

Brookfield

Community School

Child Protection Policy

Brookfield Community School is committed to safeguarding and promoting the wellbeing of children and young people and expects the school community to share this commitment. This Policy must be read and applied in conjunction with the Staff Code of Conduct (Appendix 10)

Policy Statement

This Policy applies to all staff, governors, contractors and volunteers working at Brookfield Community School.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned. The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within the procedure section.

Definitions

Within this document:

Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for on behalf of the school, full or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to students of our school; however the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these are given within the procedure section.

Aims

- **To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.**
- **To ensure consistent good practice across the school.**
- **To demonstrate our commitment to protecting children.**

Principles and Values

Children have a right to feel secure and cannot learn effectively unless they do so.

All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children

Whilst the school will work openly with parents as far as possible, the school reserves the right to contact children's social care or the police, without notifying parents, if this is in the child's best interests.

Leadership and Management

Brookfield Community School will follow the procedures as set out by the Local Safeguarding Children's Board and the Local Authority and take account of guidance issued by the Education Department.

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process. At Brookfield, any individual can contact the designated safeguarding lead (DSL) if they have concerns about a young person.

The DSL is Tracy Calder and the Deputy DSLs are Neil Haines and Craig Siggins. In addition, the headteacher, Ria Allan also maintains her Child Protection update training. There is a nominated safeguarding governor, Mike Patterson, who will oversee safeguarding. The chair of governors will receive reports of allegations against the headteacher and act on behalf of the governing body.

As an employer we comply with the "Disqualification under the childcare act 2006" guidance issued in February 2015.

Training

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every 3 years, with updates throughout each academic year and separate training provided to all new staff on appointment. The DSL and Deputy DSLs will attend training to enable them to fulfil their role.

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

Referral

Following any concerns raised by staff, the DSL or one of the Deputy DSLs will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold for significant harm, or risk of significant harm has been

reached; or they are not clear if the threshold is met, then the DSL or one of the Deputy DSLs will contact children's social care. If the DSL or the Deputy DSL is not available or there are immediate concerns, the staff member will refer directly to children's social care.

Generally the DSL or the Deputy DSLs will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate, particularly when informing parents/carers may place the child at further risk.

N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSLs should also be made aware.

Confidentiality

We maintain that all matter relating to child protection are to be treated as confidential and only shared as per the "working together" guidance.

Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.

All staff are aware that they cannot promise a child to keep a disclosure confidential.

Curriculum

We will educate and encourage students to keep safe through:

- The content of the curriculum
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

Dealing with allegations against staff

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the headteacher, Ria Allan. The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed.

If the allegation is against the headteacher, the person receiving the allegation will contact the LADO or chair of governors directly.

Dealing with allegations against students

If a concern is raised that there is an allegation of a student abusing another student within the school, the 'dealing with allegations against students' guidance will be followed (Appendix 5)

Review of Policy

The Child Protection Policy will be reviewed at least annually in line with DFE, HSCB and HCC and other relevant statutory guidance.

Other relevant policies and / or documents

In the compilation of this policy, reference is made to the following Department for Education

(DfE), Hampshire Safeguarding Children's Board (HSCB) and Hampshire County Council (HCC) documents/guidance:

- Section 175 of the Education Act 2002
- Children Act 1989
- Adoption and Children Act 2002
- Children Act 2004

- Human Rights Act 1998
- Hampshire Safeguarding Children's Board protocols and guidance and their procedures
- Keeping Children Safe in Education 2016
- Hampshire County Council Model Child Protection Policy, Procedure and Guidance: Schools and Education (May 2017)
- Safeguarding Children and Safer Recruitment in Education (Department for Education and Skills 2007)
- Information Sharing – practitioners' guide (HM Government 2006)
- Working Together to safeguard children 2015
- Child Protection – Dealing with Allegations against, and concerns about Staff (HCC)
- Guidance for Safer Working Practices for Adults who Work with Children and Young People (AMA 2009)
- Disqualification under the Childcare Act 2006 (2015)
- What to do if you are worried a Child is Being Abused (HM Government 2006)
- Hampshire County Council "Pupil Exchange Visits and Host Family Placement" (HCC 2010)
- Radicalisation & Extremism – Raising Awareness Guidance (Summer 2015)
- FGM Act 2003 mandatory reporting guidance (2016)
- Brook sexual behaviours traffic light tool
- Multi-agency self harm pathway for professionals (April 2017)
 - Interagency Referral Form

Relevant School Policy/Guidance:

- Anti-Bullying Policy
- Rights, Respect and Responsibility (Behaviour) Policy
- CCTV Policy
- Cyberbullying Policy
- Equalities Policy
- Attendance Policy
- Exclusions Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Health and Safety Policy
- Acceptable-Use Procedures (using new technologies)
- Confidentiality Policy
- Whistle Blowing Policy
- SEN Information Report
- Intimate Care Protocol

A full copy of the School's Child Protection Policy will be available on line at www.brookfield.hants.sch.uk.

Roles and Responsibilities

Staff responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems
- Maintain appropriate professional relationships with students, in line with the Staff Code of Conduct
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day.
- If the disclosure is an allegation against a member of staff they will follow the allegations’ procedures (Appendix 4)
- Follow the procedures set out by the HSCB and take account of guidance issued by the DfE.
- Support students in line with their child protection plan.
- Treat information with confidentiality but never promise to “keep a secret”.
- Notify the DSL or a Deputy DSL of any child on a child protection plan who has unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change their situation.
- Liaise with other agencies that support students and provide early help.
- Ensure they know who the designated safeguarding lead (DSL) and the Deputy DSLs are and know how to contact them.

Senior Leadership Team responsibilities

- Contribute to inter-agency working in line with guidance (working together 2015).
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Working with children’s social care, support their assessment and planning processes including the schools attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register.
- Ensure all staff understand the role of the DSL and Deputy DSLs and are aware of systems within their school which support safeguarding.
- Provide copies of policies (including the Child Protection Policy and Staff Code of Conduct and a copy of Part One of Keeping Children Safe in Education and Annex A) to all staff at induction.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or students with respect and follow procedures.

- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), Hampshire safeguarding children board (HSCB) and Hampshire County Council (HCC).

DSL responsibilities (to be read in conjunction with the DSL job description in KCSiE 2016)

The DSL is Tracy Calder

The Deputy DSLs are Neil Haines and Craig Siggins.

In addition to the role of staff and Senior Leadership Team, the DSL and the Deputy DSLs will

- Assist the Governing Body in fulfilling their responsibilities under Section 175 or 157 of the Education Act 2002.
- Attend initial training for the role and refresh this every other year. Attend appropriate training and demonstrate evidence of continuing professional development.
- Ensure that all staff, including temporary staff, governors, contractors, volunteers, parents and students know the name of DSL and the Deputy DSLs their roles and contact details.
- Ensure that all staff, volunteers and contractors understand their responsibilities in being alert to signs of abuse and responsibility for referring any concerns to the DSL or the Deputy DSLs.
- Ensure that whole staff training occurs regularly with at least annual updates so that every member of staff, volunteer, contractor and governor can fulfil their child protection responsibilities.
- Ensure that any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties.
- Keep records of all child protection concerns (even when there is not an immediate need to refer the matter to Children's Social Care) securely and separately from the main student file and use these records to assess the likelihood of risk. Ensure that copies of child protection records and records of concern are transferred accordingly (separate from student files) when a child leaves the school and that, where a student is Looked After or subject to a Child Protection Plan, the child's Social Worker is informed. When a child leaves Brookfield school at the end of Year 11, a copy of the record will be forwarded to the relevant post 16 education provider once their take up of a place is confirmed.
- Ensure that child protection records or records of concern are shared with other education establishments that students may attend for under 16 provision.
- Link with the HSCB to make sure that staff are aware of training opportunities and the latest policies on safeguarding.
- Develop, implement and review procedures that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Ensure that staff within the school have access to information to support them to be able to recognise and report the signs, indicators or risks of radicalisation, child sexual exploitation or female genital mutilation. The Designated Safeguarding Lead (DSL) and the Deputy DSLs will follow the established recording and referral processes including the use of the sexual exploitation risk assessment form (SEFAF) for suspected exploitation.

Governing body responsibilities

The Governing Body will ensure that:

- The school has effective Safeguarding Policies and Procedures including a child protection policy and a Staff Code of Conduct, updated annually and available publicly via the school website

- Hampshire Safeguarding Children's Board (HSCB) is informed annually about the Discharge of Duties via the Safeguarding Audit
- Recruitment, selection and induction follows safer recruitment practice, including all appropriate checks
- Allegations against staff are dealt with by the headteacher. Allegations against the headteacher are dealt with by the Chair of Governors.
- A member of the Senior Leadership Team is designated as designated safeguarding lead (DSL) and has this recorded in their Role Profile. Staff have been trained appropriately and this is updated in line with guidance.
- Students are taught about safeguarding, including online, through teaching and learning opportunities.
- Appropriate filters and appropriate monitoring systems are in place to safeguard students from potentially harmful and inappropriate material.
- Provide opportunities for staff to contribute to and shape safeguarding arrangements and the child protection policy so recognising the experience and expertise of their staff.
- Ensure that staff read Part One and Annex A of Keeping Children Safe in Education.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One and Annex A of Keeping Children Safe in Education.
- Any safeguarding deficiencies or weaknesses are remedied without delay.
- They have identified a nominated governor for safeguarding.

Child Protection Procedures

Overview

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that children with disabilities, special needs or with language delay may communicate concerns with behaviours rather than words. Additionally staff will question the cause of knocks and bumps in children who have limited mobility.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information
2. Report it to the DSL / a Deputy DSL / headteacher immediately
3. The DSL/Deputy DSL or headteacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL/Deputy DSL or the headteacher are not immediately available (see point 8 below)
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions they were involved in.
 - Any injuries
 - Explanations given by the child / adult
 - What action was taken
 - Any actual words or phrases used by the child

The records must be signed and dated by the author or equivalent on electronic based records.

Following a report of concerns from a member of staff, the DSL/Deputy DSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to children's social care
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to children's social care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.

3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact children's social care via the children's reception team (CRT) on 01329 225379 and make a clear statement of:
 - i. the known facts
 - ii. any suspicions or allegations
 - iii. whether or not there has been any contact with the child's family

If the DSL/Deputy DSL feels unsure about whether a referral is necessary they can phone children's reception team (CRT) to discuss concerns

4. If there is not a risk of significant harm, then the DSL/Deputy DSL will either actively monitor the situation or consider the early help process
5. The DSL/Deputy DSL must confirm any referrals in writing to children's social care, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form (IRAF) which will provide children's social care with the supplementary information required about the child and family's circumstances. (IARF can be accessed at the following link:
https://hampshire.firmstep.com/default.aspx/RenderForm/?F.Name=Md_9d1aRLwN&HideAll=1)
6. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL/Deputy DSL should also notify children's social care of the occurrence and what action has been taken
7. Where there are doubts or reservations about involving the child's family, the DSL/Deputy DSL should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
8. When a child is in need of *urgent* medical attention and there is suspicion of abuse the DSL/Deputy DSL or headteacher should take the child to the accident and emergency unit at the nearest hospital, having first notified children's social care. The DSL/Deputy DSL should seek advice about what action children's social care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

APPENDIX 3

Dealing with Disclosures

All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL/Deputy DSLs are and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the student, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened
- Do not criticise the alleged perpetrator; the student may care about him/her, and reconciliation may be possible
- Do not ask the student to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the student that it will be a senior member of staff

Report

- Share concerns with the DSL or a Deputy DSL as soon as possible

- If you are not able to contact a DSL or a Deputy DSL, and the child is at risk of immediate harm, contact the children's services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review (led by DSL/Deputy DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL/Deputy DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

APPENDIX 4

Allegations against staff

Procedure

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children**

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the headteacher or the DSL/Deputy DSL as soon as possible
- If an allegation is made against the headteacher, the concerns need to be raised with the LADO or chair of governors as soon as possible
- Once an allegation has been received by the headteacher or chair of governors they will contact the Local Authority Designated Officer on 01962 876364 as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to children's social care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in 'keeping children safe in education' (2016) and the HSCB procedures.

APPENDIX 5

Managing allegations against other students

Policy & Procedure

DfE guidance keeping children safe in education (2016) says that 'governing bodies should ensure that there are procedures in place to handle allegations against other children'. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young people ①

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

The age, maturity and understanding of the children;

Any disability or special needs of the children;

Their social and family circumstance;

Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

Any evidence of pressure to engage in sexual activity;

Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A perpetrator of sexual abuse may sometimes be a woman or girl and the victim a boy. The Brook traffic light tool (Appendix 9) can be useful in making these considerations.

① Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

Policy

At Brookfield Community School we believe that all children have a 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 policy.

Prevention

As a school we will minimise the risk of allegations against other students by:-

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those students identified as being at risk
- Developing robust risk assessments & providing targeted work for students identified as being a potential risk to other students.

Allegations against other students which are safeguarding issues

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. 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 student, some of the following features will be found.

If the allegation:-

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

Examples of safeguarding issues against a student 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
- Other behaviours outlined in the Brook traffic light tool (Appendix 9)

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Procedure

- When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL/Deputy DSL 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 DSL/Deputy DSL should contact the children's reception team (CRT) to discuss the case
- The DSL/Deputy DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, CRT will refer the case to the multi-agency agency safeguarding hub where the police will become involved
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' files
- It may be appropriate to exclude the student being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

APPENDIX 6

Briefing sheet for temporary and supply staff

For supply staff and those on short contracts in *Brookfield Community School*

While working in [Brookfield Community School](#), you have a duty of care towards the children/students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Tracy Calder (extension 214) or one of the Deputy DSLs who are Neil Haines(extension 225) and Craig Siggins (extension 339).

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behavior that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL/Deputy DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the DSL/Deputy DSL who should contact children's social care if appropriate

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff displayed in the staffroom. **Remember, if you have a concern, discuss it with the DSL/Deputy DSL.**

APPENDIX 7

SCHOOL'S USE OF PHOTOGRAPHS

Brookfield Community School operates the following procedure regarding the use of photographs, which is published on the school website and provided to parents to sign on admission. The procedure aims to ensure the privacy and safety of children and young people within the Brookfield Cluster of Schools:

"During your child's life at Brookfield Community School we may wish to take photographs of activities that involve your child. The photographs may be used for displays, publications such as our School Prospectus, videos of the school productions, events, our website, VLE, plasma screen displays and by the Local Education Authority or by local newspapers.

Photography or filming will only take place with the permission of the headteacher and under appropriate supervision. When filming or photography is carried out by the news media, children will only be named if there is a particular reason to do so (e.g. they have won a prize), and home addresses will never be given out. Images that might cause embarrassment or distress will not be used nor will images be associated with material on issues that are sensitive.

Before taking any photographs of your child we need your permission. Please answer the questions below, sign and date the form and return it to us. You can ask to see the images of your child held by us and you may withdraw your consent at any time.

I understand that:

- the local media may take images of activities that show Brookfield Community School and the students in a positive light e.g. drama, musical performances, sports and award ceremonies
- photographers acting on behalf of the school may take images for use in displays, in publications or on the school website
- embarrassing or distressing images will not be used
- the images will not be associated with distressing or sensitive issue
- we will regularly review and delete unwanted material"

By observing these principles, the school hopes to ensure that visitors to the school's website cannot link an individual's name to an image. When selecting photographs the school remains mindful of the way that students' appear and will not include images which may be considered in to be inappropriate

RADICALISATION

Brookfield Community School follows the guidance provided for schools in the Counter Terrorism and Security Act 2015:

“The risk of radicalisation of students should be treated as a safeguarding issue by schools and approached in the same way as safeguarding children from other risks”.

The guidance requires schools to:

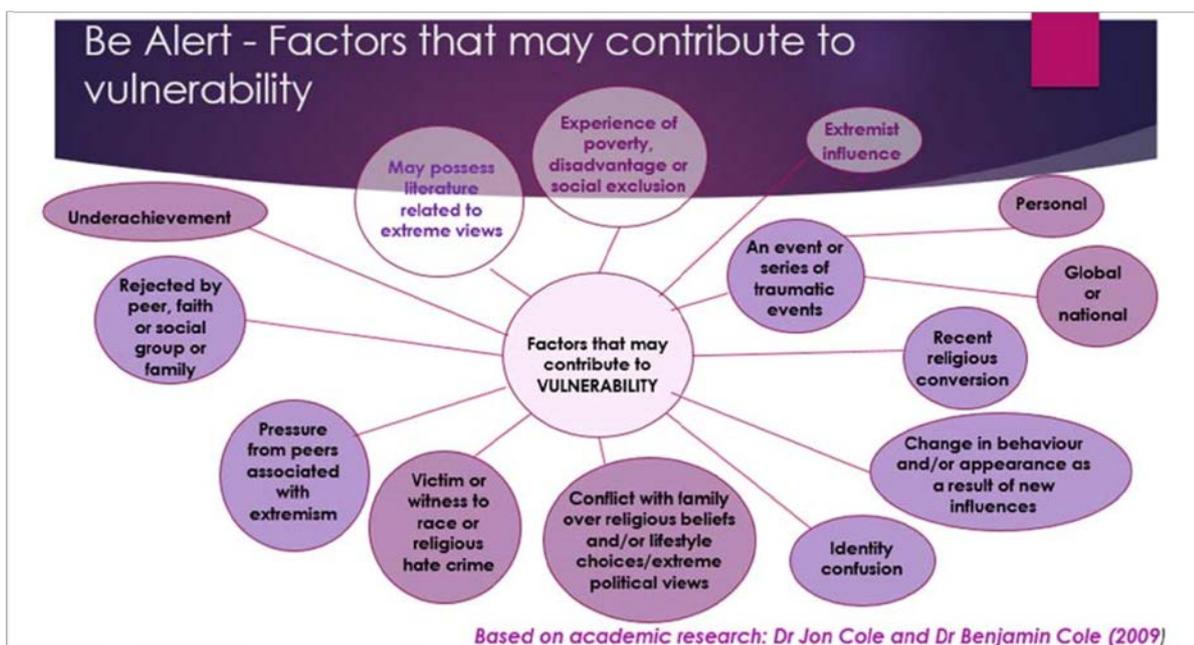
Be Informed by providing awareness sessions to staff, governors and parents

Be Alert to possible behaviours which may indicate a student’s interest in extremism

Take Appropriate Action by alerting the DSL/Deputy DSL who will then seek guidance from Children’s Services and the Hampshire Prevent team where appropriate.

A whole staff Awareness sessions was held in June 2015, Governors briefed in July 2015 and a parent information event delivered in the autumn of 2015. Staff were thereafter updated annually through staff briefings/meetings.

Extract from Staff Awareness Session:



Brook sexual behaviours traffic light tool

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children

- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

What is an amber behaviour?

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental,

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

This policy supports the PREVENT duty for schools as part of the Counter Terrorism and Security Act (2015). The policy should be used as part of the overall safeguarding policy and it supports and complements the 'British Values set out in the Department of Education guidance, 'Promoting fundamental British values as part of SMSC in schools'

APPENDIX 10

Staff Code of Conduct

Part of the school safeguarding policies

Review Date: Autumn 2017

1. Purpose and principles

This Code of Conduct aims to establish a set of principles which underpin the expected conduct of staff at Brookfield Community School with the intention of encouraging staff to achieve the highest standards of conduct at work and of minimising the risk of improper conduct occurring.

The school requires that all staff have read and comply with the Code of Conduct. Where clarification is needed on any aspect of this document, this should be sought from the Headteacher.

Breach or failure to observe the provisions of this document may lead to action being taken under the school disciplinary procedure. Brookfield School has adopted the Hampshire model policy, which can be found here:-

<http://www3.hants.gov.uk/education/mopp/policies-and-procedures.htm>

This document is available to all staff in the VLE -> staffroom -> school documents -> staff only policies.

The Code of Conduct is not exhaustive in defining acceptable and unacceptable standards of conduct and behaviour and in circumstances where guidance does not exist individuals are expected to use their professional judgement and act in the best interests of the school and its students.

2. Scope

The Code of Conduct applies to:

- all members of staff, including teaching and support staff;
- volunteers, including governors;
- casual workers;
- temporary and supply staff, either from agencies or engaged directly;
- student placements, including those undertaking initial teacher training, and apprentices.

References to 'staff' throughout the Code of Conduct refer to all of the above groups.

Any links within this document to other documents are for ease of use and do not form part of this Code of Conduct.

The Code of Conduct exists in addition to Hampshire County Council's [Local Government Code of Conduct](#).

3. Professional standards at work

Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. The school expects staff to treat each other, students, parents and the wider school community with dignity and respect at all times.

Furthermore, staff must have regard for the ethos and values of the school as well as its policies and procedures and act in accordance with these at all times, including in their dealings with those who come into contact with the school e.g. visitors.

Staff must act in accordance with their duty of care to students and ensure that the safety and welfare of the children and young people at the school are accorded the highest priority. In this and other ways staff should always maintain standards of conduct and behaviour which sustain their professional standing and that of the school. For example, wherever possible staff should have an "open door" policy when meeting with students, have a second member of staff with them, or be visible to other members of staff. In addition, staff should ensure that the content and themes of assessed performances are appropriate for a secondary school setting and the ages of the students that are performing.

Teachers are reminded of, and are expected to uphold, their wider responsibilities as set out in the [Teachers' Standards](#), including an understanding of, and acting within, the statutory frameworks which set out their professional duties and responsibilities.

4. Safeguarding

Brookfield Community School recognises its statutory and moral duty to safeguard and promote the welfare of students and understands that staff play a vital role in meeting these responsibilities. This includes on-line safety. Staff must be aware of their individual safeguarding responsibilities, including to provide a safe environment in which children can learn, to be aware of the signs of abuse and neglect, to identify children who are suffering, or are likely to suffer, significant harm and to take appropriate action in such cases to prevent concerns from escalating.

All members of staff must be aware of the school's systems for supporting child safeguarding, including the role of the school's Designated Safeguarding Lead (DSL – often referred to as the Child Protection Liaison Officer (CPLO)).

In this school the DSL/CPLO(s) is Tracy Calder.

Staff have a professional duty to report concerns about the welfare of a child. Any such concerns must be raised without delay to the school's DSL/CPLO in the first instance (ext 214) or to Neil Haines (ext 225) or the Headteacher (ext 207) if the

DSL/CPLO cannot be located. In the event that none of the above are available, contact Hampshire County Council's Safeguarding team (01962 876364). There should be no delay in reporting a concern if there is risk of immediate serious harm to a child.

Staff are reminded of their duty to report safeguarding concerns about staff. Any concerns or allegations must be raised without delay to the school's DSL (Tracy Calder) in the first instance or to Neil Haines if the DSL cannot be located.

Staff should be familiar with the school's child protection policy and procedures, behaviour policy and cyber bullying policy and practical guidance for staff, which are available to all staff and can be found on the VLE under "school policies". All staff will receive appropriate child protection training and will be provided with guidance on child safeguarding as part of their induction to the school.

In accordance with the statutory guidance published by the Department for Education '[Keeping Children Safe in Education](#)' (2015) all staff in Brookfield Community School are required to read Part One '[Safeguarding information for all staff](#)' and will be provided with a copy as part of their induction to the school. The full document is available via the above link or from www.gov.uk

Further information is found in the guidance document '[The avoidance of unnecessary contact and allegations](#)' and in '[Guidance for safer working practice for those working with children and young people in education settings](#)' (September 2015) provided by the Safer Recruitment Consortium.

5. Appropriate relationships Students

Individuals who work or volunteer in a school environment are in a position of trust. Staff should be mindful of the need to maintain professional boundaries appropriate to their position and must always consider whether their actions are warranted, proportionate, safe and applied equitably. Staff should not share personal e-mail addresses or phone numbers with students or parents, but use school contact information at all times, including when on trips and off-site activities. Under no circumstances should students or parents be "friends" on social media sites.

Staff should act in an open and transparent way that would not lead any reasonable person to question their actions or intent. Staff should think carefully about their conduct so that misinterpretations are minimised.

Staff must avoid unnecessary physical contact with children. Where physical contact is essential, e.g. for safety reasons, the student's permission must be gained for that contact wherever possible. If physical contact is made to remove a student from a dangerous situation or an object from a student to prevent either harm to themselves or others, then this should be recorded and reported to Tracy Calder, Designated Safeguarding Lead. In cases where accidental physical contact was made, it should be reported to your Line Manager. In all cases staff should act in accordance with the school's Restrictive Physical Intervention policy and appendices.

Any sexual behaviour by a member of staff with or towards a pupil is unacceptable. Staff are reminded that under the Sexual Offences Act 2003, it is a criminal offence for a person aged 18 or over to have a sexual relationship with a child under 18, where that person is in a position of trust in respect of that child, even if the relationship is consensual.

Parents

Staff are expected to interact with parents in a polite and respectful manner and recognise parents' entitlement to express any concerns they may have about their child's learning, safety or wellbeing. Parents should be addressed using their formal title when using any media. Staff should avoid discussing school matters with parents outside school if approached and should instead refer the parent to the normal school communication channels.

6. Use of IT including social media

Internal e-mail and internet systems must be used only in accordance with the school's acceptable use of ICT policy and cyber bullying policy and practical guidance for staff, which can be found in the VLE -> staffroom -> school documents > staff only policies.

Social networking sites offer the opportunity for communication with children, young people and their parents outside normal professional boundaries. School staff must take care to protect their privacy and protect themselves from risk of allegations in relation to inappropriate relationships and cyberbullying. Staff must not have any unauthorised contact or accept 'friend' requests through social media with any pupil (including former pupils and/or those who attend other schools) unless they are family members. Staff must exercise caution when having contact online through social media with parents so as not to compromise the school's reputation or school information.

Please refer to the school's acceptable use of ICT policy and cyber bullying policy and practical guidance for staff (see above) for further guidance on acceptable and unacceptable use of IT, social media and mobile phones.

For further information on the acceptable use of school IT Resources, staff should refer to the e-safety policy which can be found in the VLE -> staffroom -> school documents -> staff only policies.

7. Confidentiality and disclosure of information

Staff must ensure that they do not disclose confidential information to anyone who does not have the right to receive it. This includes information that is available online. Staff should use a PIN or Passcode to prevent others accessing their personal data and images on electronic devices. Privacy and security settings on social media and apps should be set to the maximum level. Where information is disclosed this should be in line with the principles of the [Data Protection Act 1998](#). Equally staff should not prevent another person from gaining access to information to which that person is entitled by law. If there is doubt about whether or not to share information, advice

must be sought from the School Business Manager, who is the school's Senior Information Risk Officer (SIRO) and Data Protection Officer

Information obtained during the course of an individual's work should never be used for personal gain or benefit, nor should it be passed onto others who might use it in such a way.

8. Dress and appearance

An individual's dress and appearance is a matter of personal choice; however, staff should ensure that they dress appropriately, decently and safely for a school environment and for the role they undertake, as well as setting a good example to both students and visitors.

Staff should have particular regard to the health and safety risks involved with certain lessons i.e. physical education/food technology/science/resistant materials and the need to dress appropriately and safely when undertaking these activities, such as wearing appropriate footwear, removing jewellery etc.

The school recognises the diversity of cultures and religions of its staff and will take a sensitive approach when this affects dress and uniform requirements. However, priority will be given to health and safety, security and other similar considerations of other staff, students and the school.

Staff should refer to "Appearance" in the Standards of Performance and Behaviour at Work section in the Staff Handbook.

9. Equal opportunities

The Governing Body of the school is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with students and parents of the school. It also recognises that all members of staff have the right to work in a safe environment without fear of discrimination, harassment or abuse.

All students, colleagues, parents, members of the public and wider school community have the right to be treated with fairness and equality and must not be discriminated against. The school expects staff to uphold these principles.

Please refer to the school's equalities policy for further guidance, which can be found in the VLE -> staffroom -> school documents -> staff only policies.

10. Conduct outside work

Care should be taken by staff to avoid any conflict of interest between activities undertaken outside school and responsibilities within school. In no case should outside activities bring the school into disrepute. This includes on-line conduct, as certain behaviour could breach this code of conduct. This may include inappropriate posts, photographs or videos.

Staff must disclose any misconduct or alleged misconduct made against them, including any incidents arising from alternative or additional employment outside of

this school. Disclosure must be made to the Headteacher without delay, after which consideration will be given to the relevance or otherwise of the misconduct to their role in the school.

Where staff are in doubt as to whether there is a conflict of interest advice must be sought from the School Business Manager.

11. Declaration of interests

Staff should consider carefully whether they need to declare to the school any relationship with an individual where this might cause a conflict with the school's activities, for example, a relationship with a Governor, another staff member or a contractor who provides services to the school. Where such a declaration is necessary this should be made to the Headteacher.

Staff may undertake work outside school, either paid or voluntary, provided it does not conflict with the interests of the school nor be at a level which may contravene the [Working Time Regulations](#) or affect an individual's performance at work.

12. Whistleblowing

The [Public Interest Disclosure Act 1998](#) (as amended) gives protection to people who disclose reasonable concerns about serious misconduct or malpractice at work. This is sometimes known as Whistleblowing. The Governing Body of the school will treat all matters of malpractice very seriously and allegations about such matters will be dealt with quickly and with appropriate confidentiality.

Staff should acknowledge their individual responsibility and duty of care in bringing matters of concern to the attention of senior leadership in the school. This is particularly important where the welfare of children may be at risk.

A clear procedure is provided for staff to raise issues, including on-line behaviour issues, with the purpose of assisting in reducing the risk of serious concerns being mishandled, whether by the individual or by the school. Please refer to the school's Whistle Blowing policy which can be found in the VLE -> staffroom -> school documents -> staff only policies.

13. Health and safety

Staff must adhere to the school's Health and Safety policy and should ensure that they take every action to keep themselves and others in the school environment safe.

Please refer to the school's Health and Safety policy for further information, which can be found in the VLE -> staffroom -> school documents -> staff only policies.

14. Gifts and hospitality

There may be occasions where children or parents wish to pass small tokens of appreciation to staff, for example as an end of year 'thank-you', and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any

significant value or to suggest to students that gifts would be appropriate or desired. Money should never be accepted as a gift.

It is not acceptable for staff to give gifts to students and any rewards given to children must be given in agreement with the declared reward practice of the school, which can be found in the Behaviour & Rewards policy in the VLE.

Staff should not solicit or accept any gift, hospitality or other reward from external parties which influences the way in which they carry out their duties or leads the giver to expect preferential treatment.

15. Use of school resources and funds

The use of school resources, property and equipment is for school-related activities only, except where otherwise agreed.

All members of staff must use any public or school funds entrusted or handled by them in a responsible and lawful manner.

Multi-agency self harm pathway for professionals (April 2017)

Self harm is defined for this pathway as 'self poisoning or self injury, irrespective of the apparent purpose of the act' ¹

