

**Brindishe Schools**

**Child Protection and Safeguarding Policy**

Updated: July 2020

Review date: July 2021



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This policy should be read alongside the following other policies:

- Health & Safety and Safeguarding policy for Brindishe Manor
- Physical intervention in managing pupils
- Intimate care
- Policy for resolving concerns and complaints
- Promoting Good Relationships policy
- Whistle blowing policy
- Inclusion policy
- Equalities Policy
- Attendance including Children Missing in Education
- Lewisham Grievance and disciplinary policies
- Attendance Policy
- First Aid Memoire / Accidents, illness and first aid procedures
- Educational and residential visits protocol
- IT and Social Networking protocol for staff and other adult users
- Data Protection and Fair Access
- Safe handling of personal data and personal information policy
- Lewisham Safeguarding Children Board: Resolving Professional Differences Protocol November 2016

## Safeguarding and Child Protection Structure at Brindishe Manor School

<b>Headteacher</b>	
<b>Designated Safeguarding Lead</b>	<b>Clare Doran</b>
<b>Deputy Safeguarding Lead(s)</b>	<b>Charlotte Dougan Julie Hockham Jessica Dee Kate Porter</b>
<b>Designated Governor for Child Protection</b>	Lucy Lock
<b>LADO (Local Authority Designated Officer – for concerns about a member of staff)</b>	Finola Owens 0208 314 3114 Kaleidoscope Child Development Centre Rushey Green SE6 4JF 32
<b>Review Cycle</b>	Annual
<b>Governing Body Ratification</b>	Date Oct 2020
<b>Date shared with staff</b>	<b>Date Sept 2020/Oct 2020</b>
<b>Review Date</b>	<b>Date: July 2021</b>
<b>Legal Framework</b>	Children Act 1989 (as amended 2004 Section 52) Education Act 2002 s175/s157 The Teachers Standards' 2012 The Counter Terrorism and Security Act 2015 (section 26 The Prevent Duty)
<b>Statutory Guidance</b>	Keeping Children Safe in Education (September 2019) Working Together to Safeguard Children (July 2018) Children who run away or go missing from home/care (Jan 2014)
<b>Department of Education and Local Advice and Guidance</b>	What to do if you're worried a child is being abused (March 2015) Information Sharing – Advice for practitioners Providing safeguarding services to children, young people, parents and carers (July 2018)
<b>Related Policies</b>	See above

At Brindishe Schools we have a primary responsibility for the care, welfare and safety of all pupils in our charge. We are committed to practice that protects children from harm. Brindishe Schools staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

We encourage a culture in which all staff believe safeguarding to be of the highest importance and understand that their vigilance is critical. We want all staff to feel confident to discuss their concerns with designated staff/Governors and have clear lines of protocol in place for how to do this.

At Brindishe Schools we explicitly teach pupils about safeguarding themselves in and outside of school, including online, through a broad and balanced curriculum. We establish and maintain a culture in which children feel secure, are encouraged to talk and are listened to.

This Safeguarding Policy applies to all staff, governors and volunteers working in school.

### **What is Safeguarding?**

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development
- Ensuring the children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

*(source: Keeping children Safe in Education 2016 para 4)*

### **Safeguarding applies to all children and young people.**

#### **1.0 Rationale:**

This policy has been developed in accordance with the principles established by the Children Act, 1989, the Education Act, 2002 and the statutory guidance: Keeping Children Safe in Education, 2016.

At Brindishe Schools we believe that the needs of the child are paramount. All children deserve the opportunity to achieve their full potential; they have the right to be protected from harm and exploitation whatever their race, religion, first language or ethnicity, gender or sexuality, age, health or disability, political or immigration status.

All staff accept their fundamental responsibility to keep pupils safe, promoting children's social, physical, emotional and moral development. All staff are trained to identify signs of abuse, and work to identify, assess, and support those children who are suffering harm. Staff will help to equip children with the skills needed to keep them safe.

There are three main elements to the child protection and safeguarding policy:

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

**PROTECTION** by following agreed procedures for identifying, monitoring and reporting cases, or suspected cases, of abuse; protecting children from unsuitable people.

**SUPPORT** to victims of abuse and to staff in identifying signs and symptoms of abuse.

**Aims:**

- To provide a caring environment in which children and young people feel safe, secure, valued and respected.
- To instil confidence so that pupils can trust adults and know how to approach staff if they are in difficulty.
- To raise awareness among all staff, both teaching and non-teaching, of the need to safeguard children through identification and prompt reporting of all possible cases of abuse.
- To ensure that rigorous systems of identification, reporting and monitoring are in place to protect all children from harm.
- To establish clear and effective channels of communication between staff, and to develop effective working relationships with all other agencies involved in safeguarding children including Children Social Care services, the police and health services.
- To ensure that all adults have appropriate checks completed before working with children.

**2.0 Roles and Responsibilities:**

All adults working with children have a responsibility to protect children.

At Brindishe Schools, there are, however key people within school who have specific responsibilities.

<b>Designated Safeguarding Leads</b>	<b>Deputy Designated Safeguarding Leads</b>	<b>Designated Governor for Safeguarding</b>
To attend child protection training every year. (Minimum requirement).	To attend child protection refresher training every year.	To attend child protection training every year.
Deliver annual staff training according to the needs of the team and/or in response to current practices.	During initial meeting with new pupils – make parents aware of safeguarding policy.	Report to the governing body the number of cases (without names or details) of child protection issues in the school.
Liaise with class teachers, learning mentors and other relevant staff to provide support for the child in school.	Monitor children on CP register and all 'live' concerns.	Ensure safeguarding policy is reviewed annually.
Liaise with agencies that support the child such as social care, Child and Adolescent Mental Health Services (CAMHS), Education Welfare Service and Educational Psychology service.	Receive current information for children on CP register weekly.	To oversee procedures relating to allegations made against the Head Teacher.
Support or lead 'team around the family' (TAF) meetings and attend case conference reviews/ core group meetings.	Lead/ attend TAF meetings as necessary.	
Ensure the child protection policy is reviewed, updated and enforced every year.	To maintain good relations with the school community to ensure effective support and access to support.	

To meet weekly with the Headteacher/ Deputy/Assistant Heads to discuss ongoing CP concerns.		
To meet half-termly with designated governor to discuss safeguarding.		
Ensure that relevant paperwork is copied and filed before being transferred to a pupil's new school.		

**The Head Teacher will:**

- Ensure that all policies and procedures adopted by the Governing Body are fully implemented, and followed by the staff.
- Work towards establishing and maintaining a culture in school where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children. These concerns will be treated sensitively and proactively in line with the school's whistle-blowing policy.
- Ensure that all relevant training for all staff is up-to-date and reviewed annually.
- All members of the senior leadership team will attend annual safeguarding training provided by the local authority.
- Ensure that all staff have received section 1 of Keeping Children Safe in Education and have signed to acknowledge they have read and understood its contents.
- The Designated Safeguarding Leads are Gerlinde Achenbach - strategic, Debbie Hughes - operational (Brindishe Green), Katie Matthews- strategic, Verity Ferrant - operational (Brindishe Lee) and Kate Porter – strategic / Clare Doran - operational (Brindishe Manor). In their absence contact the Headteacher or Deputy Head for each school. The Designated Governor is Lucy Lock.

**The Designated Safeguarding Lead will:**

- Have received the appropriate training, which will be undertaken every year, and obtain access to resources and attend any relevant or refresher training courses.
- Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, including new and part time staff. The DSL should ensure the school's policies are known and used appropriately.
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role and responsibility the school has in this.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help Assessments.
- Be able to keep detailed, accurate and secure written records of all concerns and referrals.
- Have a working knowledge of how local authorities conduct a Child Protection Case Conference and a Child Protection Review Conference and be able to attend and contribute to these effectively when required to do so.
- Be alert to the specific needs of children in need, those with special educational needs/disability and young carers.
- Encourage a culture of listening to children among all staff.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and, when deciding whether to make a referral, liaise with the appropriate agencies.
- Refer all cases of suspected abuse to the local authority children's social care and the

- LA Designated Officer (LADO) for child protection concerns which concern a staff member [LewishamLADO@lewisham.gov.uk](mailto:LewishamLADO@lewisham.gov.uk) 020 8314 3114.
- Ensure the school's safeguarding policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, working with the governing body regarding this.
- When pupils leave the school, ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.
- Ensure that safeguarding issues are regularly discussed at Governors, SLT and staff meetings.

**The Governing Body at Brindishe Schools will ensure that:**

- The school has a safeguarding policy in place and that procedures are in accordance with Local Authority (LA) guidance.
- The safeguarding policy is made available to parents.
- Safer recruitment procedures are used at all times, and all appropriate checks are carried out on staff and volunteers who work with children.
- The Designated Safeguarding Lead (DSL) with responsibility for safeguarding is a member of the senior leadership team.
- All staff have undertaken the appropriate safeguarding training.
- A nominated governor will have responsibility for liaising with the DSL, the LA and partner agencies.
- Oversee procedures for dealing with **safeguarding concerns or allegations** of abuse against staff **(including agency/supply staff)** and volunteers that comply with guidance from the LA and locally agreed inter-agency procedures.
- Policies and procedures are reviewed annually, providing information to the LA about them and about how the above duties have been discharged.
- All members of the governing body will have a current DBS check.
- **All children taught about safeguarding, including relationships and sex education (RSE), health education and online safety.**



### **3.0 CHILD PROTECTION:**

At Brindishe Schools, we fully recognise our responsibilities for child protection and work to achieve an environment where children feel secure, supported and valued within and beyond the school gate.

We recognise that some children are the victims of neglect and/or physical, sexual or emotional abuse, Staff at school, by virtue of their day-to-day contact with and knowledge of the children in their care, are well placed to identify such abuse and to offer support to children in need.

All child protection concerns and referrals will be handled sensitively, professionally and in ways which support the needs of the child.

#### **What is Child Protection?**

**Child Protection applies to a group of children who have/are experiencing abuse in their lives.**

#### **What is significant harm?**

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

#### **Responsibilities**

The responsibility for child safeguarding falls on everybody who is employed at Brindishe Schools. All adults who work at Brindishe Schools are expected to support the Child Protection and Safeguarding Policy, with overall responsibility falling on the Headteacher. All staff, including volunteers have a statutory obligation to report to the Designated Safeguarding Lead (DSL) if there is suspicion of abuse/neglect of a child or if a child discloses abuse or allegations of abuse.

### **3.1 Recognising abuse**

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

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.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

#### **Physical abuse**

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

called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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**

Sexual abuse involves forcing or enticing a child person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Neglect**

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

[\(Definitions taken from Working Together to Safeguard Children\)](#) 2015

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All reported incidences of bullying will be responded to in line with our anti-bullying policy and procedures. All parents /carers and pupils receive a copy of the 'Promoting Good Relationships' policy (which includes our anti-bullying policy) on joining the school. The subject of bullying is addressed at

regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSL will consider implementing child protection procedures.

### **3.2 Female genital mutilation (FGM) and Forced Marriage**

At Brindishe Schools we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone.

It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

At Brindishe Schools we have a duty to report concerns we have about girls at risk of FGM to the police and social services.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits.

Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include: London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

#### **Key Points:**

- Not a religious practice
- Occurs mostly to girls aged from 5 – 8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

#### **Reasons for this cultural practice include:**

- Cultural identity – An initiation into womanhood
- Gender Identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

#### **Risk Factors include:**

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

## High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

### Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

### Longer Term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and / health problems

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

## 3.3 Forced Marriage/Honour Based Abuse

A child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. Significant harm is defined as a situation where a child is suffering, or is likely to suffer, a degree of physical, sexual and / or emotional harm (through abuse or neglect), which is so harmful that there needs to be compulsory intervention by child protection agencies into the life of the child and their family.

The reasons given by parents who force their children to marry include protecting their children, building stronger families, strengthening family links, protecting family honour (e.g. promiscuity or homosexuality), retaining or acquiring wealth, appeasement etc.

Suspicious that a child may be forced into marriage may arise in a number of ways, including:

- A family history of older siblings leaving education early and marrying early;

- Depressive behaviour including self-harming and attempted suicide;
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education;
- A child being in conflict with their parents;
- A child going missing / running away;
- A child always being accompanied including to school and doctors' appointments;
- A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad; or
- A child directly disclosing that they are worried s/he will be forced to marry.

Information about a forced marriage may come from one of the child's peer group, a relative or member of the child's local community, from another professional or when other family issues are addressed, such as domestic **abuse** between parents.

Situations where a child fears being forced into marriage have similarities with both domestic **abuse** and honour based **abuse**. Forced marriage may involve the child being taken out of the country (trafficked) for the ceremony, is likely to involve non-consensual and/or underage sex, and refusal to go through with a forced marriage has sometimes been linked to so-called 'honour killing'.

Professionals should respond in a similar way to forced marriage as with domestic **abuse** and honour based **abuse** (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by acceding them confidentiality in relation to the rest of the family, completing individual risk assessments etc).

So-called 'honour-based' **abuse (HBA)** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of **HBA** are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of **HBA**, or already having suffered **HBA**.

### **3.4 Domestic Abuse (DA)**

Domestic abuse can include:

- sexual abuse and rape
- punching, kicking, cutting, hitting with an object
- withholding money or preventing someone from earning money
- taking control over aspects of someone's everyday life, **which can include their finances, where they go and what they wear**
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill or harm them, a partner, another family member or pet.

#### **Children and young people witnessing domestic abuse**

Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

### **Children and young people experiencing domestic abuse**

Domestic abuse can happen in any relationship, and it affects young people too.

They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

### **3.5 Child sexual exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse affecting boys and girls. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, oral sex) or on-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

Child sexual exploitation may occur without the child being aware of events, or understanding that these constitute abuse.

#### *Definition:*

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

*Child sexual exploitation: definition and guide for practitioners (DFE) Feb 2017*

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- frequenting areas known for sex work
- appearing with unexplained gifts or new possessions; (mobile phones, clothes, money without plausible explanation

- associating with other young people involved in exploitation; (e.g. gangs or isolation from peers such as social networks)
- relationships with controlling or significantly older individuals or groups
- suffering from sexually transmitted infections;
- evidence of or suspicions of physical or sexual assault
- mood swings or changes in emotional wellbeing; (e.g self-harm)
- excessive receipt of texts/phone calls
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

### **Inappropriate relationships:**

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in such places as cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

### **Organised exploitation and trafficking:**

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

## **See Appendix 6: Child Sexual Exploitation Risk Assessment Toolkit and Guidance**

### **3.6 Child Criminal Exploitation (County Lines)**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral

to the National Referral Mechanism<sup>103</sup> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Like other forms of abuse and exploitation, County Lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some sort of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

#### **(a) Serious Violent Crime**

All staff are aware of the indicators that may signal that children are at risk from or are involved with serious violent crime. These include:

- Unexplained gifts or new possessions. These can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
- Increased absence from school
- Changing friendships or relationships with others or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries

### **3.7 Modern Slavery and child trafficking**

Child trafficking is the movement of a child or children for the purpose of exploitation. It is a criminal offence under Modern Slavery legislation.

A child is any person under the age of 18, and children cannot consent to being exploited. Children can be trafficked into and out of the UK, and within the UK itself. They can be trafficked by parents, extended family members, known adults from a child's community or by strangers. Trafficking often involves organised international networks of criminal gangs.

Child trafficking is child abuse. It requires a child protection response and multi-agency working, irrespective of the child's immigration status or whether they have engaged in criminal activity.

It includes (the list is not exhaustive):

- sexual exploitation
- criminal activity (eg cannabis cultivation, street crime, moving drugs, benefit fraud, immigration fraud)
- domestic servitude
- labour exploitation (eg restaurants, nail bars, agricultural work, factories)
- illegal adoption
- forced marriage
- unreported private fostering arrangements (for any of the above exploitative purposes).



## **Signs and indicators of modern slavery/ child trafficking**

Signs that a child has been trafficked may not be obvious but you might notice unusual behaviours or events. These include a child who:

- Spends a lot of time doing household chores
- Rarely leaves their house, has no freedom of movement and no time for playing
- Is orphaned or living apart from their family, often in unregulated private foster care
- Lives in sub-standard accommodation
- Isn't sure which country, city or town they're in
- Is unable or unwilling to give details of accommodation or personal details
- Might not be registered with a school or a GP practice
- Has no documents or has falsified documents
- Has no access to their parents or guardians
- Is seen in inappropriate places such as brothels or factories
- Possesses unaccounted for money or goods
- Is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- Has injuries from workplace accidents
- Gives a prepared story which is very similar to stories given by other children

Signs an adult is involved in child trafficking:

- Making multiple visa applications for different children
- Acting as a guarantor for multiple visa applications for children
- Travelling with different children who they are not related to or responsible for
- Insisting on remaining with and speaking for the child
- Living with unrelated or newly arrived children

Abandoning a child or claiming not to know a child they were previously with **3.6**

## **3.8 PREVENTING RADICALISATION:**

'Channel' and 'Prevent'

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Channel, a key element of the Home Office's "Prevent" strategy, is a multi-agency approach to protect people at risk from radicalisation. As a school we will work with the local authority, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation, and to stamp out extremism if it arises. This includes identifying pupils:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Who have a desire for status amongst their peers
- Shows empathy for extremist causes
- Glorifying violence, especially other faiths or cultures
- Who have a desire for excitement and adventure
- Displaying a need to dominate and control others
- Who have a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Who are susceptible to opportunistic involvement
- Who have family or friends involved in extremism

- Susceptible to being influenced or controlled by a group
- With relevant mental health issues
- Secretive behaviour
- Advocating messages similar to illegal organisations or other extremist groups

We will always take allegations and concerns of radicalisation and/or terrorism seriously. We will help pupils channel their desire for excitement and adventure into suitable and healthy activities.

We will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We will establish appropriate filters to protect children from terrorist and extremist material online.

Our schools are stronger thanks to our open, multi-cultural and multi-faith, diverse and inclusive communities. We will always aim to integrate and engage every child within the school community, and in the wider community.

We will celebrate a range of different religious and cultural festivals across the year, giving every child the opportunity to take part.

We will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging in, extremist activity and/or radicalisation.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

### **3.9 Children Missing From Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect, sexual abuse or exploitation and child criminal exploitation. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future.

Brindishe Schools places a great emphasis on regular and punctual attendance and we promptly follow up any unexplained absence. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Brindishe Schools has both an admission register and attendance register as required by law. All pupils are placed on both registers. Brindishe Schools informs and seeks guidance from the Local Authority before any child is deleted from the admission register. No child is deleted unless there are appropriate checks conducted to ensure that the child is not at risk from being missing from education. A child may be deleted from the admission register for the following reasons.

- The child has been taken out of school by their parents and is being educated outside the school system e.g. home education;

- The child ceased to attend the school and no longer lives within reasonable distance from the school at which they are registered;
- The child has been certified by the education medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the Headteacher does not reasonably believe that they will be returning to the school at the end of that period; or,
- Have been permanently excluded. The Local Authority must be notified when the school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty so that Local Authorities can, as part of their duty to identify 8 regulation 4 of the Education (Pupil Registration) (England) Regulations 2006 9 Regulation 12(3) of the Education (Pupil registration) (England) Regulations 2006 14 children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Brindishe Schools inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days.

### **3.10 Children with Family Members in Prison**

Children with a family member in prison are at risk of poor outcomes, including poverty, stigma, isolation and poor mental health.

### **3.11 Children and the Court System**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

### **3.12 Children with Special Educational Needs and Disabilities**

For a variety of reasons, children with additional needs face an increased risk of abuse and neglect, therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Difficulties may arise in overcoming communication barriers

At Brindishe Schools we identify pupils who might need more support to be kept safe or to keep themselves safe in consultation with our inclusion teams and individual children's parents/carers. We may also be advised by other agencies such as school nurse, social care and health, Place2Be etc

### **3.13 Peer on Peer abuse including 'sexting' and children displaying Harmful Sexual Behaviours**

Peer on peer abuse can take many forms including physical, sexual (e.g. inappropriate touching) and emotional abuse (including bullying).

Department for Education (DfE) September 2016: Keeping children safe in education; statutory guidance for schools and colleges, makes it clear that abuse is abuse and should never be tolerated or passed off as 'banter' or part of 'growing up'. The Equality Act 2010 replaced previous anti-discrimination laws with a single Act.

A key provision was a new public sector Equality Duty, which came into force on 5 April 2011. This requires the school to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Peer on peer abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g. girls being touched or boys being involved in initiation activities, cyberbullying or sexting).

At Brindishe Schools we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour and Anti-Bullying Policies where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Child Protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. At Brindishe Schools our policy is as follows:

Allegations, which are of a safeguarding nature may be made against children by others in the school. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a child, some of the following features will be found.

The allegation:

- is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other children in the school
- indicates that other children may have been affected by this child
- indicates that young people outside the school may be affected by this child

Examples of safeguarding issues against a child could include:

### **Physical Abuse**

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

### **Emotional Abuse**

- blackmail or extortion
- threats and intimidation

### **Sexual Abuse**

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

### **Sexual Exploitation**

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

Minimising the risk of safeguarding concerns towards children from other children

Some children will present a safeguarding risk to other children. The school needs to be kept informed that the young person raises safeguarding concerns, for example, they are coming back into school following a permanent exclusion for a very serious reason or they have experienced serious abuse themselves.

These children will need an individual risk management plan to ensure that other children are kept safe and they themselves are not laid open to malicious allegations. We will keep in mind the need to balance the tension between privacy and safeguarding.

### **How we respond**

When an allegation is made by a child against another child, members of staff will consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The Designated Safeguarding Lead will contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a social services referral where appropriate.

The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents/ carers informed (of both the child being complained about and the alleged victim). It may be appropriate to exclude the child being complained about for a period of time. Where neither social services nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual procedures. In situations where we consider a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

The school maintains a record of all concerns, meetings and correspondence and regularly reviews the status of each on a case by case basis. Where there is current CP involvement or historic involvement; (i.e active/ inactive), this is identified by using colour coded dots on the child's file.

### **Sexting**

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

### **3.14 Sexual Harassment**

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

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

- sexual comments such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual 'jokes' or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages (including on social media) and sexual exploitation, coercion and threats

#### **3.14 (a) Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

## **The response to a report of sexual violence or sexual harassment**

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

### **3.15 Private Fostering (see policy)**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Please refer to the Private Fostering Policy for more details).

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

### **3.16 Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes in the Local Housing Authority so that they raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussions with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

### **3.17 Faith Based Abuse**

Faith and belief-based child abuse, including practices around 'spirit possession' and 'witchcraft', is often hidden, which makes it difficult to quantify in terms of magnitude. This kind of abuse is under-reported. Child abuse linked to faith or belief is not confined to one faith, nationality or ethnic community. The number of known cases suggests that only a small minority of people who believe in

witchcraft or spirit possession go on to abuse children. Abuse may happen anywhere, but it most commonly occurs within the child's home.

A range of factors can contribute to the abuse of a child for reasons of faith or belief:

- **Belief in evil spirits**

Belief in evil spirits that can 'possess' children is often accompanied by a belief that a possessed child can 'infect' others with the condition. This could be through contact with shared food, or simply being in the presence of the child.

- **Scapegoating**

A child could be singled out as the cause of misfortune within the home, such as financial difficulties, divorce, infidelity, illness or death.

- **Bad behaviour**

Sometimes bad or abnormal behaviour is attributed to spiritual forces. Examples include a child being disobedient, rebellious, overly independent, wetting the bed, having nightmares or falling ill.

- **Physical differences**

A child could be singled out for having a physical difference or disability. Documented cases included children with learning disabilities, mental health issues, epilepsy, autism, stammers and deafness.

- **Gifts and uncommon characteristics**

If a child has a particular skill or talent, this can sometimes be rationalised as the result of possession or witchcraft. This can also be the case if the child is from a multiple or difficult pregnancy.

- **Complex family structure**

Research suggests that a child living with extended family, non biological parents, or foster parents is more at risk. In these situations they are more likely to have been subject to trafficking and made to work in servitude.

Abuse can be separated into five different areas;

- Abuse as a result of a child being accused of being a 'witch'
- Abuse as a result of a child being accused of being possessed by 'evil spirits'
- Ritualistic abuse which is prolonged sexual, physical and psychological
- Satanic abuse which is carried out in the name of 'Satan' and may have links to cults
- Any other harmful practice linked to a belief or faith

The forms of abuse that follow fall into four main categories:

- **Physical abuse**

Eg beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes.

- **Emotional abuse**

Emotional abuse can occur in the form of isolation. A child may not be allowed near or to share a room with family members, and threatened with abandonment. The child may also be persuaded that they are possessed.

- **Neglect**

In situations of neglect, the child's family and community may have failed to ensure appropriate medical care, supervision, education, good hygiene, nourishment, clothing or warmth.

- **Sexual abuse**

Children who have been singled out in this way can be particularly vulnerable to sexual abusers within the family, community or faith organisation. These people exploit the belief as a form of control or threat.

See: <https://www.nspcc.org.uk/preventing-abuse/safeguarding/safeguarding-faith-communities>



### 3.18 Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem however, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, they must speak to the designated safeguarding lead or a deputy immediately.

## 4.0 TAKING ACTION

### 4.1 Indicators of abuse and what you might see

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 and/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
- 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. *All staff are required to pass their concerns to the DSL or a senior leader and should always make notes which must be signed and dated; email is accepted.*

### **The impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

## **4.2 Taking action**

There are four key steps to follow to help staff identify and respond appropriately to possible abuse and/or neglect.

1. Be alert
2. Question behaviours
3. Ask for help
4. Refer

It may not always be appropriate to go through all four stages sequentially, if a child is in immediate danger or is at risk of harm, the DSL must refer to police or social care without delay, so it is important staff share any concerns in a timely manner to ensure children are safe.

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

When worried about the welfare of a child, staff members should always act in the interests of the child and report any concerns as per Brindishe Schools procedures as set out below.

You have a concern about a child / young person’s wellbeing, based on:

- a) Something the child/young person/parent has told you
- b) Something you have noticed about the child’s behaviour, health, or appearance
- c) Something another professional said or did

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

1. Decide whether you need to find out more by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions: beginning with words like: ‘how’, ‘why’, ‘where’, ‘when’, ‘who’?
2. Let the child/young person/parent know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. Do not promise to keep what s/he

tells you secret....for example, 'I am worried about your bruise and I need to tell Name of DSL so that she can help us think about how to keep you safe'

3. Inform the DSL immediately. If the DSL is not available, inform the Deputy DSLs. If neither are available, speak to Headteacher or Deputy/Assist Head. If there is no other member of staff available, you must make the referral yourself.
4. Make a written record as soon as possible after the event, noting:
  - a. Name of child
  - b. Date, time and place
  - c. Who else was present
  - d. What was said / What happened / What you noticed ... speech, behaviour, mood, drawings, games or appearance
  - e. If child or parent spoke, record their words rather than your interpretation
  - f. Analysis of what you observed and why it is a cause for concern

### **4.3 If you suspect a child is at risk of harm**

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

If the child does begin to reveal that they are being harmed you should follow the advice in the section 'If a child discloses to you'.

If, following your conversation, you remain concerned, you should discuss your concerns with the DSL see appendix 4.

### **4.4 If a child discloses information to you**

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

#### **During your conversation with the child:**

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.

- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

**\*Always make notes**

#### **4.5 Notifying parents**

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

#### **4.6 Referral to children's social care**

The DSL will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

#### **4.7 Resolving Professional Differences**

Where there is a difference of professional opinion and there are concerns that a child or young person is at immediate risk of significant harm. Concerns should be escalated to the senior safeguarding lead at the Lewisham Safeguarding Children Board (LSCB) using the process flowchart in Appendix 5.

At no time will we allow professional differences to detract from ensuring that the child is safeguarded. The child's welfare and safety remain paramount throughout.

In all matters related to resolving professional differences we refer to the **LSCB 'Resolving Professional Differences Protocol' November 2016**.

#### **4.8 Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with [Data Protection Act 1998](#) principles and our own policy for the Safe Handling of Personal Data and Personal Information is:

- processed for limited purposes
- adequate, relevant and not excessive

- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents/carers do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

When a child leaves the school their Child Protection files will be copied with the copies archived and stored securely for 7 years and the original securely packaged and transferred by hand to the new school.

The school's policy on confidentiality and information-sharing is available to parents/carers and children on request (data protection and information sharing policies)

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the DSL, their deputy, the head teacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety.

## **5.0 Safer Working Practice**

### **5.1 Safer Recruitment**

Brindishe Schools recognises that sometimes people who want to cause harm to children actively seek employment that provides them access to young people.

The school will protect our pupils from having to come into contact with people with the propensity to cause harm by thorough and rigorous scrutiny of all applications. We will:

- Verify applicant's identity
- Check applicants qualifications/experience/ employment/history
- Obtain professional and character references
- Check applicant's health and physical capacity to undertake the job
- Hold a face-to-face interview for all candidates with at least one member of the Brindishe Lee panel who has attended safer recruitment training

- Ensure all adults in regulated activity with the children have been DBS checked and barred list checked.
- Make staff aware of their contractual, legal, administrative and pastoral responsibilities. A key document to support staff's understanding in this area is 'Keeping Children Safe in Education' (2016) which will be made available to all staff.

In recruiting and appointing staff, the Head Teacher and the School's Governing body have key responsibilities to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.

## **5.2 Employees: Advertising / Shortlisting / Interviews**

We ensure that the advertisement makes clear the School's commitment to safeguarding and promoting the welfare of children.

All job descriptions make reference to the responsibility for safeguarding and promoting the welfare of children.

All person specifications include specific reference to suitability to work with children.

We ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

We will always seek at least two references to obtain objective and factual information to support our appointment decisions. These will be scrutinised and any concerns need to be resolved satisfactorily, before the appointment can be confirmed.

We endeavour to seek references on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

We will always request references directly from the referee and employers and will not rely on open references, for example in the form of 'to whom it may concern' testimonials.

On receipt, references will be checked by the Head Teacher to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate: for example if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies will be taken up with the candidate.

Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post; including information obtained from the National College for Teaching and Leadership (NCTL) Teacher Service Portal (formerly known as the Employer Access Online service).

We verify that the successful applicant has all the academic or vocational qualifications claimed.

We check his or her previous employment history and experience.

We conduct a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post.

We verify the successful applicant's identity, when they arrive for an interview.

## **5.3 Offer of appointment**

An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of our pre-employment checks.

Before new staff are appointed, we will:

- Verify a candidate's identity from current photographic ID and proof of address;
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the NCTL Teacher Service Portal (formerly known as the Employer Access Online service);
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. This is done through the council's occupational health services;
- Verify professional qualifications, as appropriate.

#### **5.4 Disqualification by Association**

In November, 2014, Non-statutory advice was issued by the DfE, to supplement Keeping Children Safe in Education. It concerns how staff can be disqualified and explains the effect of the Childcare (Disqualification) Regulations 2009 (amended in 2018 and came into force on 01 September 2018), The advice applies to staff in schools who work in early years' provision and to those who work in later years provision for children who have not attained the age of 8. It also applies to employees who are directly concerned in the management of such provision even though they may not work in the early years or relevant later years provision themselves. Later years' provision covers childcare that is provided outside of school hours including breakfast clubs and after school care.

The grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include, in summary, that: they have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad.

- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering
- The law is clear that this issue centres on 'knowingly employing' an individual who is disqualified. Schools who regularly ask staff to confirm there are no changes in their circumstances and act on information received with regards to a staff member's suitability can be seen to be taking reasonable and appropriate steps to ensure they do not knowingly employ someone who is disqualified.

The action we are required to make:-

To identify people caught by the "by association" rule, which requires that we ask existing employees working in the early and later years provision and those who are directly concerned in the management of such provision to provide the relevant information about themselves. It is recommended by the supplementary advice that this is done by way of self-declaration. In future we will be asking for this information as part of the pre-employment checks we undertake on appointing new staff. Staff caught by the 'by association' rule may be able to apply to Ofsted for a waiver of disqualification but such staff may not be used unless and until such waiver.

#### **5.5 Additional checks on individuals who have lived or worked outside the UK:**

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, we will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.

We will verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the council's guidance and the advice on the GOV.UK website.

We will use the NCTL's Teacher Services system to provide restriction information about teachers from the European Economic Area (EEA) and these checks will be recorded for staff from these countries.

In addition we will verify all EU passport designs at [www.consilium.europa.eu/prado](http://www.consilium.europa.eu/prado)

Individuals who have ever lived/worked overseas for 3 months or more will be required to obtain a Certificate of Good Conduct (or overseas criminal record check). Details of how to obtain this can be found at [www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants](http://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants)

### **5.6 Single Central Record**

We keep a single central record for the school. Generally, the information to be recorded is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed:

- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

The single central record will cover the following people:

- all staff (including supply staff) who work at the school
- all others who work in regular contact with children in the school including volunteers.
- Governors

In order to comply with the requirements of the Data Protection Act, we will not retain a copy of the individual's Disclosure and Barring Service (DBS) Certificate. However, copies of other documents used to verify the successful candidates identity, right to work and required qualifications will be kept on their personnel file.

### **5.7 Visiting Professionals/Agency Workers/Third Party Staff**

We only use supply agencies that are able to provide full written vetting information about their staff prior to them starting work at the school.

The vetting information must contain the following:

- Photograph
- ID Evidence
- Teaching Agency Check
- DfE and Welsh Assembly Number
- Qualification Evidence
- Medical Check
- Barred List Check and Date
- Valid DBS Date



- Enhanced DBS number
- Further Disclosure Information, if necessary
- Right to work in the UK Check
- References Check
- CV History Check

We ask supply agencies to email the vetting information to the School Business Manager as well as to the school admin staff

The school office checks this evidence on arrival, checking that the person presenting themselves for work is the same person on whom the checks have been made.

Any discrepancies will be reported to the School Business Manager /SAO immediately and the agency staff will not be able to start their work until satisfactory checks have been concluded.

Safer Recruitment records of regular agency workers are included in the school's Single Central Record.

We provide an induction for any agency staff, which includes safeguarding and a briefing on any vulnerable children they will be working with.

### **5.8 Trainee/Student Teachers**

Initial Teacher Training Students, e.g. Schools Direct Students, who are salaried by the school, have to undergo the same safer recruitment checks as regular staff, before they can start working for the school.

Safer Recruitment records for Initial Teacher Training Students, e.g. Schools Direct Students, who are salaried by the school, are included in the school's Single Central Record.

Where trainee teachers are fee-funded, it is the responsibility of the Training Provider to carry out the necessary checks.

### **5.9 Regulated Activity**

A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work in a school or college at times when children are on school or college premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor);

All visiting professionals e.g. PE coaches, Music teachers, Health Professionals and LA advisors have to provide the school with their valid enhanced DBS details.

All kitchen staff have to provide the school with their valid enhanced DBS details. It is the responsibility of the Catering Contractor to carry out the necessary checks.

All kitchen staff's safer recruitment records are included in the school's Single Central Record.

All cleaning staff have to provide the school with their valid enhanced DBS details. It is the responsibility of the Cleaning Contractor to carry out the necessary checks.

All cleaning staff's safer recruitment records are included in the school's Single Central Record.

All Extended School Personnel's safer recruitment records are included in the school's Single Central Record.

It is the responsibility of the Business Manager / Headteacher to make sure all enhanced DBS checks are current and recorded.

### **5.10 Volunteers E.g. Parents/Carers**

Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

We will obtain an enhanced DBS certificate with barred list check for all volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

According to the DfE guidelines there is no requirement to request an enhanced DBS check for existing volunteers not in regulated activity.

However the school may still choose to request one as they judge necessary but may not request a check of the barred list.

If a volunteer is not engaging in regulated activity and is therefore supervised at all times, e.g. a parents accompanying their children on a school trip, the school will undertake a risk assessment and use their professional judgement and experience, when deciding whether to seek an enhanced DBS check. A barred list check is legally not allowed under these circumstances.

### **5.11 School Governors**

Governing bodies must apply for an enhanced criminal records certificate for any governor who does not already hold one. They must do this by 1 September 2016 where a governor was elected before 1 April 2016 and within 21 days of appointment or election if a governor is elected or appointed after 1 April 2016.

### **5.12 Contractors**

The School office/ SAO/Premises Manager will always check the identity of contractors upon their arrival in the school.

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken will be supervised by a member of the Premises Team, if they will have contact with children.

If a self-employed contractor is working at the school and will have unsupervised contact with children or be working in an area where children may be present, the school will obtain a DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

### **5.13 General Visitors to the School**

We will not request DBS checks and barred list checks, or ask to see DBS certificates, for general visitors, e.g. children's relatives attending events in the school, etc.

### **5.14 Site Security**

Once the gates are closed, all visitors are required to enter via the school office. Visitors need to sign in using the electronic signing in system requiring a photo to be taken and badge to be worn. Visitors with DBS are distinguished from those without DBS by the colour of lanyard they wear. Staff are expected to challenge any unaccompanied visitor they see not wearing a DBS-cleared lanyard.

Parents and carers dropping off or collecting at times outside the beginning and end of the school day are expected to wait in the office while their child is brought to them.

At vulnerable times, when the main gates are open at the start and end of the school day, each gate is supervised by a member of staff to ensure that anyone unexpected entering the site is challenged/ supervised, and that children are leaving with a safe adult or with written permission to walk home alone. All staff are briefed to be vigilant at these times and to alert another member of staff to get help if they have any concerns about an adult's behaviour, feel concerned for a child's safety or feel vulnerable or threatened.

At the end of the day classroom staff will only release children to a known or trusted adult expected to be collecting the child. In ALL other cases, the child will not be handed to the adult collecting until the person's identity has been verified by means of a phone call to the child's parent/carer, and SLT are satisfied that they are who they say they are. Parents /carers are encouraged to set up a password to be sure the school can quickly verify the identity of the person collecting (see Separated Families Policy).

## **6.0 Staff Conduct**

### **6.1 Training**

Staff will be supported to recognise the signs and symptoms of neglect, physical, emotional and sexual abuse. New/temporary staff will receive training as part of their induction process. Every member of staff will receive a careful induction. This will be carried out by a senior member of staff and include; a copy of the Safeguarding and Child Protection Policy and the staff code of conduct, Keeping Children Safe in Education (2016) – Part One and Annex A and will need to sign to confirm that they have read and understood the documents (see appendix 2)

All staff will receive child protection training annually with a particular focus on recognising signs of abuse, managing a disclosure as well as recapping monitoring and reporting procedures of abuse and suspected abuse.

Should a child or a member of staff be concerned about another member of staff's conduct in relation to child protection then procedures are in place. All school staff should take care not to place themselves in a vulnerable position with a child. They should strictly adhere to the Department for Education and Skills (DfES) guidelines on teachers' behaviour and the school's policies.

### **6.2 Safer Working Practice**

We make use of the DCSF document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.' March 2009 as the basis for our Code of Conduct. All staff are expected to follow the Brindishe Schools Staff Code of Conduct (appendix 2).

Staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for adults working with individual children to do so in view of other adults. If staff anticipate being in a situation that could be open to misinterpretation they should alert a member of the SLT in advance and inform the child's parent or carer. Staff should escort children of the same sex to the toilet but are not expected to be involved with toileting, unless the child has an additional need that has been brought to their attention by the parent/carer and a strategy agreed in writing. We recognise that physical touch between adults and children in relation to the activity being provided is acceptable in public places.

### **6.3 Managing Allegations Against Staff, Including Agency/supply and Volunteers**

We understand that a pupil may make an allegation against a member of **staff or volunteer**. If such an allegation is made:

The member of **staff or volunteer** receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present.

The Head Teacher or the senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) for Child Protection. If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Head Teacher first.

The School will follow the Lewisham Local Authority procedures for managing allegations against staff, and statutory guidance 'Keeping Children safe in Education.' **(2020)**

Individuals who are the subject of allegations should be informed of these as soon as possible, as should the parents and carers of any children involved. However, every effort must be taken to maintain confidentiality, in order to comply with the reporting restrictions in the Education Act 2011.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult the LADO for Child Protection, or the School's Personnel Officer.

The name of any member of staff considered not suitable to work with children will be given to the Department for Education Misconduct Team, with the advice and support of Education Personnel and in accordance with the Barring Regulations.

Any child making such an allegation will be treated sensitively and made to feel safe and listened to. If there are any immediate concerns of safety action must be taken to remove the child from harm. Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it.

Our detailed policy for handling allegations against staff is included as Appendix 1.

#### **6.4 Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff (including agency/supply and volunteers) should be aware of their duty to raise concerns about the attitude or actions of colleagues (including agency/supply and volunteers). If necessary, they should speak to the designated Child Protection Governor (Chair of Governors) or the LA Designated Child Protection Officer (LADO) – see Whistleblowing Policy.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

#### **7.0 General Safeguarding**

##### **7.1 Health and Safety / First Aid**

Our Health and Safety and Safeguarding policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

##### **Guidance in the event of an accident at school**

A full list of first aiders can be found in the medical room, on the MLE, in every classroom or from the school office. Paediatric first aiders are listed with a **P** next to their name.

First aid packs are kept in every classroom and in the cupboard beside the Deputies' office / medical room. Tara Ingrey checks the contents regularly and keeps them up to date. Teaching Assistants and playtime / lunchtime staff take tissues, plasters and sterile wipes to the playground at playtime.

First-aid provision must be available at all times while any persons are on the school premises and also off the premises whilst on school visits. This includes after school clubs and activities

### **Responsibilities of First Aid Trained Staff**

A designated First Aider is a person who has undertaken a three day Full First Aid at Work, Paediatric First Aid or a one day Emergency First Aid qualification.

They will:

- Take charge when someone becomes ill or injured.
- Ensure first aid kits/boxes are fully stocked.
- Call for an ambulance if needed.
- Communicate all relevant incident details to parents/carers/next of kin.
- Ensure accident / incident forms are completed accurately, signed by the Headteacher /Deputy /Asst Headteacher and a copy placed in the accident folder in the school office. The copy for parents/ carer/ next of kin must be given to the collecting adult or (if not serious) placed in the child's book bag.
- Any relevant information including details of the injury to a child must be communicated to their class teacher(s) and teaching assistant(s)/nursery nurses at the end of break/lunchtimes.

### **Responsibilities of All Staff**

All staff have a duty of care which expects them to use their best endeavours at all times to secure the welfare and safety of all persons.

Staff who have not been first aid trained must ensure they call for a first aider immediately if they come across a casualty or witness an accident/incident that is beyond their scope of responsibility.

ALL STAFF SHOULD BE KEPT AWARE OF WHO ARE THE CURRENT FIRST AIDERS.

Break Time: First aid provision will always be available at all break times. However if the first aiders are not visible, help should be sought from the school office by sending two children to get help / a first aider. Do not send the child who needs first aid unaccompanied. **Check the child reaches/ reached the first aider. Staff must not leave the playground without being replaced.**

Classrooms: a basic first aid kit is available in each classroom to deal with minor incidents. Further assistance if needed can be sought by use of the classroom telephone or by sending for assistance from the school office who will locate a first aider to attend the incident.

### **First Aid Incidents & Procedures**

The adult in charge initially looks after the injured party. If the injury appears of a more serious nature, that person MUST summon help from a trained First Aider via the school office.

### **Minor Cuts and Grazes**

Any member of staff may clean a minor cut or graze using sterile wipes and plasters if deemed appropriate. The use of disposable plastic gloves is mandatory at all times and by all staff. They are available from the medical room and a supply should be kept in each classroom and in each first aid kit.

Children are to be advised to show/tell their parents/carers/next of kin that they have a minor cut or graze.

Very minor incidents are not recorded in the Accidents folder.

### Minor Sprains/Bruises

Any trained First Aider may implement the process of RICE (rest, ice, compress and elevate). If at any time the First Aider is unsure they should summon the opinion of another First Aider. If the staff member has any concerns or doubts about the injury parent/carers/next of kin should be contacted.

A report must be completed and passed to the class teacher. The class teacher / teaching assistant/ nursery nurse must maintain observation calling for assistance if required.

### More Serious Accidents and Injuries

If considered safe to do so, the injured party should be taken to the First Aid Area and a First Aider called for the injury to be further assessed and a senior member of staff should be informed. Parents/carers/ next of kin should be immediately informed, particularly if there is a suspicion of broken/fractured bones/head or eye injuries.

**A member of SLT should be informed by either the First Aider or a member of the school office. Agreement must be made as to who undertakes this responsibility on each occasion. Each incident must be dealt with on an individual basis.**

Casualties with suspected fractures including legs, back and neck **MUST never** be moved unless they are in imminent danger. For suspected fractures to legs and arms protect the injured area by using bandages (or similar) to secure it to an uninjured part of the body to stop it from moving. For example, fractures on the arm can be secured with a sling, and a leg with a fracture can be tied to the uninjured leg

The injured person should be made as comfortable as possible and kept warm until emergency services arrive.

**NEVER leave a casualty on their own during this time.**

If the considered opinion of the HT or a DHT and First Aider is that immediate professional help is required, and parents/carers/next of kin are not yet in attendance an ambulance must be called.

On rare occasions the SLT staff may agree that taking the child to hospital in a private car is the more prudent option. This would be on a voluntary basis. In such cases the SLT member would have to ensure that staff member transporting the casualty has adequate insurance cover.

Parents/carers/next of kin must be kept informed of developing situations.

### Head Injuries (or injury to other vulnerable area)

In the case of a head injury, parents/carers/next of kin must be contacted by telephone and a record kept of the time and any information given. If the parent(s) /carer (s) / next of kin cannot be contacted, other people on the child's emergency contact list should be telephoned

If a pupil sustains or reports that they have had a bump/bang to the head, a first aider must be summoned immediately. This must be the case EVEN if the accident was not witnessed by a member of staff. First aid should be administered and then a call made to the parents/carers/next of kin. If the parents/carers/next of kin decide to allow the pupil to remain in school and they are showing no visible

signs of deterioration then the pupil may be returned to their class with a copy of the accident form and the teacher must be informed of the injury.

The pupil will also be given a "bumped head" sticker. The pupil should be monitored for the remainder of the day.

Sometimes an injury can be to a very sensitive or vulnerable part of the body (such as genitals, stomach, groin, throat.) in these incidents a first aider should be summoned and the same procedure as 'injury to a head' followed.

#### In the event of an emergency / multiple injury or incident

All first aiders must attend immediately. Non-classroom staff must attend except for the premises and senior office staff.

Classroom staff must attend in so far as it is safe to leave the classroom

A nominated member of the office staff, Jen Marques-Munoz, telephones for emergency services.

The premises officer should ensure that school and site of the accident or incident is made safe calling for assistance from other premises staff if possible.

Any members of staff who witness the accident/ injury should make a careful written account of how the accident happened and should sign and date their notes. These notes should be kept safely and made available to whoever investigates the accident. This could be the Headteacher, a fire or police officer, the LA or the national health and safety inspection team HSE (health and safety executive).

If at any time a member of staff has a concern around the well-being, health and safety of any school user, they are obliged and have a duty to report it to the Premises Officer and / or Headteacher.

See First Aid Memoire Appendix 3

### **7.2 Attendance**

Our policy on attendance is set out in a separate document and is reviewed annually by the governing body. Brindishe Schools recognises that poor attendance can be an indicator that a child is experiencing abuse. The Attendance, Welfare and Safeguarding leads and senior leadership team monitor attendance weekly and report concerns to the Attendance & Welfare Advisor at regular meetings.

### **7.3 Online-Safety**

(See separate policies – Online -Safety, IT and Social Networking protocols for staff and other adult users)

We ensure pupils at Brindishe Schools are protected while using digital technologies at the school. The school is committed to including digital technologies, in particular, internet use, in our curriculum. In so doing we recognise the inherent risks posed by this useful learning tool. Full compliance with the school E-Safety, IT and Social Networking protocol for staff and other adult users will mitigate these risks and help to ensure pupils are safe online. We will also advise parents/carers on how to mitigate these risks and help to keep their children safe on-line.

### **7.4 Anti-Bullying Policy**

Our Promoting Good Relationships policy sets out our commitment to anti-bullying including cyber-bullying. This is reviewed annually by the governing body. We expect staff to acknowledge that children's behaviour is everyone's responsibility and to allow or condone bullying constitutes a lack of duty of care, which may lead to consideration under child protection procedures.

### **7.5 Physical Intervention Policy**

Our policy on physical intervention by staff is set out in a separate document (Physical Intervention and Managing Pupils Policy) and is reviewed annually by the governing body as part of the Health and Safety and Safeguarding policy. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property. Individual Risk Assessments are completed for particular pupils who have a higher likelihood of needing physical intervention and staff who work closely with these children are provided with additional Positive Handling training. All Physical intervention should be recorded (see PI form).

### **7.6 School Visits**

We have clear protocols in place to ensure the safety of children whilst on school visits (see educational/residential visits protocol). These include:

- Visit procedures to be documented by staff and agreed with the Educational Visits Coordinators (at least one member of SLT are EVC trained).
- A briefing for parents / carers going on the visits including detailed information about complying with safeguarding responsibilities and what to do if a child discloses to them
- Defined roles and responsibilities for school staff
- Risk assessments and plan B for all visits
- DBS/barred list checks for parents/carers where appropriate

### **7.7 Looked After Children**

Our Inclusion Leaders are responsible for Looked After Children and ensure that appropriate staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. The Head Teacher/AWSO's and the Inclusion Leader also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding leads have details of the child's social worker and the name of the virtual school head in the authority that looks after the child

The Vice-Chair is the designated Governor for Looked After Children

### **7.8 Photography and Images**

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example on our website or in newspapers and/or publications)
- Only use the school's equipment
- Only take photos and videos of children to celebrate achievement
- Use only the child's first name with an image
- Ensure that the children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

Parents are taking photographs at school assemblies and other productions or school trips are instructed that these are to be for personal use only and are not to be shared on social media.





Safeguarding Policy

Adopted: July 2020

Signed by

K Porter

Headteacher

Date: July 2020

L Dale

Chair of Governors

Date: July 2020

Next review date: July 2021

Appendix 1:

## **Protocol for dealing with allegations of abuse against staff (including agency, supply volunteers / voluntary staff)**

**June 2016**

Brindishe Schools have a duty of care for all staff and children and will respond promptly and fully to any safeguarding concern or allegation of abuse by staff against a child.

We recognise that any possibility that a member of staff may have hurt a child needs to be investigated in a way that does not prejudice either the child or the member of staff. Any investigation of an allegation of abuse against a member of staff will therefore follow the procedures outlined below.

Allegations of abuse against staff will not be dealt with under the schools' responding to complaints and concerns policy.

### **Initial allegation made to the school**

Any safeguarding concern or allegation of abuse of a child by a member of staff at the school must be reported to the Headteacher or in her absence the Designated Person for Safeguarding. Should the initial allegation first be made to any other member of staff then that member of staff must either request the person raising the allegation to report it to the Headteacher or Designated Person for Safeguarding. If that is not possible the member of staff must pass details of the allegation to the Headteacher or Designated Person for Safeguarding immediately.

Should the safeguarding concern or allegation be made against the Headteacher of Brindishe Green, Brindishe Lee or Brindishe Lee then this should be referred straight to the Executive Head and it should be brought to the attention of the Chair of Governors immediately.

Should the safeguarding concern or allegation meet any of the following criteria then the Headteacher or Designated Person for Safeguarding should report the allegation to the local authority designated officer the same day that the allegation is received that a teacher or member of staff or volunteer (unpaid member of staff) at the school has:

☐ behaved in a way that has harmed a child, or may have harmed a child or;

☐ possibly committed a criminal offence against or related to a child or;

☐ behaved towards a child or children in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children.

### **Initial Consideration**

The Headteacher or Designated Person for Safeguarding will discuss the matter with the 'local authority designated officer' (LADO) at Lewisham LA and provide any further details of the allegation and the circumstances in which it was made.

The contact details are

Finola Owens

[LewishamLADO@lewisham.gov.uk](mailto:LewishamLADO@lewisham.gov.uk) 020 8314 3114

Kaleidoscope Child Development Centre  
32 Rushey Green

The Headteacher or Designated Person for Safeguarding should not investigate the allegation at this stage. The discussion with the LADO will also consider whether there is evidence or information that establishes whether the allegation is likely to be false or unfounded.

If the allegation is not patently and clearly false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the local authority designated officer will immediately refer to children's social care and ask for a strategy discussion in accordance with Working Together to Safeguard Children March 2015 ([www.gov.uk/government/publications/working-together-to-safeguard-children-2](http://www.gov.uk/government/publications/working-together-to-safeguard-children-2)) to be convened straight away. In those circumstances the strategy discussion should include the local authority designated officer and the Headteacher or Designated Person for Safeguarding

If there is not cause to suspect that "significant harm" is an issue, but a criminal offence might have been committed, the local authority designated officer should immediately inform the police and convene a similar discussion to decide whether a police investigation is needed. That discussion will also involve the school and any other agencies involved with the child.

### **Action following initial consideration**

If no action needs to be taken, the employee should be advised of this as soon as possible.

Where further investigation is required a decision will need to be taken as to whether the nature of the allegations mean that the employee should be suspended. If a police investigation is required, it is likely that the employee will be suspended. The letter confirming the suspension should provide in general terms what the reasons are for the suspension, but should not provide any detailed information at this stage which might compromise any police investigation. Any internal investigation will usually only take place once the police have confirmed that they are not proceeding with any action, or that their investigation is concluded.

In such cases, if the nature of the allegation does not require formal disciplinary action appropriate action should be confirmed usually within three working days. This may include standard setting, training or further guidance and support.

Where further investigation is required to inform consideration of disciplinary action the Headteacher or Designated Person for Safeguarding and the designated Child Protection governor should discuss who will undertake the investigation. This should also be discussed with the local authority designated officer. An investigating officer will be nominated to undertake an investigation and provide a report usually within 10 working days.

In accordance with the Disciplinary Policy the employee should be interviewed as part of the fact finding investigation, and will have the right to be accompanied.

The following definitions will be used when determining the outcome of allegation investigations:

- a. Substantiated: there is sufficient identifiable evidence to prove the allegation;
- b. False: there is sufficient evidence to disprove the allegation;
- c. Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;

d. Unfounded: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances;

e Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

On receipt of the report of the disciplinary investigation, the Headteacher or Designated Person for Safeguarding and the designated Child Protection governor should consult the local authority designated officer within two working days, and decide whether a disciplinary hearing is needed. If a hearing is needed it should usually be held within 15 working days.

In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, the Headteacher and the designated Child Protection governor should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.

The local authority designated officer should continue to liaise with the school to monitor progress of the case and provide advice or support when required or requested

### **Case subject to police investigation**

If the police and/or Crown Prosecution Service decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a Court, the police are expected wherever possible to pass all information they have which may be relevant to a disciplinary case to the Headteacher within three working days of the decision. In those circumstances the Headteacher and the local authority designated officer should proceed as described above.

In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, any information obtained in the course of those enquiries which is relevant to a disciplinary case should also be passed to the school and the Headteacher should request this information.

### **Supporting those involved**

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual concerned is key to fulfilling the duty of care. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. . It may not be appropriate initially to provide specific details where this might compromise any police investigation.

The person who is the subject of the allegation should be kept informed of the progress of the case and consideration should be given to what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or

carers. Parent or carers should also be kept informed about the progress of the case, any sanctions should not be shared with parents or carers. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision and any sanctions applied, cannot be disclosed. Parents and carers should be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice. In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

### **Resignations and 'compromise agreements'**

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this protocol. It is important that every effort is made to reach a conclusion in **all** cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

So-called 'compromise agreements', by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in these cases. Such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the Disclosure and Barring Service where circumstances require that.

### **Record keeping**

Details of allegations that are found to have been malicious should not be removed from personnel records. The letter confirming the outcome should be kept on the file. This is to ensure that should any future reference be made to previous allegations, there is a clear record on the file that these were considered to be malicious. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the employee's confidential personnel file and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. It will also provide a history of any pattern of allegations should any future allegations arise. The record should be retained at least until the employee has reached normal retirement age or for a period of 20 years from the date of the allegation if that is longer.

### **References**

Cases in which an allegation was proven to be false, unsubstantiated, unfounded or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. should also not usually be included in any reference unless there are other associated concerns.

Brindishe Schools' Code of Conduct Checklist



The information below will be explained to you by a senior member of staff as part of your induction process. ***Please read and sign the document and return one copy for your personnel file:***

- Any known loss of personal and/or sensitive information must be reported immediately to a senior member of staff.
- The School and HR will hold some information about you, other people you may know and/or members of your family. You are not allowed to access any of this information for your own purpose or because someone else has asked you.
- When removing personal and/or sensitive data from school premises in paper format it must, wherever possible be transported in a locked bag. We have some available in the school office for this purpose. school business manager for this.
- Staff must use the shredder or 'Shredall' bins to dispose of personal and/or sensitive data, never use waste bins or recycling bins.
- If handing personal and/or sensitive data do not leave it unattended in an authorised area.
- If you use a pigeon hole clear it out regularly.
- Staff must inform the school in writing if their contact details or their next of kin details change.
- Staff must inform the school in writing of any involvement with the police or authorities for example; arrested, cautioned, County Court Judgement, ASBO etc

### **IT SECURITY**

- When removing personal and/or sensitive data from school premises in electronic format (i.e- on a laptop or USB) the device must be encrypted. ( Our IT manager will assist)
- You will not have your schools email account attached to personal mobile through the envelope icon. Any access to schools email through personal mobiles must be accessing via the LGfL website.
- When sending personal and/or sensitive data via email it is important to send that information securely- see IT / school business manager for the best way to do this.
- When giving out personal and/or sensitive data via telephone, you must ensure you are sharing the data with the correct person. It is not appropriate give confidential information to someone else to pass on.

### **SOCIAL MEDIA**

Staff must not under any circumstances do the following when using social media:

- Bring the school or the local authority into disrepute with comments or images
- Make the school or the local authority look and/or sound un-professional
- Post comments that reflect negatively on your colleagues
- Post negative comments about the teaching profession or working in our school

When posting comments/images to any personal social media, staff must remember the following:

- Staff are personally responsible for all content posted on their personal pages (i.e- profile) including any link to any material on other web pages
- Employees must not use the schools logo on any personal social media activities
- Staff must not claim to be representing ( or speaking on behalf of) the school when using social networking sites in a personal capacity
- Staff must be aware that any posts/blogs/comments uploaded to personal pages could represent or reflect badly upon the school if other individuals know who they are ( eg if people know you work in a Brindishe School)
- Information and comments that are recorded on the Internet are subject to the same laws as paper based material and could be used against you
- To ensure that any postings (text or images) they create or actively contribute to do not compromise and are not confused with their professional role
- Exercise good judgement- Refrain from comments that can be interpreted as offensive, slurs, demeaning, inflammatory.
- It is important to remember, that under no circumstances should schools personal, sensitive and/or financial data be posted/published to any social media sites.
- Failure to adhere to this or any related policy, could lead to disciplinary action

The member of staff below has received a copy of these statements The member of staff below has agreed that they understand their responsibilities and that if they need clarification or guidance will contact their headteacher or deputy headteacher. Full copies of the school's data protection, ICT and Whistleblowing Policies are available from the office and on the school's website.

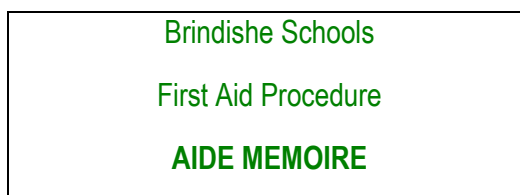
Name of employee: \_\_\_\_\_

Signature: \_\_\_\_\_ date \_\_\_\_\_

Name of inductor : \_\_\_\_\_

Signature: \_\_\_\_\_ date \_\_\_\_\_





### Introduction

First aid can save lives and prevent minor injuries becoming major ones. Under health and safety legislation employers have to ensure that there are adequate and appropriate equipment and facilities for providing first aid in the workplace.

This policy outlines Brindishe Schools' responsibility to provide adequate and appropriate first aid to pupils, staff, parents and visitors and the procedures in place to meet that responsibility. This policy applies to all pupils and staff including volunteer staff in the school. The policy will be reviewed at least annually and more often if deemed necessary.

### We will:

- appoint the appropriate number of suitably trained people as First Aiders to meet the needs of the School.
- provide relevant training and ensure monitoring of the training needs
- provide sufficient and appropriate resources and facilities.
- make available on request to staff, parents & visitors the School's first aid arrangements.
- ensure all staff are aware of the first aid procedure and the way in which all accidents/incidents must be reported.
- ensure all accident/incidents are reported to the HSE as required under the RIDDOR (Reporting of Injuries, diseases and Dangerous Occurrences Regulations 1995 and the revisions of 1 October 2013)

**First-aid provision must be available at all times while any persons are on the school premises and also off the premises whilst on school visits. This includes after school clubs and activities**

### Responsibilities of First Aid Trained Staff

A designated First Aider is a person who has undertaken a three day Full First Aid at Work, Paediatric First Aid or a one day Emergency First Aid qualification.

They will:

- take charge when someone becomes ill or injured.
- ensure first aid kits/boxes are fully stocked.
- call for an ambulance if needed.
- communicate all relevant incident details to parents/carers/next of kin.

- ensure accident / incident forms are completed accurately and a copy given to class teachers and the Headteacher .The copy for parents/ carer/ next of kin must be given to the collecting adult or (if not serious) placed in the child's book bag.
- any relevant information including details of the injury to a child must be communicated to their class teacher(s) and teaching assistant(s) at the end of break/lunchtimes.

### **Responsibilities of All Staff**

All staff have a duty of care which expects them to use their best endeavours at all times to secure the welfare and safety of all persons.

**Staff who have not been first aid trained must ensure they call for a first aider immediately if they come across a casualty or witness an accident/incident that is beyond their scope of responsibility.**

**ALL STAFF SHOULD BE MADE AWARE OF ALL THE CURRENT FIRST AIDERS.**

**Break Time:** First aid provision will always be available at all break times. However, if the first aiders are not visible, help should be sought from the school office by sending two children to get help / a first aider. Do not send the child who needs first aid unaccompanied. Check the child reaches/ reached the first aider. Staff must not leave the playground without being replaced.

**Classrooms:** a first aid kit is available in each classroom to deal with minor incidents. Further assistance if needed can be sought by use of the classroom telephone or by sending for assistance from the school office who will locate a first aider to attend the incident.

### **First Aid Incidents & Procedures**

The adult in charge initially looks after the injured party. If the injury appears of a more serious nature, that person MUST summon help from a trained First Aider via the school office.

#### **Minor Cuts and Grazes**

Any member of staff may clean a minor cut or graze using sterile wipes and plasters if deemed appropriate. The use of disposable plastic gloves is mandatory at all times and by all staff. They are available from the medical room and a supply should be kept in each classroom and in each first aid kit.

Children are to be advised to show/tell their parents/carer/next of kin that they have a minor cut or graze.

Very minor incidents are not recorded in a First Aid book

#### **Minor Sprains/Bruises**

Any trained First Aider may implement the process of RICE (rest, ice, compress and elevate). If at any time the First Aider is unsure they should summon the opinion of another First Aider. If the staff member has any concerns or doubts about the injury parent/carers/next of kin should be contacted.

A report must be completed and passed to the class teacher. The class teacher / teaching assistant must maintain observation calling for assistance if required.

## More Serious Accidents and Injuries

If considered safe to do so, the injured party should be taken to the First Aid Area and a First Aider called for the injury to be further assessed and a senior member of staff should be informed. Parents/carers/ next of kin should be immediately informed, particularly if there is a suspicion of broken/fractured bones/head or eye injuries.

**A member of SLT should be informed by either the First Aider or a member of the school office. Agreement must be made as to who undertakes this responsibility on each occasion. Each incident must be dealt with on an individual basis.**

Casualties with **suspected fractures including legs, back and neck MUST never be moved unless they are in imminent danger.** For suspected fractures to legs and arms protect the injured area by using bandages (or similar) to secure it to an uninjured part of the body to stop it from moving. For example, fractures on the arm can be secured with a sling, and a leg with a fracture can be tied to the uninjured leg.

**The injured person should be made as comfortable as possible and kept warm until emergency services arrive.**

**NEVER leave a casualty on their own during this time.**

If the considered opinion of the HT or a DHT and First Aider is that immediate professional help is required, and parents/carers/next of kin are not yet in attendance an ambulance must be called.

On rare occasions the SLT staff may agree that taking the child to Accident & Emergency in a private car is the more prudent option. This would be on a voluntary basis. In such cases the SLT member would have to ensure that staff member transporting the casualty has adequate insurance cover.

Parents/carers/next of kin must be kept informed of developing situations.

## Head Injuries (or injury to other vulnerable area)

In the case of a head injury, parents must be contacted by telephone and a record kept of the time and any information given. If the parent(s) cannot be contacted, other people on the child's emergency contact list should be telephoned

If a pupil sustains or reports that they have had a bump/bang to the head, a first aider must be summoned immediately. This must be the case EVEN if the accident was not witnessed by a member of staff. First aid should be administered and then a call made to the parents. If the parents/carers/next of kin decide to allow the pupil to remain in school and they are showing no visible signs of deterioration then the pupil may be returned to their class with a copy of the accident form and the teacher must informed of the injury.

The pupil will also be given a "bumped head" sticker. The pupil should be monitored for the remainder of the day.

Sometimes an injury can be to a very sensitive or vulnerable part of the body (such as genitals, stomach, groin, throat..) in these incidents a first aider should be summoned and the same procedure as 'injury to a head' followed.

This memoire was issued to:

Name of staff member (please print)

.....

By

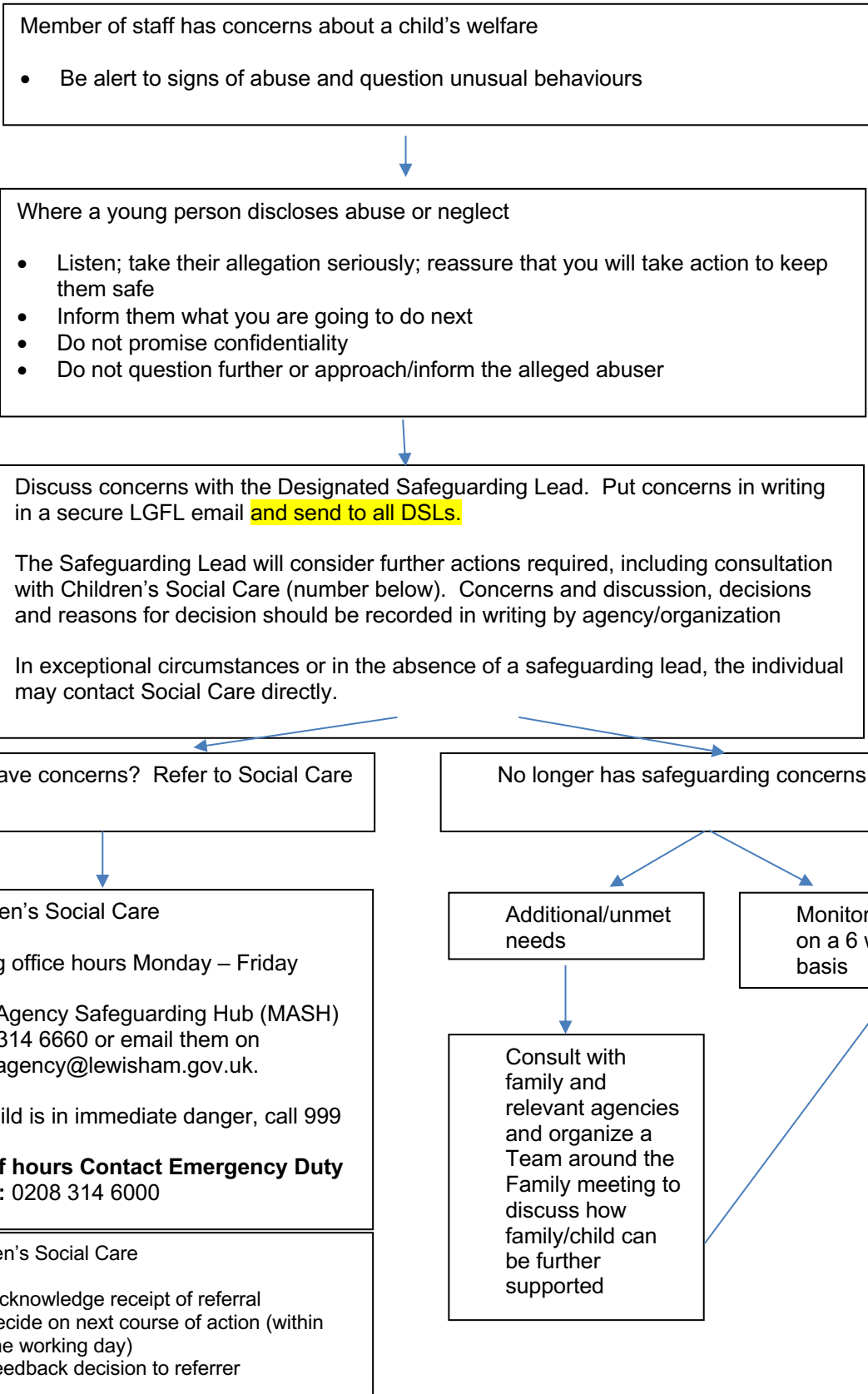
.....

On (date) .....

Signed as received

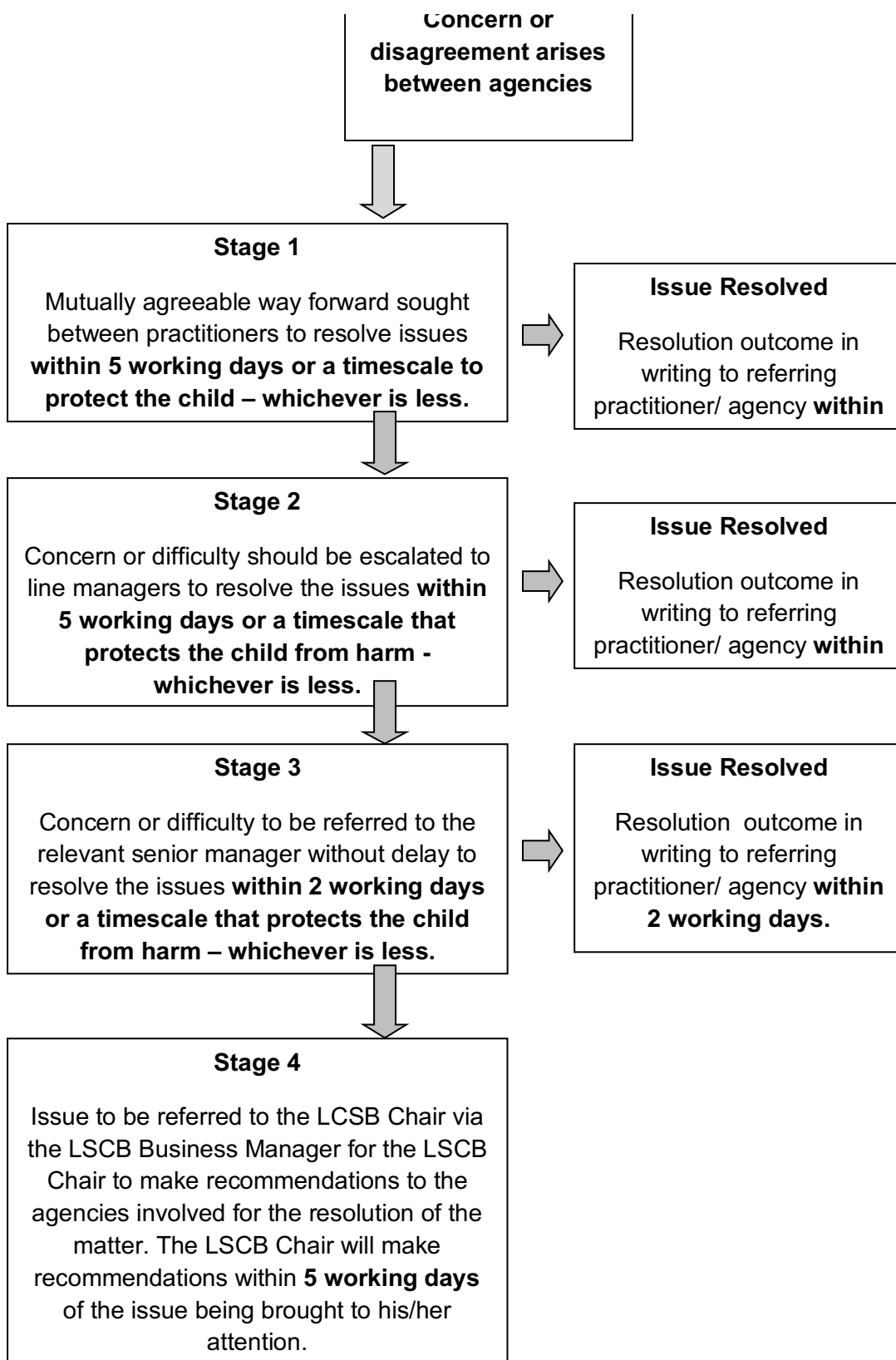
.....

### What to do if you're worried a child is being abused or neglected flowchart



**This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused, which includes definitions and possible indicators of abuse.**

**If a child or young person is at immediate risk of significant harm concerns must be escalated to the relevant agency senior safeguarding lead without delay.**



(Appendix 5 cont)

## Resolving Professional Differences Record

### 1. Person Raising Professional Difference:

Name:	
Role:	
Agency:	

### 2. Child / Young Persons Details:

Name:	
Date of Birth:	
Address:	
Early Years Placement / School?	

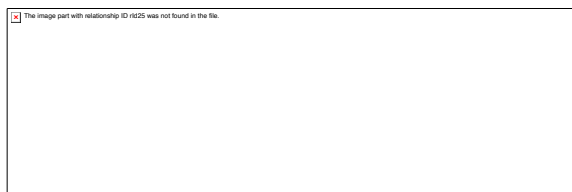
### 3. The Lead Professional:

<b>Name of lead professional?</b>			
<b>What was this issue about? I.e. a child protection referral / undertaking an Assessment, an issue with an open case. Please specify:</b>			
<b>Names of people these issues were reported to:</b>			
<b>Issues:</b>			
<b>Resolved / Not Resolved</b>	<b>Yes</b>	<b>No</b>	<b>Partial</b>
<b>If no or partial, to whom has this been escalated to? Please specify:</b>			
<b>What actions have been taken as a result? Please provide timescales</b>			
<b>Is there any learning from this dispute? Please specify</b>			
<b>Additional Comments:</b>			

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

<mailto:safeguardingboard@lewisham.gov.uk>



## **Child Sexual Exploitation Risk Assessment Toolkit & Guidance**

### **Step 1: Identify the Risk Indicators**

#### **Low Level Risk Indicators**

- Regularly coming home late or going missing
- Overt sexualised dress
- Sexualised risk taking, including on the internet
- Unaccounted for monies or goods
- Associating with unknown adults
- Association with other young people at risk of sexual exploitation or who are being sexually exploited
- Reduced contact with family and friends and other support networks
- Sexually transmitted infections
- Experimenting with drugs and/or alcohol
- Poor self-image
- Eating disorders
- Superficial self-harm.

#### **Medium Level Indicators- any of the above and ONE or more of these indicators**

- Getting into cars with unknown adults
- Associating with known CSE adults or Sexual Offenders
- Being groomed on the internet
- Clipping i.e. offering to have sex for money or other payment and then running before sex takes place
- Disclosure of a physical/sexual assault with no substantiating evidence to warrant a S47 enquiry, then refusing to make a statement or withdrawing a complaint
- Being involved in CSE through being seen in hotspots i.e. known houses or recruiting grounds
- Having an older boyfriend/girlfriend
- Non school attendance or excluded
- Staying out overnight with no explanation
- Breakdown of residential placements due to behaviour
- Unaccounted for money or goods including mobile phones, drugs and alcohol
- Multiple sexually transmitted infections
- Self-harming that requires medical treatment
- Repeat offending
- Gang member or association with gangs.



**High Level Indicators- any of the above and ONE or more of these indicators**

- Child under 13 engaging in sexual activity
- Pattern of street homelessness and staying with an adult believed to be sexually exploiting them
- Child under 16 meeting different adults and exchanging or selling sexual activity
- Being taken to clubs and hotels by adults and engaging in sexual activity
- Disclosure of serious sexual assault and then withdrawal of statement
- Abduction and forced imprisonment
- Being moved around for sexual activity
- Disappearing from the 'system' with no contact or support
- Being bought/sold/trafficked
- Multiple miscarriages or terminations
- Indicators of CSE in conjunction with chronic alcohol and drug use
- Indicators of CSE alongside serious self-harming
- Receiving rewards of money or goods for recruiting peers into CSE.

Child sexual exploitation: definition and guide for practitioners

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>



## Step 2: Identify Additional Vulnerability Factors

Underlying Vulnerability Factors	Comment
Witnessing/experiencing domestic violence	
Children and young people 'Looked After'	
Patterns of abuse and/or neglect in family	
Homelessness/sofa surfing	
Substance misuse by parents/carers/child	
Learning disabilities, special needs or mental health issues	
Homophobia	
Breaks in adult relationships	
Death, loss or illness of a significant person in the child's life	
Financially unsupported	
Some form of family conflict	
Lack of love and security	
Adult soliciting (prostitution)	
Migrant/refugee/asylum seeker	

Other, please specify

**Step 3: Complete the Risk Factors Matrix**

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✓	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
<b>Low Risk</b>  Low risk cases do not usually meet the threshold for Social Care intervention but should have individual or multi-agency		Regularly coming home late or going missing		If needs cannot be met by individual agency, then refer to TAC/TAF and consideration for CAF.  Notify MISPER Police if the child or young person is going missing.  Keep detailed records of incidents/risks.  <b>No child under 13 can be categorised as LOW.</b>
		Overt sexualised dress		
		Sexualised risk taking, including on the internet		
		Unaccounted for monies or goods		
		Associating with unknown adults		

intervention through the CAF.	<b>ONE OR MORE INDICATORS IDENTIFIED</b>	Associating with other young people who are at risk of CSE or who are being sexually exploited		<p><b>No child with a learning disability can be categorised as LOW.</b></p> <p>Contact CSE Champion/CSE Council Lead or CSC duty (R&amp;A) for advice and resources if risk escalates.</p> <p><b>Ensure information is recorded.</b></p>
		Reduced contact with family/friends		
		Sexually transmitted infections		
		Experimenting with drugs/alcohol		
		Poor self-image		
		Eating disorder		
		Superficial self-harm		

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✓	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
<p><b>Medium Risk</b></p> <p>As indicated above, the indicators are a guide to assisting the exercise of professional judgement. In relation to the medium level indicators, should professional judgement determine that there is reasonable cause to suspect that the child is suffering or likely to suffer significant harm requiring</p>	<p><b>Any of the above AND ONE OR MORE INDICATORS IDENTIFIED</b></p>	Getting into cars with unknown		Contact CSE Lead or CSC Duty to discuss.
		Associating with known CSE adults		If not S47 or case open to CSC, CAF to be completed.
		Being groomed on internet		Identify and refer to appropriate support services in the community
		Clipping i.e. offering to have sex for money or other payment and then running before sex takes place		Police discussion regarding investigation needs/MISPER.
		Disclosure of physical assault with no substantiating evidence to warrant a S47 enquiry, then refusing to make or withdrawing a complaint		Employ immediate disruption tactics (police). Consider if the offending is symptomatic, coerced or criminal.
		Being involved in CSE through being seen in hot spots i.e. known houses or recruiting grounds		

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✓	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
<p>investigation under S47 of the Children Act, then the procedures detailed under the higher level of risk should be followed.</p>		Older boy/girlfriend		<p>Report to Gangs Team/invite to strategy/MAP meetings and include in risk assessment.</p> <p><b>Ensure information is recorded.</b></p>
		Non school attendance or excluded		
		Staying out overnight with no explanation		
		Breakdown of placements due to behaviour		
		Unaccounted money or goods i.e. mobiles, drugs, alcohol, clothing		
		Multiple sexually transmitted infections		
		Self-harming requiring medical assistance		

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✓	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
		Repeat offending		
		Gang association or membership		

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✓	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
<b>High Risk</b>	<b>Any of the above and ONE OR</b>	Child under 13 engaging in sexual activity		A referral directly to CSC Duty to carry out a S47 enquiry.
		Pattern of street homelessness and staying with an adult believed to be sexually exploiting them		Joint investigation with the Police and CSC.
		Child under 16 meeting different adults and exchanging or selling sexual activity		



RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✓	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
<p>Where the child/young person is assessed as High Risk a consultation needs to take place with a CP coordinator to consider whether an ICPC needs to be convened. The same threshold is to be applied to all children when considering harm and the need for a safety plan.</p>	<p><b>MORE OF THESE INDICATORS</b></p>	<p>Being taken to clubs/hotels for sexual activity with adults</p>		<p>Update assessment and use the risk assessment toolkit to guide or update assessments.</p>
		<p>Disclosure of sexual assault and then withdrawal of statement</p>		<p>Use key disruption tactics (police)</p>
		<p>Abduction and forced imprisonment</p>		<p>Abduction Order (police).</p>
		<p>Being moved around for sexual activity</p>		<p>Alerts/liaison with Health, Education, Police and CSC.</p>
		<p>Disappearing from the 'system' with no contact with support</p>		<p>.</p>
		<p>Being bought/sold/ trafficked</p>		<p>Cross reference with Teenage Pregnancy and Domestic Violence strategies.</p>
		<p>Under 16 with multiple miscarriages or terminations</p>		<p>Harm reduction/detox programmes.</p>

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✓	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
		Indicators of CSE in conjunction with chronic alcohol and drug use		Psychiatric assessment/intensive support.
		Indicators of CSE alongside serious self-harming		Reinforce criminality of offender; gather information for Police and Social Care.
		Receiving rewards of money or goods for recruiting o peers into CSE		<b>Ensure information is recorded.</b>