



**BROCKWOOD PARK SCHOOL &
INWOODS SMALL SCHOOL including EYFS (Early Years' Foundation Stage)**

SAFEGUARDING AND CHILD PROTECTION POLICY

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Review body	Brockwood & Inwoods DSL-Mina Masoumian Trustees with Responsibility for Safeguarding - Wendy Smith and Gary Primrose

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1. Introduction

Safeguarding and child protection is at the center of everything we do both at Brockwood Park School and Inwoods Small School. As a school, that at its core offers a holistic approach to education, we place healthy and supportive relationships as a priority.

We are clear that at both schools, safeguarding and promoting the welfare of children is everyone's responsibility. 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. At Brockwood and at Inwoods 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. At both schools we make sure that systems are in place for children to express their views, we operate with the best interests of the child at their heart. All staff are aware that children may not be ready or know how to tell someone that they are being abused, but the close and careful monitoring of each child, in both schools, encourages a trusting environment where disclosures do happen.

Our Safeguarding Policy and procedures are subject to continuous monitoring, refinement and audit by the School Management Committee and the Deputy Designated Safeguarding Leads.

Brockwood Park School is run by a management committee, currently consisting of the following four members: Kate Power, Mina Masoumian, Thomas Lehmann and Tom Power. The School Management Committee (SMC) is overseen and coordinated by two Co-Chairs: Mina Masoumian and Thomas Lehmann. The SMC fulfils the role of a Principal/Headteacher in the school. From the safeguarding perspective and for any reference made to Principal/Headteacher in the standards and KCSIE (Keeping Children Safe in Education), this role is fulfilled by the Co-Chairs. One of the Co-Chairs is the DSL.

The board of Trustees have a strategic leadership responsibility for the school's safeguarding arrangements and ensure that they comply with their duties under legislation. Their objective is to facilitate a whole school approach to safeguarding which involves everyone in the school and to ensure that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. They aim to produce a culture that is one of safety, equality and protection for the whole school. The Co-Chairs ensure that the policies and procedures, approved by the Trustees, are understood, and followed by all staff and volunteers. The Trustees have appointed Wendy Smith, who is also the Chair of Trustees, and Gary Primrose as Safeguarding Liaison Trustees for Child Protection issues. They are responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Co-Chairs.

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. The two Liaison Trustees take a lead in this review and ensure that it is formally documented in writing and any deficiencies or weaknesses recognised in arrangements or procedures are remedied immediately and without delay. The main tool used by the Trustees for this review is reviewing the audit performed by the safeguarding team at the school using the Hampshire safeguarding audit tool.

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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 at Brockwood and Inwoods. This policy applies to the School Management Committee, trustees, all staff and volunteers working in the Schools.

All employees, including senior leadership members, should read this policy in conjunction with:

Part One and Annex B of Keeping Children Safe in Education (KCSIE) (September 2023)

The Behaviour Management Policy (which includes measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying) The Staff Behaviour Policy (code of conduct), The Safer Recruitment Policy, The Teachers' Standards which can be read by accessing the following link: <https://www.gov.uk/government/publications/teachers-standards>

This policy is written to meet the requirements set out by the Government's statutory guidance [Working Together to Safeguard Children](#) (WT) (July 2018), [Keeping Children Safe In Education \(September 2023\)](#) and the [Prevent Guidance for England and Wales](#) July 2015 and update in 2021). It also complies with The Human Rights Act 1998 (HRA), the Equality Act 2010, and the Public Sector Equality Duty. [Use of Social Media for online radicalisation \(July 2015\)](#) and [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (2019, updated 2021)

2. Policy Aims

Our Safeguarding and Child Protection policy aims to;

- To establish a safe environment in which children can learn and develop.
- To provide clear direction to staff and others about expected codes of behaviour in dealing with Safeguarding and Child Protection issues, continuing to develop awareness in all staff of the need for Child Protection and their responsibilities in identifying abuse, with particular care being taken with children with disabilities and SEN who are especially vulnerable. This includes online safety, understanding of the expectations, roles and responsibilities for staff around filtering and monitoring.
- To ensure consistent good practice.
- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- Make sure that staff are playing a vital role in preventative education, with a whole school approach that ensures a zero tolerance approach to sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.
- To contribute to the school's safeguarding portfolio
- To equip children with the skills needed to keep them safe.

3. Commitment to Safeguarding

At Brockwood Park School and Inwoods Small School we commit to;

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- Have regard to the safeguarding procedures as outlined in the DFE (Department for Education) Guidance Keeping Children Safe in Education September 2023 and the latest version of the Working Together to Safeguard Children Document (amended Dec 2021).
- Carry out the required checks of staff as outlined in the guidance Keeping Children Safe in Education (September 2023)
- Ensure all staff and volunteers understand their duties in being alert to signs of abuse and the procedures for referring any concerns to the Designated Person responsible for Safeguarding and Child Protection without delay.
- Train all new staff and volunteers in Safeguarding and Child Protection as well as e-Safety matters as soon as possible upon appointment, as part of their induction.
- Ensure that all staff know that it is an offence for a person (e.g. a teacher) over the age of 18 to have a sexual relationship with a child under 18 where that person is in a position of trust, even if the relationship is consensual.
- Develop effective links with the relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attending case conferences. (At Brockwood Park School and Inwoods Small School, only the Co-chairs can give authority for the Police to be on the school site.)
- Ensure safe recruitment practices are always followed.
- Ensure that all fears or allegations of abuse are reported to the Designated Safeguarding Lead for the Schools (as named in this policy), and that policy procedures are subsequently followed. Also, that reports be referred to the LADO.
- Keep records of concerns about children, even where there is no need to refer the matter immediately, and ensure all records are kept securely, electronically and/or in confidential paper files, separate from the main pupil file and in locked locations. (This duty falls upon the Designated Safeguarding Lead)
- Provide immunity from retribution or disciplinary action against staff for ‘whistle blowing’ in good faith

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

The following individuals have overall responsibility for Child Protection at Brockwood Park School and Inwoods Small School.

Brockwood Park School and Inwoods Small School DSL:

Designated Safeguarding Lead (DSL) for Brockwood Park School and Inwoods Small School

Mina Masoumian – Co- Chair of Brockwood and Inwoods and member of the School Management Committee / School Bursar

Tel: 01962 771744 / 07445691903 Email: dsl@brockwood.org.uk and dsl@inwoods.org.uk

Brockwood Park School and Inwoods Small School DDSL:

Deputy Designated Safeguarding Lead (DSL) for Brockwood Park School

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Elena Maria Ciungu - Pastoral Coordinator for Brockwood Park School

Tel: 01962 771744 / 0740220715 Email: dsl@brockwood.org.uk

Deputy Designated Safeguarding Lead (DDSL) for Inwoods (including EYFS)

Kate Power- member of the School Management Committee - Coordinator of Inwoods Small School

Tel: 01962 771065 / 07576777543 Email: dsl@inwoods.org.uk

Deputy Designated Safeguarding Lead (DDSL) for Inwoods (including EYFS)

Lauren Bradshaw, Primary teacher Inwoods

Tel: 01962 771065 Email: dsl@inwoods.org.uk

For out of school hours/term cover

Mina Masoumian: Tel: 07445691903 Email: dsl@brockwood.org.uk and dsl@inwoods.org.uk

Elena Maria Ciungu: Tel: 0740220715 Email: dsl@brockwood.org.uk

Kate Power: Tel: 07576777543 Email: dsl@inwoods.org.uk

Lauren Bradshaw: Tel: 07974 876246 Email: dsl@inwoods.org.uk

4.1 The Role of the DSL

The DSL of Brockwood Park School and Inwoods Small School is one of the Co-Chairs of the School Management Committee. She works closely with the members of the SMC which covers the main areas of the school (Pastoral, Curriculum, SENCO) and with the other Co-Chair, they fulfil any safeguarding reference made to Principal/Headteacher under standards and KCSIE 2023. We are a unique small school with staff members having multiple roles and responsibilities including senior staff members in the SMC.

The DSL is the first point of contact for parents, pupils, teaching and support staff, external agencies and any other parties in all matters of safeguarding and child protection (except in the cases of an allegations against the DSL or any staff member where processes as outlined in this policy should be followed) and to provide support, advice and expertise on all matters concerning safeguarding.

The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

The DSL will encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

The DSL has regular meetings with SENCOs, the Pastoral team and the School Management Committee to help promote pupils' educational outcomes through sharing relevant information about their welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experience.

Pastoral meetings are held weekly with each part of the school to discuss the educational and welfare needs of pupils and any support that they may need. It is the responsibility of the designated

safeguarding lead (and the deputies) to be available to discuss any safeguarding concerns and to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities to ensure that off site (for example local, national or international trips and excursions) have appropriate safeguarding support/access to the DSL or deputy (via Skype, for example, if the DSL or deputies are not in attendance on the trip).

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead; this lead responsibility should not be delegated.

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.

Please see Appendix 1 for more details.

4.2 The Role of the Deputy DSLs

Deputy designated safeguarding leads are trained to the same standard as the designated safeguarding lead and, in the absence of the designated lead, carry out those functions necessary to ensure the ongoing safety and protection of pupils.

The Brockwood and Inwoods Designated Safeguarding Lead (DSL), the Inwoods's DDSLs, and Brockwood's DDSL 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.

In the event of the long-term absence of the designated lead, the deputy will assume all of the functions above.

4.3 The Role of the Co-Chairs of SMC

- Ensures, that the Safeguarding Including Child Protection policy and procedures are implemented and followed by all staff
- Ensure the Co-Chair who is the DSL has sufficient time and resources to enable her and deputies to carry out their roles effectively, including the assessment and support of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures ensures that pupils' safety and welfare is addressed through the curriculum.
- Ensure that there is a whole school approach to safeguarding which involves everyone in the school and ensures safeguarding is at the forefront and underpin all relevant aspects of process and policy development.

4.4 The Trustees

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The Trustees hold overall responsibility for devising and implementing a whole school approach to safeguarding and related policies and procedures including all matters that are subject to this policy and have specific responsibility as described in Part 2 in KCSIE.

Wendy Smith and Gary Primrose are the **Liaison Trustees for Child Protection issues**, and Wendy Smith is the Chair of the Trustees.

All trustees receive annual safeguarding and child protection (including online) training are up to date with Keeping Children Safe in Education including Annex C, the role of the DSL.

The Trustees consider child protection issues at each Trustees meeting, which are held three times a year at Brockwood Park School. Their role is to provide strategic challenges to test and assure that the schools approach to safeguarding is secure and robust.

The Trustees are responsible for:

- Ensuring that there is at least one Liaison Trustee who oversees Safeguarding and Child Protection Policies in the school.
- Ensuring that the Designated Safeguarding Lead (DSL) for safeguarding and child protection is a member of the senior leadership team and has undertaken training in inter-agency working, in addition to basic child protection training and that this is renewed at least every two years.
- 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.
- Ensuring that the DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
- Approving amendments to child protection arrangements in the light of changing regulations or recommended best practice.
- Procedures are in place for dealing with allegations of abuse made against members of staff including allegations made against the Co-Chairs.
- Safer recruitment procedures that include the requirement for statutory checks on staff suitability to work with children.
- A training strategy that ensures:
 - all staff, including the Trustees and Co-Chairs, receive annual safeguarding and child protection training
 - DSL and DDSLs receive updated child protection training at least annually to provide them with the knowledge and skills required to carry out the role, allowing for specialist areas such as EYFS. This includes local inter-agency working protocols.
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for safeguarding and child protection.
- The Chair of Trustees, Wendy Smith is responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Co-Chairs.

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- 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, especially those with protected characteristics, students with SEN or students who identify as LGBT or trans.
- Ensuring that the children at Brockwood and Inwoods are taught about safeguarding and how to keep themselves and others safe, both while they are at the school and on-line.
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.
- The Trustees should also regularly review the effectiveness of the online filters and monitoring systems in place at the Trustee meetings that take place three times a year. They also understand how to escalate concerns when identified.
- The Trustees should make sure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and is in line with advice from the safeguarding partners.
- Make sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- The Trustees should be aware of their Obligations under the Human Rights Act 1998, in relation to the event of a safeguarding issue that involves harassment, violence and abuse, and the Equality Act 2010 and their local multi-agency safeguarding arrangements.

4.5 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.armfield@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.

However, when sending a referral always use the secure email address: child.protection@hants.gcsx.gov.uk. They can all be contacted on the same number as well: 01962 876364. Alternatively, to assist with an increase in calls to the Safeguarding Unit, the LADO service is also trialling a new way of working by completing an [initial enquiry form](#) that replaces the need for a telephone call into the service.

4.6 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 and Isle of Wight Safeguarding Children Partnership) procedures.

Working Together 2018 explains that the three safeguarding partners in relation to a local authority area are defined under the Children Act 2004 (as amended by the Children and Social Work Act 2017) as:

- the Local Authority
- a Clinical Commissioning Group for an area any part of which falls within the local authority area
- the Chief Officer of Police for an area any part of which falls within the local authority area

For each of these three partners, Working Together 2018 defines the lead representatives from each as 'the Local Authority Chief Executive, the Accountable Officer of the Clinical Commissioning Group and a Chief Officer of Police'. For Hampshire the lead representatives are:

- Carolyn Williamson, Chief Executive, Hampshire County Council
- Maggie MacIsaac, Chief Executive, Hampshire and Isle of Wight Clinical Commissioning Group (on behalf of the five Hampshire CCGs)
- Clare Jenkins, Chief Superintendent, Hampshire Constabulary

As set out in Working Together 2018, the lead representatives can delegate their functions, although they retain accountability for any actions taken on behalf of their agency. In Hampshire, the lead representatives have identified the following senior officers in their respective agencies who have responsibility and authority for ensuring full participation with these arrangements:

For Hampshire, the agency representatives are:

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- Stuart Ashley, Director of Children's Services Hampshire County Council
- Ellen McNicholas, Director of Quality & Board Nurse, West Hampshire Clinical Commissioning Group (on behalf of the 5 Hampshire CCGs)
- Clare Jenkins, Chief Superintendent, Hampshire Constabulary

The representatives, or those they delegate authority to, will:

- Speak with authority for the safeguarding partner they represent.
- Take decisions on behalf of their organisation or agency and commit them on policy, resourcing and practice matters.
- Hold their own organisation or agency to account on how effectively they participate and implement the local arrangements.

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.

For more information on the Hampshire and Isle of Wight Safeguarding Children Partnership thresholds of Early Help, Targeted Early Help and Children's Social Care please follow this [link](#).

4.7 Children's Services / Police

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.

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: [Report child abuse | Children and Families | Hampshire County Council \(hants.gov.uk\)](#)

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. For non-urgent concerns call DfE non-emergency advice line: 020 73407264 or email 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/>

4.8 Children absent from education

The appropriate school policy should be followed in the event of a **child absent 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.

4.9 Unexpected Death of children

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.

4.10 The Role of Parents

The school seeks to work with parents to support students. Each safeguarding concern is assessed by the 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.

4.11 The Independent Listener

The students have access to an independent listener for confidential advice and support. 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.

The students and the staff are made aware that she is available to call at any time. She comes into the school at the beginning of term to be introduced in person so that the students and staff are aware of who she is and how she can be contacted.

Her details and details of other people and services are on the school noticeboard.

5. Safer Recruitment and Safeguarding training

5.1 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 and acts at all times in compliance with the Independent School Standards Regulations. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and volunteer staff.

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education September 2023 and Working Together to Safeguard Children (2018). Safer recruitment means that all applicants will:

- Complete an application form
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children, confirming the veracity of such, by telephone, when received electronically.

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- References must be verified
- Provide evidence of identity and qualifications
- Be checked in accordance with the Disclosure and Barring Service regulations as appropriate to their role
- An online search may take place at the short-listing stage and the candidate will be informed that this is going to happen.
- Be subject to further checks regarding medical fitness; overseas checks – where appropriate - including right to work in the UK; and prohibition from teaching and from management (where applicable), barred list and disqualification declaration
- Be interviewed where we will: Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this.
- Explore any potential areas of concern to determine the candidate's suitability to work with children Record all information considered and decisions made
- Complete a Staff Suitability Declaration (which all staff are required to complete annually)

All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding and Child Protection policy, Mental Health policy, Anti- Bullying policy what to do in the instance of a child absent from education, the E-Safety Policy, the Behaviour Policy, and the School's Staff Code of Conduct and identification of their child protection training needs. New staff are provided with a copy of Part 1 and Annex B of KCSIE, or Annex A (depending on their role in the school and whether they work directly with children in the school) in addition to the annual provision detailed in the paragraph below.

All staff sign to confirm they have received and understood the School's Safeguarding Policy and Part 1 and Annex B or Annex A Keeping Children Safe in Education September 2023 guidance. New staff are asked to undertake online training regarding the Prevent strategy.

The School ensures that sufficient, relevant staff are trained in safer recruitment processes. The Designated Safeguarding Lead undertakes Prevent training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Our policies are reviewed by the Trustees annually. Please refer to the school's Recruitment Policy for further details.

5.2 Disqualification

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification Regulations and Childcare Act 2006. When we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Staff will be disqualified if:

- They have been cautioned for, or convicted of, certain violent and sexual criminal offences against children and adults

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- There are grounds relating to the care of children, including where an order is made in respect of a child' under the person's care
- They have had registration refused, or cancelled, in relation to childcare or children's homes or have been disqualified from private fostering

All employees will be asked to provide the following information about themselves:

- Details of any order (e.g. care order), determination, conviction, or other ground for disqualification from registration under the Regulations
- The date of the order, determination or conviction, or the date when the other ground for disqualification arose
- Information about the body or court which made the order, determination or conviction, and the sentence (if any) imposed
- A certified copy of the relevant order (in relation to an order or conviction)

During recruitment, candidates who are disqualified will be deterred from application or rejected. Where existing members of staff reveal their disqualification, they will need to be suspended. The disqualification will be a potentially fair reason for dismissal as either a breach of a statutory enactment and / or some other substantial reason. However, a fair procedure will be followed.

We will refer to the DBS (Disclosure and Barring Service - anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

We believe the individual has engaged in relevant conduct; or we believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or we believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

5.3 Safeguarding Training

Every new member of the teaching and non-teaching staff, including new peripatetic musicians and sports coaches, is required to complete an online training course on safeguarding and child protection. This is a comprehensive course chosen by the DSL and Deputy DSLs. This session is then complemented by a safeguarding induction session by the DSL or Deputy DSL. These sessions 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.

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
- radicalisation

The induction session explains:

- Staff responsibility for keeping children safe at Brockwood Park and Inwoods Small School
- 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, E-Safety, for Inwoods the Child Supervision and Missing / Absent Child Policy and for Brockwood the Student Supervision and Missing / Absent Child Policy. All the policies can be found on the school websites.
- The induction also covers the relevant updates from all government guidance.

Similar training is offered to all Trustees.

All the staff are required to complete an online training on safeguarding and KCSIE before the year starts. This is complemented by a session held by DSL and DDSLs to ensure their understanding of the school's policies and procedures on safeguarding and online safety.

The DSL and DDSLs 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. 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.

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 and the Curriculum

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, Health and Movement classes, 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 Curriculum

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 child-on-child sexual violence or sexual harassment are dealt with in a child centred approach, as are other topics such as LGBT inclusion to help us counter homophobic, biphobic and transphobic bullying and abuse. We are aware that children who are LGBT can be targeted by other children and for that reason we make sure that a trusted adult with whom they can be open is available to them at all times. The curriculum is carefully planned to ensure that topics are dealt with in a thorough but sensitive manner, in an age appropriate way.

For more detailed information please read The Brockwood Park and Inwoods Small School PSHE and RSE policies.

6.2 Internet and technology Education and E-Safety

Our IT and E-Safety 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. Our E-Safety programme is an important way 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.

At Brockwood and Inwoods we aim to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’)
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Educate pupils about online safety as part of our PSHE Programme
- Train new staff, as part of their induction and all other staff at least once a year, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents’ meetings.
- Put in place robust filtering and monitoring systems to limit children’s exposure to the 4 key categories of risk (Content, Contact, Conduct and Commerce) from the school’s IT systems.

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- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Include online safety in the regular, at least annual, safeguarding updates given to staff to all staff in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly
- The students at Inwoods have no access to mobile phones on the school site.

Where a student misuses the school's ICT systems or internet, we will follow the procedures set out in our Safeguarding and Child Protection Policy and Behaviour of Students Policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

The DSL will be informed of any online safety incidents involving Safeguarding or Child Protection concerns and will record these issues in line with our Safeguarding and Child Protection policies. The DSL will ensure that online safety concerns are escalated and reported to relevant agencies in line with the Hampshire Safeguarding Children's Board thresholds and procedures. The DSL will inform parents of online safety incidents or concerns involving their child, as and when required.

For more information on this please see our eSafety Policy. This policy sets out the aim, scop, clear roles and responsibilities, education, security and management of information system including filtering and monitoring tools and procedures, incident and response, training and monitoring arrangements,

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.

- 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 Bursar
- 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 (hazing)
- 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

For more information on this please see our Code of Conduct Policy.

7.1 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 and how to recognise it

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 need 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, emotional abuse, sexual abuse and neglect. For more detailed explanations please see Appendix 2.

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 act whenever abuse is suspected. 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. For more detailed explanations please see Appendix 2.

9. 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 DDSLs 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/>. The NSPCC also give detailed information on contextual safeguarding, <https://learning.nspcc.org.uk/news/2019/october/what-is-contextual-safeguarding>

10. 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 absent /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
- has experienced child-on-child sexual violence and sexual harassment

For more information of the Hampshire and Isle of Wight Safeguarding Children Partnership thresholds of Early Help, Targeted Early Help and Children’s Social Care please follow this [link](#).

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.

We currently have no looked after children enrolled in our schools.

11. Abuse by Adults on Children Outside of the School

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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 and Inwoods, (or in her absence the DDSLs). The matter must not be discussed with anyone else.
- Whenever possible, there should be a conversation with the DSL (or deputies), 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'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 and Inwoods, or the Deputy DSLs, who, in conjunction with the other Co-chair of Brockwood Park and Inwoods (Thomas Lehmann) or Wendy Smith or Gary Primrose, the Liaison Trustees for Child Protection Matters, in the case of the Co-chairs'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 Thomas Lehmann the other Co-chair, 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 Children's Services directly.
- The 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 Student 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

12. Allegations of abuse against teachers and other staff

12.1 Whistle Blowing- If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy is included in the Staff Code of Conduct which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. At Brockwood and Inwoods a culture of openness and trust encourages a culture where staff feel equally responsible for holding the community and so are also able to raise concerns.

All concerns of poor practice or possible child abuse by colleagues, should be reported to the Co-Chairs of the school (Thomas Lehmann / Mina Masoumian- who is also the DSL) or to the Chair of Trustees in their absence. Complaints about either of the Co-Chairs should be reported to the Chair of Trustees without informing the Co-Chairs.

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.

Staff should also be aware that the NSPCC Whistleblowing Helpline – 0800 028 0285 – is available if they do not feel that the issue can be raised through either the Co-Chairs or the Chair of Trustees.

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'

12.2 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

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- 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)

Procedure

In the event of an allegation that meets the criteria above, one of the Co-Chairs or the Chair of Trustees will become the 'Case Manager' and they will take the following steps:

- Contact the LADO immediately or at the latest within one working day
- Conduct basic enquiries in line with the LADO's advice to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below.
- Discuss the allegation with the LADO. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The Co-Chair / Chair of Trustee may, on occasion, consider it necessary to involve the police before consulting the LADO – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the Case Manager will notify the LADO as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the Case Manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO, police and/or children's social care services, as appropriate.
- Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative. Where Case Manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, they may make a referral to children's Services . The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details. When a member of staff who is suspended pending the conclusion of an investigation

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of a child protection nature is also resident in boarding accommodation, arrangements will be made for alternative accommodation.

- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- If it is decided that further action is needed, take steps as agreed with the LADO to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Staff at Brockwood Park School or Inwoods Small School can use one of the school counsellors, or another colleague for support.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The Case Manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted 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), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures:

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome.
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation.
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required.
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are considered (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's LADO whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, considering information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated,
- unfounded,

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- false or malicious,

the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation needs help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate. Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps.
- If they consider that the child and/or person who made the allegation needs help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file). For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

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In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the local authority's LADO to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened. We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

12.3 Allegations that do not meet the harm threshold- Low Level Concerns

Brockwood Park School is a community of students and staff living together and creating an atmosphere of home away from home which is imbued with genuine care, affection and attention. Although Inwoods Small School is a day school, a similar culture also exists in the school. Both schools are small schools and have a very high ratio of staff to students in order to care for the holistic welfare of the students in line with the ethos and intentions of the schools. Relationships therefore are not similar, for example, to a day school of hundreds of students. When considering behaviour of staff in relation to low level concerns, the above naturally is taken into account in order to consider and define whether the nature of an interaction is a concern or not.

Definition of low-level concern

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 in a way that feels out of character with the community
- having favourites and so creating divisive and untrustworthy relationships in the schools
- taking photographs of children on their mobile phone unless specific permission is given by the School Management Committee
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door without good reason
- using inappropriate sexualised, intimidating or offensive language

Sharing/reporting low level concern

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 Co-Chairs, one of which is the DSL.

We will create this culture by:

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- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Within a supportive environment enable staff to share any low-level concerns they have.
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Helping to identify any weakness in the school's safeguarding system.
- Ensuring that the senior staff listen and believe staff.
- Considering whether wider cultural issues have allowed the behaviour to occur.
- Reviewing policies and procedures regularly.
- Providing extra training if deemed appropriate and necessary.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Low-level concerns which are shared about contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Responding

If a concern is raised, by completing a Low-Level Concern Form, or through a conversation, the Co-Chairs 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 in the concern and any witnesses. If there is a concern about the Co-Chairs, this should be referred to the Chair of Trustees. The Low-Level Concern Form can be found at the end of this policy, Appendix 7 or the Co-Chairs can provide a copy.

The Co-Chairs should be the ultimate decision makers in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns, the Co-Chairs may wish to consult with the LADO and take a more collaborative decision-making approach.

Recording low level concern

All low-level concerns will be recorded in writing on the Low-Level Concern Log by the Co-Chairs. 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.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold we will refer it to the LADO at the local authority.
- Retained at least until the individual leaves their employment at the school.

Reference

Low-level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference.

13. Disqualification of an employee as a result of abuse

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. : <http://www.homeoffice.gov.uk/publications/agencies-public-bodies/dbs/dbs-referralsguidance/dbs-referral-form>

Reports must be made within one month of the person(s) leaving the school and provide as much detailed evidence of the case as possible. Reports could be made in (but are not limited to) the following cases:

- dismissal;
- non-renewal of a fixed-term contract;
- refusal to employ or discontinued use of a member of staff
- employed by a contractor,
- a supply teacher from an employment agency, or a volunteer; placement termination of a student teacher or other trainee; or resignation (and voluntary withdrawal) from supply teaching, contract working, a course of initial teacher training, or volunteering

Guidance for making referrals can be found on the DBS website (<http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/>)

Failure to report to the DBS constitutes an offence and the school may be removed from the DFE register of independent schools

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.

Safeguarding issues may also be reportable to the Charity Commission under their serious incident reporting guidance, that is, if any one or more of the following things occur:

- there has been an incident where the beneficiaries of Brockwood Park School or Inwoods Small School have been or are being abused or mistreated while under the care of someone connected with Brockwood Park School or Inwoods Small School such as a trustee, member of staff or volunteer;
- there has been an incident where someone has been abused or mistreated and this is connected with the activities of Brockwood Park School or Inwoods Small School;
- allegations have been made that such an incident may have happened, regardless of when the alleged abuse or mistreatment took place;
- the School has grounds to suspect that such an incident may have occurred.

14. Procedures for staff for dealing with disclosures from a child

Dealing with disclosures from a child can be distressing and difficult. The way a staff deals with this process is extremely important and must be handled with care. The students are informed as part of their induction who the DSL and DDSs are in the school and what their roles are. Also that they can make a disclosure at any time and to any staff member that they feel comfortable with.

If a child discloses any sort of 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 DSLs and complete a safeguarding concern form within 12 hours (copies of these forms can be found in the Reception of Brockwood, Pastoral Office at Brockwood, the staff office at Inwoods or can be obtained from the DSL) There are also copies in the Appendix of this policy.
- 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.

15. 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 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 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 Appendix 3 and 4 for clarification of the process). 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.

16. 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.

17. 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
- Child on child abuse
- Serious/ Domestic Violence and Abuse
- Bullying including cyberbullying
- Children absent from 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 (2023) are listed below. Further explanations of those we haven't described in detail are given in [KCSIE 2023](#).

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)

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

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, 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.

Please see the schools Mental Health Policies for more information on how we support children with mental health problems.

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.

Multi-agency statutory guidance for dealing with forced marriage can be found at [The right to choose: government guidance on forced marriage](#).

It is illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not used.

‘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 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 integrated care boards) 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 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.

- 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.
- We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.
- The DSL has attended one of the government’s training 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.
- Ideally the children’s parents will be a part of this process, but there is no need for their consent when the school believes the child is at risk of serious harm.

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.

18. Child-on-child allegations of Abuse

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. Child-on-child 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

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violence, sexual harassment and sharing nude and semi-nude images. It can also manifest itself in child-on-child relationships through exploitation, criminal, sexual or otherwise. It can also include abuse in intimate personal relationships between children.

Child-on-child abuse should never be dismissed as "banter" or "part of growing up". Both schools have a zero-tolerance approach to child-on-child abuse, but we also take the view that it could be happening here to ensure extra vigilance concerning this issue. Staff should be clear as to the school's policy and procedures with regards to child-on-child 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, engaging in sexual behaviour without consent 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
- Abuse in intimate personal relationships between peers
- 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 child-on-child abuse. It also recognises the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child-on-child 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. We recognise that even if there are no reported cases, such abuse may still be taking place, but not being reported. Training is conducted concerning this issue with all staff members as part of the annual safeguarding training.

The DSL and DDSL's 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 child-on-child abuse,

as well as allows space for open discussions on this and other difficult topics (i.e. consent, sending nude pictures during our PSHE / RSE curriculum).

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:

- 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.
- A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation.
- The DSL 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. This includes completing the risk and needs assessment to clearly identify the needs and support to be put in place for all concerned.
- 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.
- 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 child-on-child 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 child-on-child 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, including perpetrators and victims, the unmet needs behind the behaviour. Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

18.1. 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. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. With regards to the law, as a school, we make sure we explain, through our e-Safety, PHSE and RSE program, that the law is in place to protect children and young people rather than criminalise them.

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 and the response to the report should be immediate. This will have an impact on the confidence of future victims to report or come forward. 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 referring the child to Early Help, 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
- evaluate associated risks and put in place a risk assessment if necessary

What to consider following a report of sexual violence and/or sexual harassment:

- Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff, and other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation
- where necessary, thoughtful consideration of bail conditions, navigating the legal process, and handling cases involving reports that are unsubstantiated, unfounded, false, or malicious
- ongoing approach that prioritises safeguarding and providing support to the victim, ensuring continuous consideration of evolving circumstances, and extending support to the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

There must be careful reporting of child-on-child sexual violence and harassment to ensure that we can consider if there are wider cultural issues at play within the school. In recording it separately from other safeguarding issues we can look out for patterns of concerning, inappropriate and problematic behaviour.

18.2. 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 DSL as soon as possible. The staff making the referral must not:

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- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

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

- The DSL should hold an initial review meeting with appropriate school staff. The purpose of this meeting is to determine:
 - Whether there is an immediate risk to pupil(s)
 - If a referral needs to be made to the police and/or children's social care
 - If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
 - What further information is required to decide on the best response
 - Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
 - Whether immediate action should be taken to delete or remove images or videos from devices or online services
 - Any relevant facts about the pupils involved which would influence risk assessment
 - If there is a need to contact another school, college, setting or individual
 - Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
 - The incident involves an adult
 - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
 - What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
 - The imagery involves sexual acts and any pupil in the images or videos is under 13
 - The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)
- If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.
- If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the

risks. They will hold interviews with the pupils involved (if appropriate). If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

- The parents will be informed at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.
- All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.
- Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our PSHE programme.
- The UKCIS have given useful guidance [sharing nudes and semi-nudes](#).

19. 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.

20. 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
- Being more prone to harm both online and offline.
- 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.

21. EYFS at Inwoods Small School

The DSL for EYFS in Inwoods Small School is Mina Masoumian and the Deputy DSLs are Kate Power and Lauren Bradshaw.

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).

22. 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 2023-24. 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 Inwoods Coordinator. Staff who act in breach of this may be subject to disciplinary action. Personal phones may be 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 3 / 4 / 5 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 application process of the child. This includes children in the EYFS / Year 1 / Year 2 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 2023-24 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 Early Years Alliance

23. 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 at Brockwood 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.

24. Extended services and off-site arrangements

- Where extended school activities are provided by and managed by the school, our own Safeguarding Including Child Protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.
- When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective safeguarding, child protection and health and safety arrangements are in place.

APPENDIX 1 Role of the Designated Safeguarding Lead (DSL)

(please read in conjunction with DSL role description in KCSIE (2022))

As well as adhering to the responsibilities of all staff listed above, the DSL's role includes:

- Being the person most likely to have the full safeguarding picture and, therefore, the most appropriate person to advise on the response to safeguarding concerns
- Take lead responsibility for safeguarding and child protection, including online safety • Assist the Governing Body in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002
- Attend initial training for the role and refresh this at least every year by attending the initial refresher training and then demonstrating evidence of continuing professional development thereafter
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Ensure that whole School training occurs annually so that staff and volunteers can fulfil their responsibilities
- Ensure any members of staff joining the School outside of this training schedule receive induction post appointment

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- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
- Ensure that copies of safeguarding records are transferred securely and with confirmation of receipt (separate from pupil files) when a child transfers school
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and securely, with confirmation of receipt, and that the child's social worker is informed. The DSL should consider sharing information in advance of transferring the child protection file if that may be in the child's interests, including with the SENCO
- Link with the HSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Contact the LADO on any matter that the DSL considers cannot be dealt with properly internally
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse

APPENDIX 2 Definitions of Abuse

Being subjected to harassment, violence or abuse including that of a sexual nature may breach any or all of the fundamental right and freedoms that everyone in the UK is entitled to under the Human Rights Act 1998 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.

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 a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

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.

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

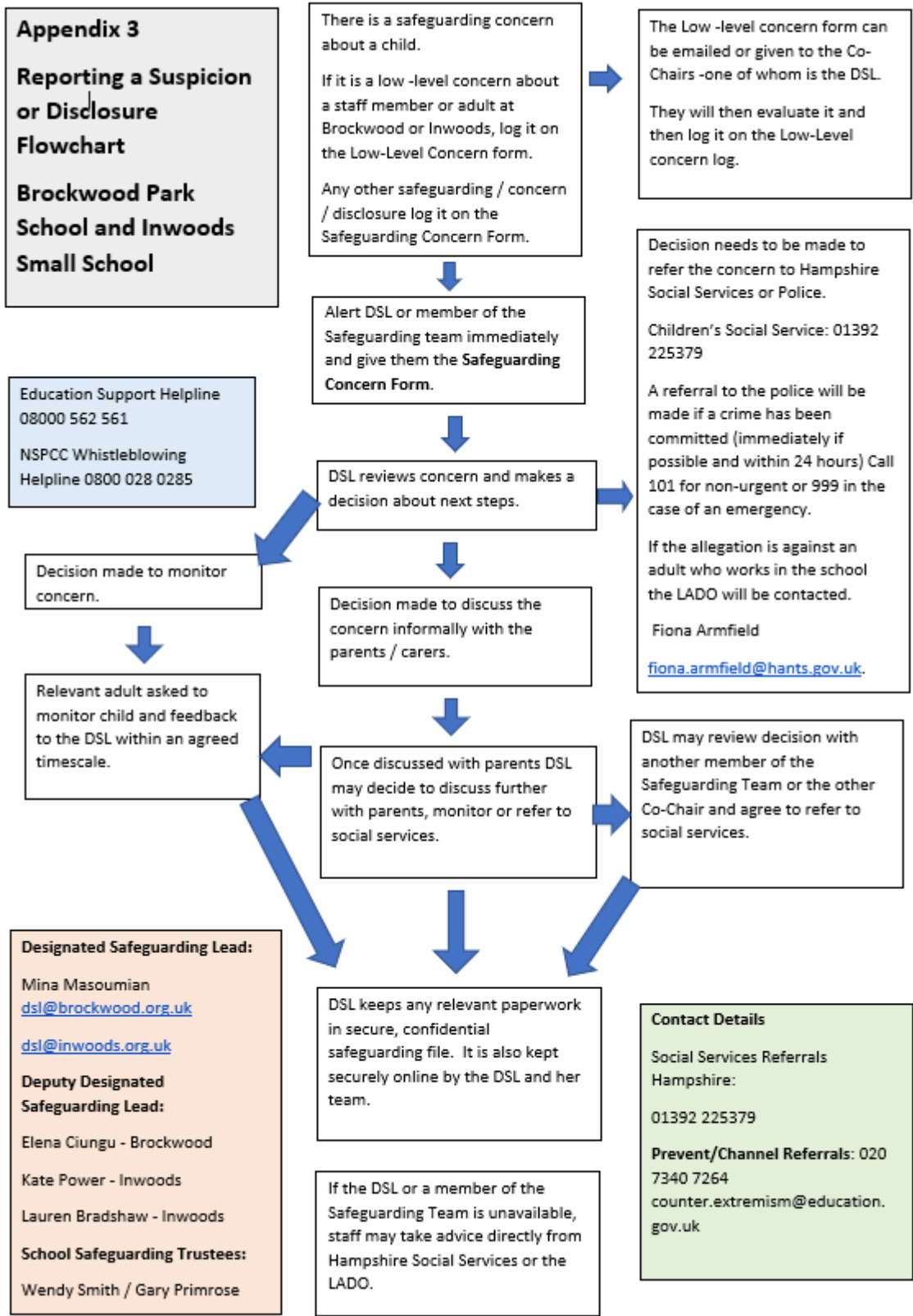
- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather

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- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn • challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

APPENDIX 3 – Reporting/disclosure flowchart



APPENDIX 4 – Referral process to Child Social Services



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

² 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.

³ 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](#).

⁴ 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](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

APPENDIX 5 - Important contact numbers and resources

<p>Children’s Reception Team 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>Hampshire Police 0845 045 4545</p>
<p>Hampshire Children’s Services For general public, 8.30-5.00 0845 603 5620</p>	<p>NSPCC Child Protection Line 24/7 adult helpline 0808 800 5000 http://www.nspcc.org.uk/</p>
<p>The NSPCC whistleblowing helpline 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>Out of Office Hours Emergency Social Work Service (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>Childline For students or adults who want to make an anonymous inquiry. 0800 1111 https://www.childline.org.uk/</p>
<p>Consultation Line (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>Hampshire Safeguarding Children Board https://www.hampshiresafeguardingchildrenboard.org.uk/</p>
<p>Ofsted (EYFS) 0300123 3155</p>	<p>Hampshire Constabulary Child Abuse Investigative Unit https://www.hampshire.police.uk/</p>
<p>Children's Commissioner for England Dame Rachel de Souza Tel: 08005280731 Email: help.team@childrenscommissioner.gov.uk</p>	<p>Further advice on areas of child protection is available from:</p>

	<p>CEOPSThinkuknow: https://www.thinkuknow.co.uk/</p> <p>Anti-Bullying Alliance: http://anti-bullyingalliance.org.uk/</p> <p>Beat Bullying: http://www.beatbullying.org/</p>
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APPENDIX 6 –Safeguarding Concern Form

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
<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>	
<p>(continue overleaf if necessary)</p>	

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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:

APPENDIX 7 –Low-Level Concern Form

Low Level Concern Form

This form can be used to share any concern with the Designated Safeguarding Lead (DSL) / Thomas Lehmann –Co-Chair of Brockwood Park School, no matter how small or seemingly insignificant, even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult may have acted in a way that is inconsistent with the Schools’ Code of Conduct [including inappropriate conduct outside of work] and/or in a way that on first glance does not appear to meet the allegation, ‘harm’ threshold.

A concise record is required, including brief context in which the low level concern arose, plus details which are chronological, precise and as accurate as possible, of any such concern and /or relevant incident[s]. [Continue on separate sheets as necessary]. The form should be signed, times and dated.

Details of CONCERN:

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Name of Staff member:

Department and Role:

Signed :

Time and Date :

Received by:

At [time] :

Date :

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WAS THE STAFF MEMBER SPOKEN TO? [Good practice will require a response].

NO - Give a brief but valid reason/explanation for not;

YES - Please complete detail below - STAFF MEMBER'S RESPONSE TO CONCERN :

ACTION TAKEN:

Was advice/guidance sought from the LADO and or Human Resources? Yes : No :

Signed :

Dated :

This record form will be held securely, either digitally or in paper form, in one central file in accordance with the School's Code of Conduct and any associated guidance regarding the management of concerns and or allegations and in accordance with School's Data Management practices/policies.

Low Level Concern reporting will be treated as confidential as far as possible, however in certain circumstances it may be necessary to share and or disclose the information with third parties for relevant and necessary reasons. This includes where a reporter