LADO) or police immediately, without investigation, and then act on their advice before contacting the member of staff, student/s and parents. In borderline cases, discussions with the LADO are held informally without naming the school or the individual.

Discussion with the LADO considers the nature, content and context of the allegation and a course of action will be agreed, including any involvement of the police. The LADO will advise on whether the member of staff about whom the allegation has been made should continue their duties until the matter has been resolved, or not. In considering whether a suspension or other alternative arrangements are needed, the school gives due weight to the views of the LADO and takes legal advice.

When a member of staff who is suspended pending the conclusion of an investigation of a child protection nature is also resident in boarding accommodation, arrangements will be made for alternative accommodation.

If an allegation is made against the Principal of Brockwood, who is also the DDSL, the **Chair of Trustees** should be notified immediately. Contact with the Chair of Trustees and the Liaison Trustees can be made through the office of the Bursar.

Staff involved with a disclosure and the subsequent care of the child must write a follow up record of the case to its resolution. All information must remain confidential, unless advised otherwise by the police, court or Children's Services. The welfare of the child is essential and this will be the prime concern in terms of investigating an allegation against a person in a position of trust.

Any child has the right to go directly to the Social Services to seek help, or to any other competent person or agency outside the school.

### 13.2. Allegations that do not meet the harm threshold

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

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

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

- being over friendly with children
- having favourites
- taking photographs of children on 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 offensive language

At Brockwood and Inwoods we ensure that we promote an open and transparent culture in which all concerns about adults, including allegations that do not meet the harm threshold, are shared responsibly and with the right person. We encourage an open and transparent culture, where no matter how small the concern the staff feel safe to share with the DSL.

If a concern is raised by a third party the principal will collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously and to the individual involved and any witnesses.

All low-level concerns will be recorded in writing on the Safeguarding Concern Form. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns will also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Any concerns regarding the schools' child protection policy or practices should be referred to the Principal of Brockwood and Inwoods in the first instance. If a concern is raised, great care should be taken to maintain the confidentiality of anyone linked to an incident that may be related to child protection. This means that information that could identify them should only be shared with the Principal or the (D)DSL, or appropriate agency (such as the Police or Children's Services) and email communication which identifies the person (people) in any way should be avoided.

**Staff must report** to the relevant DSL or DDSL or to the **Local Authority Designated Officer (LADO) any concern or allegation** about school practices or the behaviour of colleagues that may put students at risk of harm.

**Contact details for the LADOs are on page 9 of this document.**

All allegations should be referred to the LADO for advice before any investigation takes place and within one working day. In borderline cases, these discussions can be held informally and without naming the individual.

## 14. Children with specific education needs and disabilities (SEN)

Children with SEN and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, we consider extra pastoral support for children with SEN and disabilities.

## 15. EYFS at Inwoods Small School

The DSL for EYFS in Inwoods Small School is Kate Power.

The school will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the school is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the school became aware (or ought reasonably to have become aware) of it.

The school will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere): Ofsted – 0300 123 3155

The school will tell staff and others who work with children in the early years that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting).

### **Disqualification:**

The school will notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children. If the school becomes aware of relevant information which may lead to disqualification of an employee, the school must take appropriate action to ensure the safety of children. In the event of disqualification of a person employed to work in or manage early years provision, the school must not continue to employ that person in work from which they are disqualified, or allow them to manage such work. In such a case of dismissal, the school must meet their responsibility under the Safeguarding Vulnerable Groups Act 2006, and make a referral to the DBS.

Effective systems will be in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable to fulfil the requirements of their roles.

Where staff work in, or are involved in the management of, the school's early years or provision of care of pupils under the age of eight, the school will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the school's safer recruitment practices, further details of which can be found in the School's Recruitment and Selection Policy

The school records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified, or if there is doubt over that issue then, pending resolution, the school will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the school will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

### **Mobile Phones and Cameras at Inwoods Small School**

Inwoods Small School's policy on the use of mobile phones and cameras in the setting can be found in the School's Taking, Storing, and Using Images of Children Policy 2021-22. At Inwoods Small School staff are not permitted to use their personal mobile devices in school, other than in the staff office. Staff who wish to use their personal mobile devices or cameras outside of the school office

in the rest of the school grounds must first speak with the Coordinator. Staff who act in breach of this may be subject to disciplinary action. Personal phones maybe taken off site on outings and visits for emergency contact, but not for photographic purposes, unless approval from the Coordinator has been obtained. If approved photos are taken, they must be removed from personal phones within 24 hours.

Inwoods has a school mobile phone in one of the school classrooms for emergency calls. The teacher in the year 2/ 3 classroom also has a tablet for taking images of the children's work. Parents have either consented or prohibited the staff from taking photos of their children by completing the Publicity Consent Form as part of the registration process of the child. This includes children in the EYFS / year 1 class, although a digital camera is used to document work in this classroom. Any photos that are taken on the school tablet or camera are then downloaded onto the school system and deleted from the device within 7 days.

See the Taking, Storing, Using images of Children Policy 2021-22 for more detailed information on the use of phones and photos. This included information on the use of cameras and filming equipment by parents.

### **Fundamental British Values at Inwoods Small School**

At Inwoods Small School, the statutory requirement for Early Years providers to promote 'Fundamental British Values' is adhered to by ensuring good practice as outlined in EYFS guidelines. For example:

- Promoting Democracy
- Making decisions together with the children
- Turn-taking, sharing, collaboration
- Rule of law
- Working with the children to create rules and codes of behaviour
- Understanding consequences to behaviour
- Mutual respect and tolerance
- Celebrating different cultures and traditions as appropriate
- Challenging stereotypes, sharing stories that reflect diversity

Further guidance is given by Children Early Years Team found at the following link: <https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf>

## **16. Safer Employment Practices**

Brockwood Park School and Inwoods Small School follow the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and

Supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Disclosure and Barring Service (DBS), barred lists and prohibition orders before starting work. Retrospective checks on all staff appointed since 1 April 2012 have been completed. All Trustees, volunteer helpers, contractors working regularly during term-time, and adult members of the families of members of staff who live on site are also vetted. Our policies are reviewed by the Trustees annually.

Assurance is obtained that, where they will not be supervised by a member of school staff, appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's students on another site.

The school has a duty to report to the DBS (within 1 month of leaving) any person whose services are no longer required by the school because they are considered unsuitable to work with children. Referrals on this basis are where the school has concerns that a person has caused harm, or poses a future risk of harm to vulnerable groups, including children. This could be where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The school will refer to Teacher misconduct: the prohibition of teachers (October 2018) and contact the Teaching Regulation Agency in such cases to seek advice.

## 17. Site security and student supervision

Although Brockwood Park School and Inwoods Small School have a relatively relaxed atmosphere the safety of our students is of paramount importance. There is no staff uniform in any department and the staff does not wear lanyards. All visitors are required to report to reception at Brockwood and to the office at Inwoods, to wear a badge and be accompanied by an adult member of the school unless they are attending a publicised event or are on a tour with students (in which case there should always be two students present) or staff. If they are visiting the school at a time when reception is closed, they should be met and be accompanied by a member of staff. Staff are required to ensure that all visitors, whether or not they are known, comply with these requirements. Students are encouraged to be polite and welcoming but also to enquire who visitors are and to tell them to report to reception if they are not accompanied by staff.

Boarding accommodation is only accessible by keypad to the students in the relevant wings, the Pavilions and Cloisters, the staff who live and work in them and other relevant staff members. The key code should not be given to other staff, or visitors, working in the area. If the code is breached it should be changed within 12 hours.

Brockwood Park is situated on a rural site. No public footpaths run through the site. Students are permitted to leave the site unaccompanied by an adult by arrangement with parents/guardian.

Unless agreed with parents/guardians they must be accompanied by other students or staff and use the signing in/out process. If a student does not wish for the parents to be informed, they are leaving the site (for example, older students with confidential medical appointments) then the Pastoral Coordinators may give permission for absence but a member of staff should accompany them if they are under 18.

At Inwoods the main gate to the grounds is kept locked during the day and there is a sign at the entrance with a bell requesting visitors to call and wait until they are greeted by a member of staff. Parents are expected to inform the school in writing if someone other than themselves is collecting. In some cases, when there are multiple people involved in the collection of a child, a password will be agreed on with the parent. No child will be permitted to leave the premises with someone without the consent of the parent or primary carer.

## Appendices

### List of abbreviations in the policy:

## KRISHNAMURTI FOUNDATION TRUST

<b>CPL</b>	<b>Child Protection Lead</b>
<b>DBS</b>	<b>Disclosure and Barring Service</b>
<b>DDSL</b>	<b>Deputy Designated Safeguarding Lead</b>
<b>DfE</b>	<b>Department for Education</b>
<b>DSL</b>	<b>Designated Safeguarding Lead</b>
<b>EYFS</b>	<b>Early Years' Foundation Stage</b>
<b>FGM</b>	<b>Female Genital Mutilation</b>
<b>INSET</b>	<b>In-service training</b>
<b>KCSIE</b>	<b><u><a href="#">Keeping Children safe in education (September 2021)</a></u></b>
<b>LADO</b>	<b>Local Authority Designated Officer</b>
<b>Prevent</b>	<b><u><a href="#">Prevent Guidance: for England and Wales (Prevent) (March 2015)</a></u></b>
<b>WT</b>	<b><u><a href="#">Working Together to Safeguard Children (WT) (July 2018)</a></u></b>



**Brockwood Park School - Mental Health Recognition and Response Procedure- Annex A**

A staff member (teacher, floor staff, student adviser, pastoral) observes certain behaviours in a student that makes them suspect a possible underlying mental health issue.

E.g. infirmary or school staff might notice a change in attendance (for example to morning meetings, or an increase in sick days).



The staff member reports these observations to the pastoral team, or shares their concern in the weekly staff meeting where students are discussed.



Pastoral staff discuss the case in a pastoral meeting, and carry out an assessment. This can be in the form of a conversation with the student, their adviser, the parents or other staff at the school, in order to find out more about the student's background and needs.



Pastoral staff, in a subsequent meeting, discusses the case again and design a plan, often in collaboration with the adviser. If appropriate, this plan gets shared with the rest of the staff body, or with certain individuals.



Pastoral staff as well as floor people, teachers, adviser carry out the actions set out in the plan, which might be regularly checking in with the student, organising external support (e.g. counselling) or supporting the student with their individual plan.



Pastoral staff (and adviser) regularly reviews the case in pastoral meetings to evaluate effectiveness of provision and make changes.

## Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

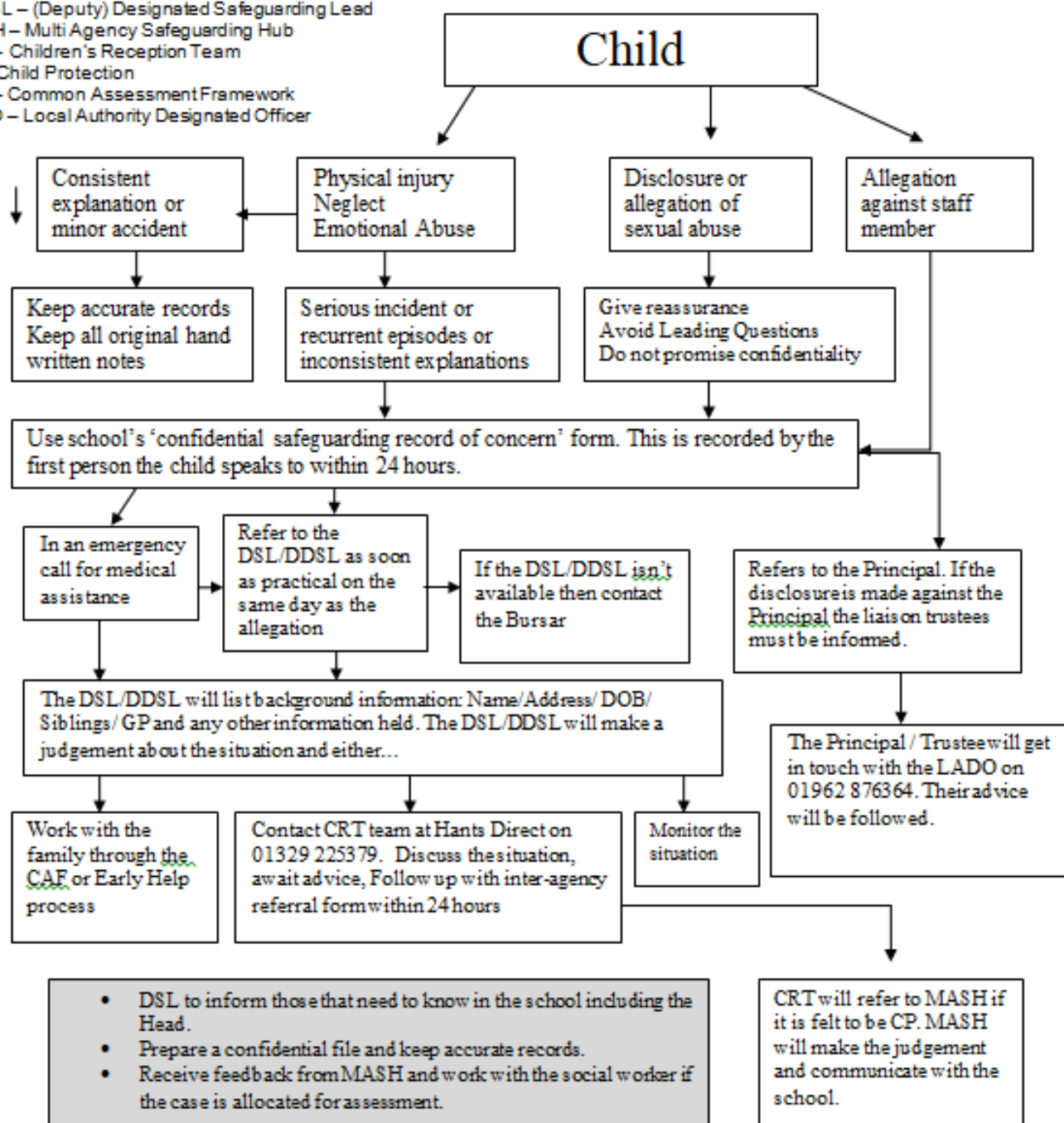


BROCKWOOD PARK AND INWOODS SMALL SCHOOL

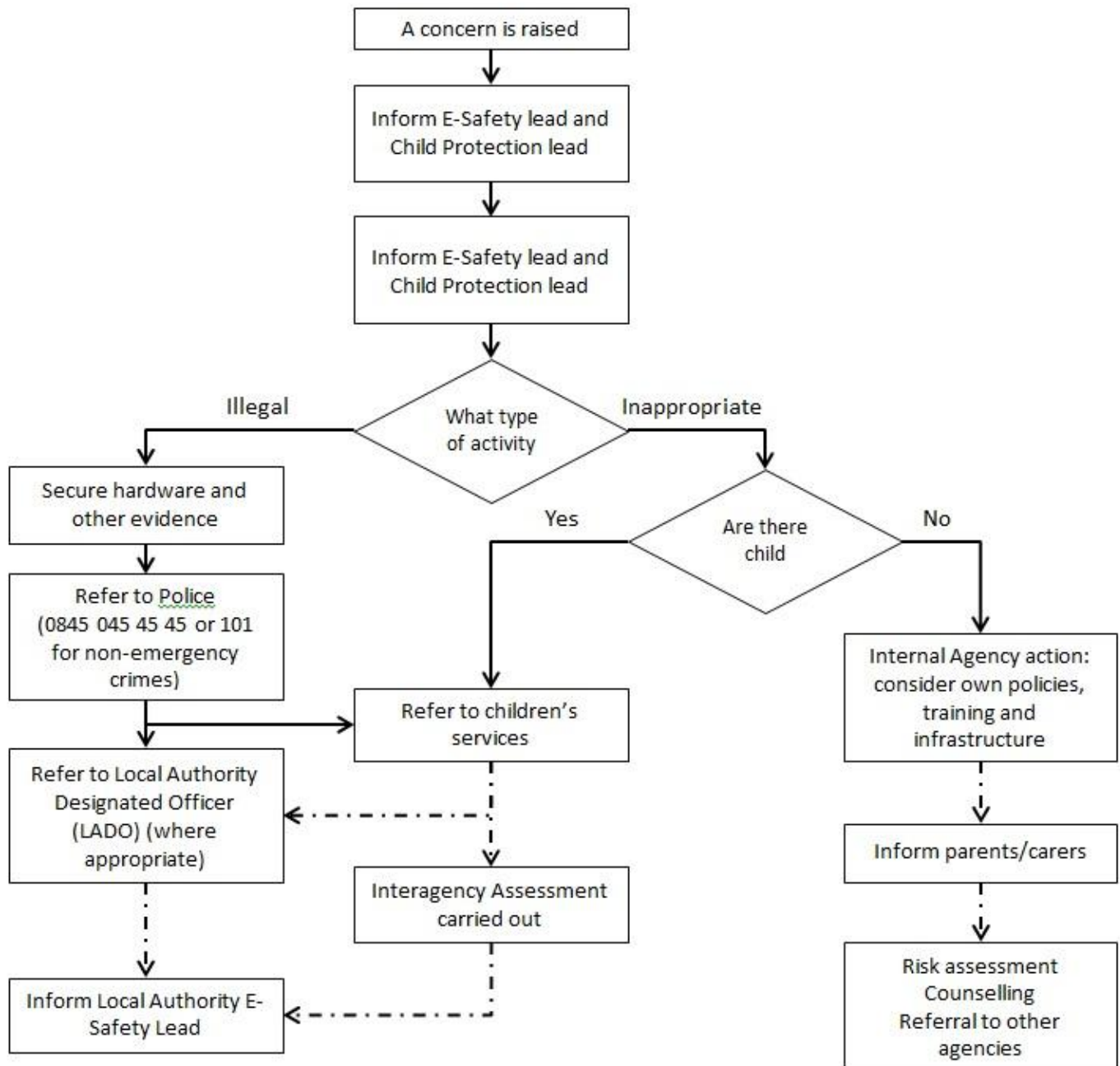
Child Protection Policy

Flowchart for Child Protection Procedures

(D)DSL – (Deputy) Designated Safeguarding Lead  
MASH – Multi Agency Safeguarding Hub  
CRT – Children's Reception Team  
CP – Child Protection  
CAF – Common Assessment Framework  
LADO – Local Authority Designated Officer

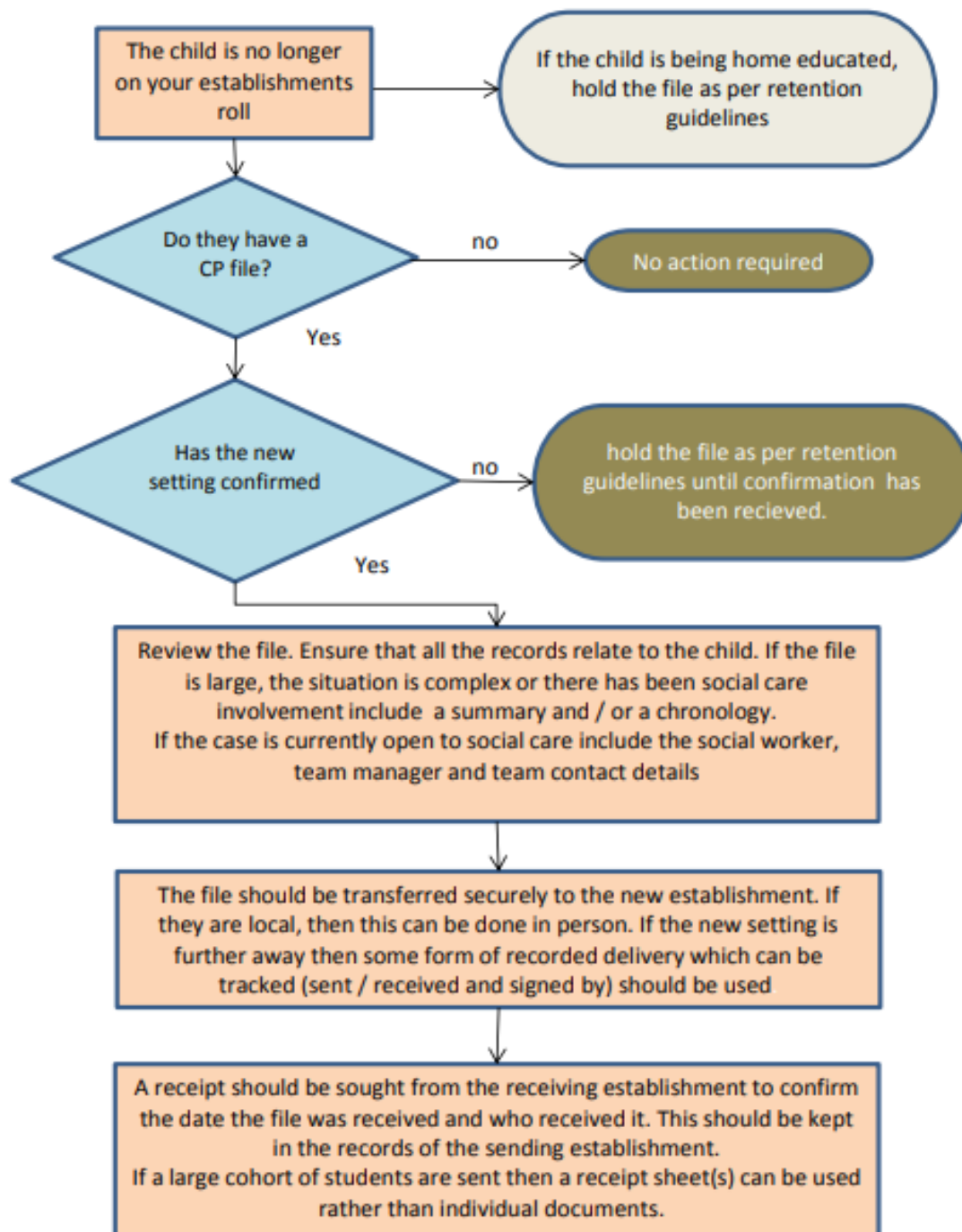


### Actions when an E-Safety concern is raised



## Transfer of CP records

This flow chart outlines the process for educational establishments (2 - 19) to follow when a child leaves. The CP record is the collection of concerns, indicators, signs and disclosures that could indicate abuse. The information does not need to have been reported to children's social care but does need to be a relevant or recognised indicator of abuse.



# KRISHNAMURTI FOUNDATION TRUST

Logging a confidential safeguarding record of concern	
Child's Name	DOB
Today's Date	Time
Your Name (print)	Your signature
Your role	
Date of Concern/Incident	Time of Concern/Incident
Low Level Concern (tick box) <input type="checkbox"/>	High Level Concern (tick box) <input type="checkbox"/>
<p>Describe the incident as factually as possible. Include: who was involved, where it happened, exactly what happened etc. Remember to describe clearly any behavioural or physical signs you have observed. Pass this form to the Designated Safeguarding Lead within 12 hours of the incident.</p>	

(continue overleaf if **necessary**)

Check to make sure your report is clear now – and will also be clear to a stranger reading it next year.  
Include photocopies of any notes taken at the time) Section below to be completed by the DSL, DDSL

Received by.....DSL, DDSL

Date.....Time.....

Proposed action by the Designated Person: