



# SAFEGUARDING & CHILD PROTECTION POLICY

(to include Early Years Foundation Stage)



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<b>Next review</b>	Sept 2022	

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## TO HELP YOU READ AND UNDERSTAND THE SAFEGUARDING POLICY

### KEY:

**MASH** Multi-Agency Safeguarding Hub

**LADO** Local Authority Designated Officer

**KCSIE** Keeping Children Safe in Education (2021)

**DSL** Designated Safeguarding Lead

**DDSL** Deputy Designated Safeguarding Lead

**WT** Working Together (2019)

**NYSCP** North Yorkshire Safeguarding Children Partnership

**NYCC** North Yorkshire County Council

**EYFS** Early Years Foundation Stage

**FGM** Female Genital Mutilation

**DBS** The Disclosure and Barring Service

**NYSCB** North Yorkshire Safeguarding Children Board

**UKCCIS** United Kingdom Council for Child Internet Safety

**DFE** Department for Education

**TRA** Teaching Regulation Agency

**CEOP** Child Exploitation and Online Protection

**CME** Child Missing from Education

## 1. Introduction

Brackenfield School fully recognises its responsibility for all aspects of child protection and safeguarding and this is always given the highest priority. Every child should feel safe and protected from harm, which includes any kind of neglect, non-accidental physical injury, emotional ill-treatment sexual abuse/exploitation; this also includes the use of technology to abuse or exploit a child. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action. In order to fulfil this responsibility effectively, the approach taken must be child-centred. This means considering, at all times, what is in the best interests of the child.

School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs and Disabilities or Physical Health Issues (ref. KCSIE para 185). We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

## 2. Legal Status

The Proprietor of Harrogate Preparatory School Ltd (t/a Brackenfield School ) is Forfar Education Ltd, ensures an effective safeguarding/child protection policy is in place and that the arrangements outlined in this policy are fully implemented. This policy pays due regard to the following legal requirements:

- The Education (Independent School Standards) Regulations (2014)
- Keeping Children Safe in Education (2021) (KCSIE)
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you are worried a child is being abused (Sept 2021)
- KCSIE incorporates the additional statutory guidance Disqualification under the Childcare Act 2006 (updated August 2018)
- The specific legal requirements in the "Safeguarding" section of Safeguarding and promoting children's welfare, Part 3 of the Statutory Framework for the Early Years Foundation Stage (2021)
- Working Together to Safeguard Children (Sept 2021) (WT)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Prevent Duty Guidance: for England and Wales (July 2015- updated April 2021)
- The Prevent duty: Departmental advice for schools and childminders (April 2021)
- The use of social media for on-line radicalisation (July 2015)
- Sexual violence and sexual harassment between children in schools and colleges (2021)
- Children missing education (2016), Local Government Association (2020)
- Relationship & Sex Education & Health Education (Gov.uk) Sept 2021

## 3. Application

This policy applies to all staff, self-employed staff, Peripatetics, contractors and volunteers working in the school, including when working away from the school such as on educational visits or through remote learning. It applies to all children at Brackenfield School, including those in the Early Years Foundation Stage (EYFS).

## 4. Circulation

This policy is available on the School website <https://www.brackenfieldschool.co.uk>. It is also available on the Staff Network, the staffroom and additional copies are provided for anyone on request from the School Office.

## 5. Key Contact Details

The Designated Safeguarding Lead (DSL) and the Deputy (DDSL) are the members of staff in school with responsibility for all aspects of child protection and safeguarding.

### **Designated Safeguarding Lead (DSL) & Deputy Safeguarding Leads (DDSL)**

Alison Balsamini, Director of Welfare

TEL: 01423 508558

EMAIL: [ab@brackenfieldschool.co.uk](mailto:ab@brackenfieldschool.co.uk)

### **Deputy DSL**

Jean Claude Olesqui, Head of Boys Sports

TEL: 01423 508558

EMAIL: [jco@brackenfieldschool.co.uk](mailto:jco@brackenfieldschool.co.uk)

### **EYFS DSL**

Rachel Pearson, Pre-Nursery Lead

TEL: 01423 508558

EMAIL: [rp@brackenfieldschool.co.uk](mailto:rp@brackenfieldschool.co.uk)

### **Headteacher**

Joe Masterson

TEL: 01423 508558

EMAIL: [Head@brackenfieldschool.co.uk](mailto:Head@brackenfieldschool.co.uk)

### **Designated Teacher for Looked After Children**

Alison Balsamini

TEL: 01423 508558

EMAIL: [ab@brackenfieldschool.co.uk](mailto:ab@brackenfieldschool.co.uk)

The names, pictures and contact details of the DSL and DDSL are also posted around the school.

If both the DSL and DDSL or EYDSL are absent, any concerns or allegations must be raised immediately with the Headteacher – **Joe Masterson** Tel: 01423 508558. Address: 128 Duchy Road, Harrogate, HG1 2HE.

### **Board level lead for Safeguarding**

Jo Storey, Group Lead Education, Compliance & Safeguarding. Term time contact - 07551740013

### **Local Authority North Yorkshire**

Full contact details for relevant personnel of the North Yorkshire are set out in Appendix 1 of this policy

## **6. Aims**

- To create an environment where all children feel secure, are encouraged to share concerns and are listened to
- To teach children the skills they need to recognise and stay safe from abuse, including abuse or exploitation through technology of all kinds
- To ensure staff are confident to report any concerns, including any concerns about the actions of members of staff, volunteers or visitors
- To provide early help to pupils and families
- To ensure that safeguarding procedures are followed by all staff in accordance with national statutory guidance and locally agreed inter-agency procedures
- To promote effective working relationships with other agencies, including the Children's Services department of North Yorkshire County Council, Police, Healthy child team at NYCC, Childline and other support services
- To ensure that all staff are recruited in accordance with the statutory guidance in Keeping Children Safe in Education (September 2021) and Disqualification under the Childcare Act 2006 (DfE, September 2018), Safer Recruitment as laid out in Keeping Children Safe in Education 2019 (section 3)

## **7. In-school provision for listening to children and early help**

Brackenfield School is a listening school. We encourage the children to tell an adult if they have any worries or concerns. Children can go to any member of staff with whom they feel comfortable; they can speak with their class teacher, teaching assistant or any member of staff of their choosing during break times, as well as at other times such as before or after school.

Every class has PSHE lessons where sensitive topics are spoken about openly. Each class in Juniors has a class representative who attends the school council meeting on behalf of the class and two Year 2 pupils attend on behalf of the infants. Opportunities for pupils to be listened to by an independent listener or counsellor are made available when needed. DSL regularly visits classes to make sure that she is familiar to pupils.

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment can be arranged. Working Together to Safeguard Children (September 2018) provides more detailed

guidance on the early help process. Any pupil may benefit from early help, but staff should be particularly alert to the potential need for early help for a pupil who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

## **8. What staff should do if they have any concerns about a child or if a child discloses information**

Working Together (2018) stresses the importance of creating an environment where staff feel able to raise any concerns and feel supported in their safeguarding role. Staff are in a unique position to talk to the child, to help, and to provide a safe haven and must take their safeguarding role seriously.

If there is any concern at all about a child, these small incidents must always be recorded and reported to the DSL. It may not be one major incident which triggers a referral but a series of events, which taken alone may appear minor. It is therefore important that all concerns are recorded and reported to the DSL immediately.

It is important for staff to be aware that young children will often reveal worries or concerns in an indirect way through their play rather than through a specific disclosure. Staff may also become concerned about a pupil without specific concrete evidence. There may be a change in a pupil's behaviour or art/written work may show signs of confusion or distress. There may also be concerns raised about a parent's interaction with a child or issues such as parental alcohol/drug misuse, domestic violence or mental health. Staff must be alert to such instances and ensure they are reported and recorded.

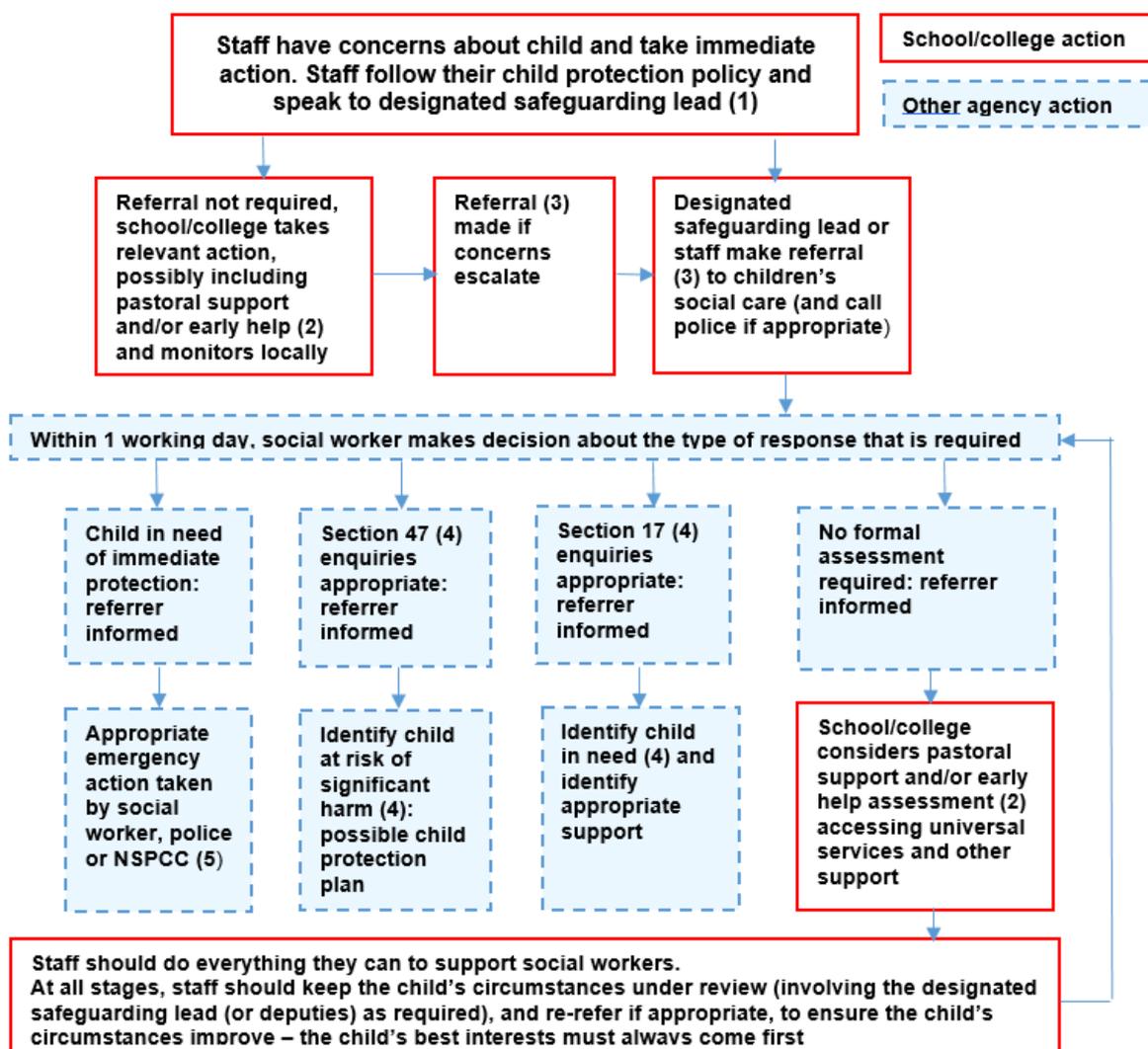
The guidance below outlines the actions that staff members should remember when receiving a disclosure or when they have a safeguarding concern.

- Listen carefully and believe the child
- Remember that confidentiality must never be promised
- Avoid any statements/body language which reveals your own views on the matter. A reaction of shock or disbelief could cause the child to stop talking or retract what he/she has said
- Ask open questions and avoid any leading questions
- If appropriate, let the child know they've done the right thing and that it is not their fault
- Explain what you will do next, if age appropriate - explain that you will speak to someone who will be able to help

- Do not attempt any form of investigation yourself or talk to anyone named as an abuser – this is not your role
- Do not attempt any examination or remove a pupil's clothes to look at an injury more closely. Under no circumstances should photographs be taken of a pupil's injury
- Report concerns to the DSL immediately and make a written record of your concerns, using the school concern form (kept in the staffroom and on staff share)
- The record should include the date, time and place of the conversation, who was present and what was said by the pupil. The record should use full names
- Written records should record the words used by the child as accurately as possible. They should contain facts and information only, avoiding personal opinion
- Staff should make the record as soon as possible after speaking to the child and before the conversation is discussed with anyone else.
- Information should be treated confidentially and only shared with permission from the DSL on a 'need to know' basis

**Actions where there are concerns about a child flow chart is displayed in the staff room, an electronic version on staff share and can be obtained from the DSL.**

## Actions where there are concerns about a child



## 9. Preserving evidence

All evidence (which may include a pupil's work, scribbled notes, iPads, mobile phones containing text messages, computers) must be safeguarded and preserved.

If evidence is found on an electronic device, the device involved should be confiscated and set to flight mode or, if this is not possible, it should be turned off. Staff should not view images, look for further images, copy or print any images or forward images by email or any other electronic means.

## 10. Action by the DSL on receiving a report

It is important that the children receive the right help at the right time to address risks and prevent issues escalating. The school understands and acknowledges the importance of acting on and referring the early signs of abuse, neglect and radicalisation. This includes reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

The DSL/DDSL will usually discuss any concern carefully with the person making the report.

The action taken will depend on the nature of the concern. It may include one or more of the following:

- monitoring the pupil in school (with a date for review set)
- a discussion with parents
- early help intervention from the school and/or another agency
- referral to Children's Services (copy of NY referral form is available in staff room, from DSL or online via [www.children&families@northyorkshire.gov.uk](mailto:www.children&families@northyorkshire.gov.uk))
- referral to the LADO
- a report to the police

The member of staff making the report will be informed by the DSL of the action taken. If the pupil's situation does not appear to be improving, the staff member with concerns should request the DSL to re-consider the action taken.

Whilst the responsibility for making decisions about referrals to Children's Services lies with the school's DSL **anyone can make a referral** if necessary. If, at any point, there is a risk of immediate serious harm to a pupil a referral should be made to Children's Services or the police immediately.

If a referral is made, or advice is obtained, from Children's Services, the Headteacher must be informed of the case by the DSL or DDSL on the same day.

The DSL, or in her absence the DDSL, will ensure that any referral is made in line with locally agreed procedures and thresholds. Referrals about a child must be made to the area in which the child lives. However, advice may always be obtained from NYCC regardless of where the child lives. Please refer to the contact details below in Appendix 1 for NYCC.

Telephone referrals to Children's Services will be confirmed by the school in writing according to the requirements of Children's Services and not later than the end of the school day.

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.
- no formal assessment is required

- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part 4. of this guidance**
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process**
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children**
- (4) Under the Children Act 2004, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 2004. Under section 47 of the Children Act 2004, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or child's welfare. Full details are in Chapter one of Working Together to Safeguard Children**
- (5) This could include applying for an Emergency Protection Order (EPO)**

### **Children in need**

A child in need is defined under the Children Act 2004 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 2004.

### **Children suffering or likely to suffer significant harm**

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 2004 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

Although decisions to refer a child to Children's Services would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm. The DSL will discuss the concerns with the pupil's parents/carers at the earliest appropriate opportunity.

These referral processes are also followed when there are concerns about children who may be at risk of being drawn into terrorism. The level of risk will identify the most appropriate referral, which could

include Children's Services and/or Channel. Contact details for agency involvement, is listed below, including those for support and advice about extremism, for example, the LA Prevent lead in Prevent priority areas, the local police force, 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and proprietors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Referrals following an allegation against a member of staff or volunteer are set out in paragraph 16 of this policy.

## **11. The Role of the DSL and DDSL**

Any concerns can be raised and discussed with the DSL. The DSL is also a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

The DSL makes prompt contact with children's services where there are concerns that a child may be in need of help or at risk and/or with the police if a criminal offence is suspected. The DSL has links with the NYSCP and keeps staff aware of child protection procedures and good practice. As outlined in KCSIE, Annex B, the role of the DSL includes:

### **Managing referrals**

- To refer all cases of suspected abuse to the local authority children's services and:
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or Police (cases where a crime may have been committed)
- Liaise with the Head to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

### **Skills**

- Understands the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Has a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and is able to attend and contribute to these effectively when required to do so
- Ensures each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Is alert to the specific needs of children in need, those with special educational needs and young carers
- Keeps detailed, accurate, secure written records of concerns and referrals
- Obtains access to resources and attend any relevant or refresher training courses
- Encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- DSL has an in-depth knowledge of the ICT curriculum to allow for crossover learning. DSL & IT lead (DDSL) combine to produce and review the E-Safety Policy

### **Raising Awareness**

- The DSL will ensure the school policies are known and used appropriately

- Ensure the school child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with School Advisory Board and the proprietor regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the local NYSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible by registered post. This should be transferred separately from the main pupil file, ensuring secure transit and that confirmation of receipt is obtained
- When children join the school ensure any child protection information is passed on from the previous nursery/school

## 12. Training for the DSL, staff, volunteers and the Headteacher

### Training for staff and volunteers

All permanent staff are provided with induction training and are provided with:

- EYFS staff
  - Help and understanding roles and responsibilities
  - Information about emergency evacuation procedures
  - Safeguarding and Child protection
  - Health & Safety issues
- All staff
  - The school's Safeguarding Policy (to be read by all staff annually)
  - The staff code of conduct/behaviour policy (including information on "whistle blowing")
  - The identity of the DSL and DDSL
  - A copy of Part 1 of KCSIE (2019) (and Annexe B for those staff who work directly with children)
  - The pupil behaviour policy
  - The acceptable use of technology policy and online safety
  - Children Missing from Education Policy 2021/2022

Volunteers and temporary staff will be provided with the above as a minimum, and the degree of training offered will be determined on a risk assessed approach based on his/her role.

All staff must read at least Part One of KCSIE and Annex B and this policy annually. They must raise any issues if they are unsure of any procedures. For staff who cannot read English, or at all, steps will be taken to ensure that they understand key information.

The Headteacher and all staff who work with children are trained in child protection (including information about the risks of radicalisation and how to identify children and young people at risk) at least every three years in accordance with the recommendation of NYCC. Annual refresher training is also provided, as well as other relevant information disseminated through staff meetings and staff briefings as required. The DSL, who has up to date inter-agency training, may provide this training for other staff. Child Protection training also takes place via online training, re-reading policies or NYCC running INSET training. NYES updates the school termly with relevant training to enable the school to determine the most appropriate schedule, level and focus for training. The Prevent strategy requires

that schools ensure that all staff have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help. The contacts list in Appendix 1 is used for staff to make contact for any queries regarding training and safeguarding queries or concerns.

The DSL, DDSL EYDSL are trained at least every two years in child protection and inter-agency working. They also have frequent updates, at least annually, on relevant issues. This training may be provided by the local social services department or an external agency. The required training content for the designated person is set out in Annex C of KCSIE and covers inter-agency working, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children. As the lead safeguarding professional in school, the DSL will have higher level training in the NYSCP's Prevent strategy to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology. This will be based on an understanding shared with local partners of the potential risk in the local area.

Our DDSL, DDSL, EYDSL and Headteacher are all trained to Level 3 (Designated Safeguard Lead training)

### 13. Staff Conduct

*See also separate Code of Conduct for Staff – Policy Handbook*

Staff should ensure their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to pupils (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, including social media.)

Staff should always refer to the Headteacher to seek advice if they are unsure by following self-notification procedures. Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times. Children must not be able to reach or touch any medication. Staff must not be under the influence of alcohol and/or prescribed drugs at any point whilst with the children or at school during working hours. If staff have any medical conditions and require medication which may affect their capacity to work this must be brought to the attention of the Headteacher immediately.

### 14. Peer on peer abuse

*Also see the school's Anti-Bullying Policy, Behaviour Policy*

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms.

**We recognise as a school that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported**

As a school we are committed to:

- Procedures in place to minimise the risk of peer on peer abuse
- Our systems are well promoted, easily understood and easily accessible (one minute guide in staffroom)
- Clear process as to how victims, perpetrators and any other children affected by peer on peer abuse will be supported

All staff are made aware and understand that safeguarding issues can manifest themselves via peer on peer abuse. It is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- ‘Upskirting’, where a picture is taken 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 harm.
- Consensual and non-consensual sharing of nude and semi-nude images and or videos
- Causing someone to engage in sexual activity without consent

Staff are made aware through safeguarding training and anti-bullying training of the importance of:

- being clear that harassment and violence, including that of a sexual nature, is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not accepting any form of harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging any inappropriate language
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating any such language or behaviour, risks normalising it.

## Child on Child sexual violence and sexual harassment

*Sexual violence and sexual harassment may occur between two children of any age and ex and within intimate personal relationships between peers*

Points to consider

- A group of children may sexually assault or sexually harass a single child or a group of children
- Sexual violence and sexual harassment exist on a continuum and may overlap (can occur online and face to face and are never acceptable)
- Abuse that occurs online or outside of the school **should not be downplayed and should be treated equally seriously**
- All victims must be reassured that they are being taken seriously and that they will be supported and kept safe
- All staff working with children are advised to maintain an attitude of ‘it could happen here’
- Early intervention can help prevent problematic, abusive and or violent behaviour in the future
- Be mindful that any distressing incident can have an adverse effect on academic achievement
- Be aware that safeguarding incidents and or behaviours can be associated with factors outside the school, including intimate personal relationships

- It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely that it will be perpetrated by boys

Staff have been trained to manage a report of child sexual violence/harassment and inappropriate sexual behaviour.

School should consider whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur

Decisions about whether sexual behaviour is developmental, inappropriate or abusive will hinge around concepts of true consent, power imbalance and exploitation.

Developmental sexual activity is to be expected from children and young people as they move to an adult understanding of physical, emotional and behavioural relationships. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. This type of behaviour between children would indicate a need for a referral to Children's Services.

Staff should be aware that some groups are potentially more at risk of peer on peer abuse.

Evidence. Evidence shows girls, children with SEND and LGBT children are at greater risk. It is also understood that it is more likely that boys will be the perpetrator and girls the victim, but any gender can abuse any gender.

Through safeguarding training and anti-bullying training staff will be made aware of the harm caused by peer on peer abuse and will follow the school's Behaviour Policy, Anti-bullying Policy and safeguarding procedures as appropriate. If a member of staff has a concern about any aspect of peer-on-peer abuse, they should refer to the flowchart: Actions Where There Are Concerns About A Child, which is displayed in the staff room.

As is always the case, if staff are in any doubt as to what to do they should speak to the DSL, or in her absence, the DDSL.

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 if they report sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Appropriate support will be given by the DSL, DDSL, relevant teachers and outside agencies if required. It is important to understand that it is not just the victim who may require support, all children whether regarded as a perpetrator or a victim, should be regarded as being 'at risk'.

Depending on the circumstances, a pupil's behaviour may require a response under child protection procedures rather than the school's usual behaviour or anti-bullying procedures. If a pupil has suffered or is likely to suffer significant harm, or the alleged abuse would, if proved, be a criminal offence, a referral to Children's Services will be made by the DSL.

The DSL will not undertake any enquiry or investigation where a case of peer on peer abuse is referred to Children's Services or the police. The DSL will lead enquiries at school level only if agreed with the relevant investigating agencies.

## Sexting

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police. See UKCCIS Guidance (2016): Sexting in Schools and Colleges for more information. If an incident involving 'sexting' comes to the attention of a member of staff, it must be reported to the DSL or Deputy DSL immediately. Staff are advised:

- to never view, download or share the imagery yourself, or ask a child to share or download – this is illegal
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL
- Do not delete the imagery or ask the young person to delete it
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Do not say or do anything to blame or shame any young people involved
- Do explain to the child that you need to report it and give reassurance that they will receive support and help from the DSL

The necessary support and any required sanctions following peer on peer abuse will be determined on a case by case basis. The Headteacher will make the decision whether or not to suspend or exclude the pupil(s) involved.

The management of pupils with harmful behaviour (including sexually harmful behaviour) can be complex. The school will follow guidance and work with other relevant agencies to support perpetrators and to maintain the safety of the whole school community. Appropriate support in school, and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case by case basis depending on the circumstances.

To minimise the risk of peer-on-peer abuse, preventative strategies for peer on peer abuse are regularly considered. The school has an ethos where pupils feel safe to confide in staff and any derogatory language or behaviour is always challenged by staff. A high moral code and behavioural expectations are expressed and taught to the children in PSHE lessons and assemblies. PSHE lessons and the pastoral care system also give children opportunities to discuss disputes or difficulties. Children are aware of the roles of the DSL and DDSL and that they can also talk to any adult in School about any worries they may have about themselves or others.

## Serious Violence

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

individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.” What is serious violence?” The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime. The impact of serious violent crime on individuals and the community is significant. Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors. The main areas that the Serious Violence Strategy focuses on are:

- tackling county lines
- early intervention and prevention
- supporting communities and local partnerships
- effective law enforcement and the criminal justice response

Early intervention is about recognising and responding to the indicators of potential vulnerability, providing early support that is effective. When a young person begins to show the signs of exploitation or vulnerability to exploitation, and therefore at increased risk from Serious Violence, we should be able to intervene as early as possible to help reduce the risk factors and increase the protective factors.

## Reporting

All staff are a to report any concerns about Peer on peer abuse internally. The DSL will follow the guidelines set out in KCSiE 2021 to decide how best to report considering:

- i. internal management
- ii. early help
- iii. referrals to children’s social care
- iv. reporting to police

## 15. Teaching Children How to Keep Safe including online

*See also Brackenfield E Safety Policy, PSHE Policy and Anti-Bullying Policy*

Brackenfield school primarily teaches children about safeguarding, including online safety, through the curriculum (IT) and PSHE.

There are a wide range of issues within online safety, but they can be categorised into three main areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes

The school has IT filters and monitoring systems in place, which are designed to protect children from inappropriate online experiences whilst at the same time giving them access to the wide range of on-line educational resources available.

Particular attention is paid to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation through promoting British values, with particular attention to the safe use of electronic equipment and the internet. Children are taught to understand the risks posed by adults or other children who use the internet and social media to bully, groom, abuse or radicalise others.

Internet safety is integral to the school's computing curriculum and is also embedded in the PSHE curricula. Other opportunities to teach a wide variety of safeguarding issues are used in assemblies, and within current affairs and debating lessons. Concerns and questions are raised in class through registration/circle time and via the school council. Tolerance, understanding and respect are core to the school values and ethos.

If staff have any concerns about a child regarding any aspects of online safety/behaviour they should follow the reporting procedures as set out in paragraph 8 of this policy.

The latest resources promoted by DfE can be found at:

The use of social media for on-line radicalisation:

The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))

CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

<https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour>

## **16. Allegations of abuse against members of staff or volunteers**

*Also see Part 4 of KCSIE for further detailed advice. Also see Whistleblowing - separate Code of Conduct for Staff Policy.*

This heading will be addressed under two separate sections and apply to any one working in school that provides education for children under 18years of age, including supply teachers, volunteers and contractors:

- allegations that may meet the harms threshold
- allegations/concerns that do not meet the harms threshold ('low level concerns')
- who may have behaved in a way that has

Working Together to Safeguard Children (WT 2018) requires schools to have clear whistleblowing procedures suitably referenced in staff training and codes of conduct.

Brackenfield has a culture of safety and of raising concerns. We have a culture of valuing staff and of reflective practice. Staff can report concerns to the Headteacher, Forfar Safeguarding governor (Jo Storey), or any member of the SLT. Further information for staff on reporting and handling concerns, provision for mediation and dispute resolution where necessary, can be found in the Discipline and Grievance Policy. Training and support are provided for staff via staff meetings and staff INSET. There should be transparency and accountability in relation to how concerns are received and handled.

### **What is deemed to be a 'Low Level' concern**

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

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

These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include for example:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phones
- engaging with children on a one to one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language

### What to do if you need to report a low level concern

Low level concerns about a member of staff should be reported to the headteacher. Staff should feel confident to self-refer. Low-level concerns about someone employed by a supply agency or contactor should be shared with the head, the concern recorded, and their employer notified so that potential patterns of inappropriate behaviour can be identified.

Where a third party has raised a concern, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern (if known)
- to the individual involved and any witnesses

The headteacher should record all low-level concerns in writing. This should include:

- details of the concern
- the context in which it arose
- evidence collected by the DSL where the concern has been raised via a third party
- the decision categorising the type of behaviour
- action taken
- the rationale for decisions and action taken
- the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible)

Any records taken must be in accordance with the Data Protection Act 2018 and UK GDPR Law.

KCSiE 2021 gives guidance on when any low-level concerns should be referred to in a reference

### What to do if an allegation is made in school

If school identifies:

- a child has been harmed
- that there may be an immediate risk of harm to a child
- if the situation is an emergency

The DSL, DDSL, EYDSL or adult dealing with the situation should contact children's social care and as appropriate the police immediately in accordance with the processes set out in part one of KCSiE and shared in school

There are two aspects to consider when an allegation is made:

- looking after the welfare of the child
- investigating and supporting the person subject to the allegation

Staff must be prepared to challenge adult behaviour which causes concern, regardless of seniority of the person. They must never think that abuse by an adult is not possible in the school, or immediately disbelieve an accusation against someone who is known and trusted.

- Any allegations about any staff, volunteers or contractors must be reported to the Headteacher immediately
- Any allegations made against supply staff provided by an agency would be reported to the Headteacher immediately and the agency would be fully involved
- Any allegation made against the DSL must be referred directly to the Headteacher
- Any allegation made against the Headteacher must be referred to The Chairman John Forsyth, (jf@forfareducation.co.uk) without informing the Headteacher first
- Any allegation or concerns about the Chairman of Brackenfield School - John Forsyth or the Safeguarding Governor – Jo Storey must be referred directly to the LADO for NYCC. (contact details can be found in Appendix 1)

**Prior to contacting the LADO, schools should – in line with local procedures- conduct basic enquiries to establish facts that will help them determine whether there is any foundation to the allegation.**

All allegations must be referred to the LADO for NYCC **before any internal investigation takes place and within one working day.**

**If an allegation constitutes a possible serious criminal offence, or in the case of serious harm, or if a pupil is in immediate danger, it may be necessary to report the matter to the police immediately.** The LADO should also be informed within one working day of all allegations that are made directly to the police.

In borderline cases, discussions with the LADO can be held informally and without naming the individual.

If an allegation is made against anyone working with children in a school all unnecessary delays should be eradicated. Brackenfield will not undertake its own investigations of allegations without prior consultation with the local authority designated officer or team of officers (LADO(s)), or in the most serious cases, the police, so as not to jeopardise statutory investigations.

### **The Function of the LADO**

The LADO will provide advice, guidance and help to determine whether a concern or allegation sits within the scope of safeguarding procedures. They have responsibility for ensuring the workforce is safe by managing allegations of abuse or misconduct of professionals working with children, offering advice and making referrals to the relevant bodies as appropriate. The LADO is responsible for raising awareness and understanding of safe working practices and safer recruitment, share learning based on experiences, to ensure that practice and services are constantly improved, help establish and aid an understanding of baselines from which we can measure the impact of services on children or young people. The LADO is also responsible for identifying gaps in service and service standards and reporting these to the Local Safeguarding Children Board.

Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and any communication with both the individual and the parents/carers of the child/children agreed. Brackenfield must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The school will give due weight to the views of the LADO and to the policy when making a decision about suspension.

From 1 October 2012, there are restrictions on the reporting or publishing of allegations against teachers and so every effort will be made to maintain confidentiality and guard against unwanted

publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

### Recording of allegations

As stated in KCSiE 2021 all allegations, other than those found to have been malicious or false, the following information must be kept on the file of the person accused:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- A note of any action taken, and decisions reached and whether the outcome was substantiated or unfounded
- A copy of any relevant documentation to be provided to the person concerned, where agreed by children's social care or the police
- A declaration on whether the information will be referred to any future reference request

*Substantiated allegations from September 2021 should be included in references, provided that the information is factual and does not include opinion*

## 17. Reporting to the Disclosure & Barring Service (DBS) and/or Teaching Regulation Agency (TRA)

Any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child, will be promptly reported to the DBS. (DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, Email customerservices@dbs.gsi.gov, DBS helpline 03000 200 190).

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. Brackenfield will be asked, as part of routine inspection, to confirm that they have disclosed to inspectors all instances of action in relation to safeguarding concerns.

Brackenfield will make a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in Teacher Misconduct: disciplinary procedures for the teaching profession, (April 2018). Further guidance is also published on the TRA website.

## 18. Children Missing Education

(See separate Children Missing from Education Policy Sept 2021)

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. Members of staff must report any concerns on attendance and sustained absence to the Headteacher so that appropriate action can be taken.

Total absences and late marks are reported to parents in the School reports. Absence records are calculated each Term and analysed by the Headteacher.

In accordance with statutory guidance the school will inform NYCC of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school 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 Chairman does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

The school will also 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 or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

As outlined in **Children Missing Education (2016)**, the local authority will also be informed of any child whose name is added to, or deleted from, the school's admission register at the non-standard transition points, i.e. joining the school other than in Reception in September or leaving at any time other than the end of the summer term of Year 6. If a pupil leaves the school then, whether there are any concerns about that pupil or not, the school will seek to obtain, for inclusion in the return the name of the future school, the expected date of the child's first day there, and, if applicable, the family's new home address. If there are concerns about a pupil and a parent refuses to supply the information this may also result in a report to Children's Services.

The school holds contact details for both parents (unless a parent is deceased or a parent has no contact with the child), and more than one emergency contact for each child.

## 19. Looked After Children

The Headteacher will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority, if they have such children on roll. This would include ensuring that a designated member of staff has responsibility for their welfare and progress

and has up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers. There are currently no Looked After Children at Brackenfield; however, this requirement will be fulfilled as described should the school have such a child on roll.

## 20. Definitions of abuse, recognising the particular vulnerabilities of those with SEN/D

All staff should be aware that abuse, neglect and other safeguarding issues are rarely isolated, in most cases multiple issues will overlap with one another. They should also know and share with pupils,

**‘Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘just having a laugh’ or ‘part of growing up’.**

In paragraph 42 of KCSIE abuse is defined as:

‘a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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 another child or children.’ The main categories of abuse, discussed in paragraphs 43-46 of KCSIE, are:

Physical abuse

Emotional abuse (including domestic violence)

Sexual abuse

Neglect

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

### Signs:

- Unexplained injuries or burns, or any injuries not consistent with the explanation given for them.
- Injuries that occur to the body in places that aren’t normally exposed to falls and rough games.
- Injuries that haven’t received medical attention.
- Instances where children are kept away from the group or school inappropriately. Reluctance to change for, or participate in, games or swimming
- Refusal to discuss injuries
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Changes or regression in mood or behaviour particularly where a child withdraws or becomes clinging.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another

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

**Signs:** \*Physical, mental and emotional developmental time lags.

- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy.
- Nervousness, watchfulness
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Neurotic behaviour (for example rocking, hair twisting, thumb sucking)
- Self-mutilation
- Attention seeking behaviour
- Running away / stealing / lying
- Fear of parents being contacted
- Persistent tiredness

**Sexual abuse (harassment and violence):** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Peer on Peer sexual abuse:** sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here.'

If there is an allegation, 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. Along with providing support to children who are victims of sexual violence or sexual harassment, the school, as set out in paragraph 87 of Sexual

violence and sexual harassment between children in schools and colleges guidance (Sept 2021), needs to provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary. Pupils are always encouraged to speak to any member of staff if they are worried, concerned or unhappy about anything, be it physical or emotional, and they are reminded frequently that Alison Balsamini is Director of Welfare and that she, and all staff, are always available to help them.

**Signs:**

- Any allegations made by a child concerning sexual abuse (children rarely lie about these issues)
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in sexual play inappropriate to his/her age group.
- Sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Extreme shyness about changing in front of peers or adults for swimming or games
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Behaviour indicative of excess adult responsibilities at home – for example a girl who takes over the mothering role / wifely responsibilities, whether or not the mother lives there

**Mental health: this can be a sign of abuse, neglect or exploitation.**

Here at Brackenfield school, we provide social and emotional support through a strong PSHE curriculum which teaches pupils to readily speak about their worries and seek help when required. Staff are vigilant and know the children well; if they notice any signs of mental health issues, they report them to the Director of Welfare (DoW) and support or intervention will be put in place; this may be from the DoW, the SENCO or another member of staff. Our robust use of the Welfare module on iSAMS is our reporting gateway and a means of identifying trends regarding the welfare of children. Parents/guardians would be informed, and school would work in partnership with them. If a referral for specific intervention was required, this would also be sought in partnership with parents/guardians.

**Responding to child mental health issues in school:** We ensure that all children and young people have someone they can talk to about whatever they're going through, regardless of whether they have a mental health condition. We encourage them to talk with a trusted adult.

**Talking with a child about their mental health:** If we are talking with a child or young person about their mental health and wellbeing, we understand that conversations may not be easy or straightforward; we are sensitive and remain calm and positive to make these conversations as easy as possible and the child safe.

**It is important to use the right language:** When talking with a child, we use language that they understand. This will differ according to their age and stage of development. We avoid using technical or diagnostic language which children might find unfamiliar, confusing and distant from

their experiences. We make sure that we understand the language the child is using and how they are using certain terms. For example, a child may use the word "anxiety" to describe a feeling of general nervousness or as a way to describe severe anxiety attacks. By paying attention to the language children use to describe their feelings, we can reflect the terms they use in our own language, to help them feel listened to. Some children may have difficulty communicating, for example if they have additional needs or disabilities, so we make sure that they are given the time and support they need to talk.

**Create an open environment:** We create an open and safe environment where children and young people are comfortable speaking about their mental health. We make sure the children know who they can talk to — and make this pool of people as wide as possible. In PSHE, discussions about mental health and wellbeing are integrated into the curriculum and put on an equal footing with physical health.

We work in partnership with Compass Phoenix (NYCC), which offers integrated mental health and wellbeing services for children and young people across North Yorkshire. This process provides schools with: Professional Consultation appointments for school staff to anonymously discuss a young person's mild to moderate mental health concern and receive timely advice, guidance, support, resources and signposting. This allows us to support children's needs, when they need it. The Compass Phoenix pathway would be followed. See appendix:2.

Staff members across KS levels at Brackenfield are trained to level 2 and the DSL is trained to level 5 caring for mental health. This enables school staff to deliver preventative, targeted interventions with the young person / group of young people or to be given the appropriate advice to access other specialised support.

**Making a referral:** If school felt that a referral for more specialised help was required, we would liaise with parents so that a referral for intervention could take place through the GP, parents, social services. This could be to CAMHS or a private provider. If support is required out of 9 to 5 hours due to a child being in danger or at risk of harm, CAMHS Crisis service can be contacted on the following numbers:

- If you live in Scarborough, Whitby, Ryedale, York, Selby, Harrogate, Ripon, Hambleton and Richmondshire call **CAMHS Crisis on 0800 051 6171** which is available 24/7.
- If you live in Craven call **FIRST RESPONSE (CAMHS Crisis)** on **01274 221181** which is available 24/7.
- Or in an emergency dial **999**

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

**Signs:** Any signs of neglect, such as under nourishment, untreated illnesses or abrasions, inadequate care.

- Constant hunger
- Poor personal hygiene

- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- No social relationships
- Running away

Children with SEN and disabilities are potentially more likely to be vulnerable to be abused or neglected. Brackenfield will follow our procedures as for any other pupil, completing Record of Concern documentation on ISAMS (hard copy available from DSL if iSAMS is unavailable/in accessible and passing this onto the DSL. Further details about SEN/D can be found in our SEN/D policy.

## 21. Specific safeguarding Issues

Up-to-date guidance on specific safeguarding issues or concerns will be sought where necessary by the DSL. The DSL will attend relevant training and ensure that staff are aware of issues such as domestic violence, parents affected by drug or alcohol abuse, child sexual exploitation, female genital mutilation, fabricated or induced illness and understand the indicators and recognise the complexities of these issues for pupils. Extensive guidance on a wide variety of specific issues can be found in Annex A of KCSIE (September 2020).

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

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. There is a specific legal duty on FGM for teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Unless the teacher has good reason not to, they should still consider and discuss FGM concerns with the school's DSL and involve children's social care as appropriate.

**Signs of FGM.** a girl or woman who has had FGM may: have difficulty walking, sitting or standing, spend longer than normal in the bathroom or toilet, have unusual behaviour after an absence from school or college, be particularly reluctant to undergo normal medical examinations, ask for help, but may not be explicit about the problem due to embarrassment or fear.

**Signs of Honour Based Violence (HBV):** 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 Draft for consultation 67 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 HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). 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 HBV, or already having suffered HBV.

**‘So-called honour-based abuse’:** FGM and Forced Marriage are examples of Honour-based abuse. What is the difference between a forced marriage and an arranged marriage? In a forced marriage, one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced. Honour-based abuse can be a trigger for a forced marriage. In an arranged marriage, the families of both prospective spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the couple. The government has recently consulted on a proposal to introduce a mandatory reporting duty on Forced Marriage. If implemented, this will mirror the duty already in place to report known cases of FGM.

**Signs of Domestic Violence:** Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional. The NSPCC advises that signs (although not exhaustive) may include a child: becoming withdrawn, suddenly behaves differently, anxious, clingy, depressed, aggressive, has problems sleeping, eating disorders, bed-wetting, soils clothes, takes risks, misses school, changes in eating habits, obsessive behaviour, has nightmares.

**Signs of grooming and child sexual exploitation:** Signs of child sexual exploitation include the child or young person: going missing for periods of time or regularly returning home late, skipping school or being disruptive in class, appearing with unexplained gifts or possessions that can't be accounted for, experiencing health problems that may indicate a sexually transmitted infection, having mood swings and changes in temperament, using drugs and/or alcohol, displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting"), they may also show signs of unexplained physical harm, such as bruising and cigarette burns.

**Child Criminal Exploitation:** occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

**Signs of child criminal exploitation:** Persistently going missing from school or home and/or being found out-of-area. Unexplained acquisition of money, clothes, jewellery, or mobile phones. Excessive receipt of texts or phone calls. Spending more time online or on their devices.

**Signs of extremism/radicalisation:** Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them; parent or carer who holds extremist views; recent political or religious conversion; voicing opinion drawn from extremist ideology or narrative; Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging; change in behaviour or appearance linked to ideological views; recent experience of serious traumatic event; graffiti symbols, writing or artwork promoting extremist messages or images; Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy; association with others who hold extremist views; Possession of literature associated with extremist views, or online material including networking sites; Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life; Criminality – Experiences of

imprisonment; poor resettlement /reintegration; previous involvement with criminal groups; use of extremist or hate crime terms to exclude others or incite violence.

When considering their provision for children in need of additional support, the following documents may be helpful and are the most recent DfE advice and information which dovetails with WT 2018 and the SEND Code 2014. These are non-statutory documents meaning that schools are not required to have regard to them:

Mental health and behaviour in schools (March 2018)

Counselling in schools: a blue print for the future (March 2016)

## **22. Safer recruitment**

Also see Brackenfield's Safer Recruitment Policy for full details, Policy Handbook.

Although not a legal requirement in independent schools, the Headteacher should have completed Safer Recruitment Training to ensure that all recruitment processes are robust. The school follows the statutory guidance in KCSIE and all recruitment checks are recorded as required in the school's Single Central Register (SCR). Checks and procedures also apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution).

Brackenfield School is committed to checking all relevant documents for visiting speakers, contractors and third-party persons. We endeavour to check the suitability of visiting speakers for appropriate content.

Brackenfield also pays due regard to 'Prevent', which requires schools to set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised. Visitors and Visiting Speakers who have not been through the necessary checks will always be fully supervised by a member of Brackenfield staff. All visitors are signed in (and out) and ID checked and given a visitor's badge and are never unsupervised or left alone with a child/children.

## **23. Management of safeguarding including the appointment of the designated person.**

As required the school has appointed a member of the leadership team to take responsibility for child protection matters. Alison Balsamini (Director of Welfare) is named as the DSL. Jean Claude Olesqui is the DDSL and Rachel Pearson is DDSL with responsibility for the EYFS.

The DSL maintains an overview of safeguarding within the school, opens channels of communication with local statutory agencies and monitors the effectiveness of policies and procedures in practice. The Headteacher reviews these regularly with the DSL.

All professionals working with children should have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters. This should include the personal and professional duty to report welfare and safeguarding concerns to the designated safeguarding lead, or in the absence of action, directly to local children's services. Pupils are discussed at SLT meetings every Thursday. If there is any concern about a child a Record of Concern is completed on iSAMS and marked for DSL (hard copy available from DSL if iSAMS is unavailable/in

accessible and given to the DSL. Records and minutes of safeguarding meetings are kept securely, including any action taken; this is also logged on iSAMS.

Working Together recommends that a senior “board level lead” is designated to take a lead in relation to responsibility for safeguarding within the school. The safeguarding duties remain the Head’s responsibility, including for the annual review of safeguarding. The DSL reports all cases to the Head to ensure that he is fully informed and aware of details.

## **24. Role of the Proprietor and Advisory Board**

The Proprietor (Forfar Education) ensures that the safeguarding policy and procedures are effective and comply with the law at all times. This includes:

- ensuring that the school has an effective safeguarding policy, that clear procedures are in place, and that these are known to all members of staff and volunteers.
- that the school contributes to interagency working in line with Working Together through effective communication and good cooperation with local agencies.
- Ensuring that the school has appointed a DSL and DDSL with the necessary seniority and experience to fulfil their roles.
- ensuring safer recruitment procedures are followed and that the Single Central Register is maintained accurately and checked on a regular basis.
- ensuring that training for all staff is completed on a regular basis according to the guidance in KCSIE and the requirements of the NYSCB.

The Chairman or designated governor (Forfar Education) meets with the Headteacher to review and approve the policy; discuss and ensure its effective implementation.

Information presented to the Advisory Board to support the review of safeguarding practices includes training records, referral information in respect of requests for help and support for individual children, issues and themes which may have emerged in the school and how these have been handled, the contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters.

## **25. Early Years Foundation Stage**

Disqualification under the Childcare Act 2006

This legislation relates to staff working in the early years and those involved in childcare for children under the age of eight in before- and after-school settings. It concerns how people can be disqualified under the Childcare Act 2006, explains the changes made by the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2019.

The key requirement on schools is that they must not knowingly employ people to work in childcare or allow them to be directly concerned in its management, if they themselves are ‘disqualified’ from childcare.

Early years childcare means education, care (excepting health care) and any supervised activity for a child from birth until 1 September following their fifth birthday. It applies to all early years provision during school hours, including in school nursery and reception classes, after-school clubs and wrap-around childcare.

Later years childcare means childcare (but not education, health care or co-curricular activities) for children under the age of 8. For children who are older than 'early years' but under the age of 8, the normal school day, after-school co-curricular educational clubs and health care are, therefore, not within scope of the regulations. This essentially means that only wrap-around childcare (crèche-like facilities before and after school) and holiday care constitutes later years childcare.

Although the word "employ" is used in the regulations, the guidance does not only apply to employees. Others such as volunteers, supply/agency staff, self-employed people, staff of other organisations contracted to provide childcare, governors who volunteer with the relevant groups or are directly concerned with their day to day management, are also potentially within the scope of the guidance. By contrast, those who are not involved in childcare are not within the remit of these regulations, for example, cleaners and kitchen staff.

In brief, where people are within the scope of the guidance, schools must either check themselves whether they are disqualified from childcare or ensure that others have done so.

The grounds for disqualification include, in summary:

- being on the DBS Children's Barred List
- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- any offence involving death or injury to a child (even if not specifically listed in guidance);
- being the subject of certain other orders relating to the care of children
- refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

### **Implementation**

In summary, in order to fulfil its statutory requirements, the school must take the following steps:

- inform relevant people of the legislation and keep a record of the date the information was provided;
- keep records, either on the Single Central Register (optional) or elsewhere, of staff employed to work in or manage relevant childcare and including the date disqualification checks were completed (eg declaration made).

Staff are reminded regularly of their duties to disclose the relevant information. This forms part of the annual review of the safeguarding policies and procedures and will be discussed during whole school staff meetings at the start of the school year.

In addition to the requirements outlined above in relation to the main school, Brackenfield ensures that the Safeguarding policy and procedures also applies to the Early Years (Reception Class).

## **26. The school's policy on the use of mobiles and cameras (including in the EYFS)**

If staff take photos or videos of pupils, school events and children's work they must only use school equipment and cameras. Images can be saved on the school network if necessary (they should be added to the 'School Photos' section under 'Staff Share' on the Intranet).

Photos or videos of pupils must not be taken on personal mobile phones or any other camera/device. Anyone found to be contravening this will be in breach of staff code of conduct and may face disciplinary procedures.

Photos of pupils used in Newsletters and school publications, should not include the name of the child pictured, to ensure individuals cannot be identified.

Parents sign a disclaimer (included in their Terms and Conditions) and also receive a photo opt in letter when they join the school. (Those who joined before September 2018 have signed an opt in permission form.) Parents may share photos and clips (e.g. from a Class Assembly) with fellow class parents, but under no circumstances must they share these on any websites, on the internet or on social networking/shared photo sites without the clear permission of the parents of the children in the photos/clips.

Personal mobile phones are not permitted in Early Years classrooms or anywhere Early Years children are present. There is a landline phone in nursery.

There may be an occasion where mobile phones are needed in an emergency such as a PE lesson or on an Educational visit. The school provides a mobile phone for both PE lessons off site and educational visits.

At least one person with a current paediatric first aid certificate is on the premises at all times when children are present and when children are on outings.

Physical intervention with a pupil by a member of staff is acceptable if needed to avert immediate danger or personal injury. If such an occasion should occur, the member of staff must inform the Headteacher and a record will be kept. The parents must be informed on the same day or as soon as reasonably practicable. Corporal punishment is never used or threatened.

## 27. Online safety

With regard to safeguarding, the best interests of children must and will always continue to come first. If anyone has a safeguarding concern about any child, they should continue to act immediately. A DSL or DDSL will be available and contactable initially via email and then telephone following the initial contact.

Negative experiences and distressing life events, such as a global pandemic, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home.

Children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school this should also signpost children to age appropriate practical support from the likes of:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Support for parents and carers to keep their children safe online includes:

- Internet matters - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online

- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

Local authorities and schools do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. School and social workers should be agreeing with families whether children in need should be attending education provision – and the school should then follow up on any child that they were expecting to attend, who does not.

The DSL/DDSL will make a request to the most recent school to pass on any safeguarding information about any pupil who joins the school during school closure. The DSL will send any safeguarding information to the receiving school of a pupil, at their request, who leaves the school during school closure.

### **Protecting Children from on-line abuse**

*Technology can be a significant component in safeguarding and wellbeing issues: children can abuse their peers online and this can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images (especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content (KCSIE 2021)*

If online abuse occurs, the school will respond to it by having clear and robust safeguarding procedures in place for responding to abuse, including bullying/cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation; making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account and reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices (Department for Education, 2018; Department of Health, 2017; Scottish Government, 2014; Welsh Assembly Government, 2018).

It can happen anywhere online that allows digital communication, such as:

- social networks
- text messages and messaging apps
- email and private messaging
- online chats
- comments on live streaming sites
- voice chat in games.

Children and young people can be revictimised (experience further abuse) when abusive content is recorded, uploaded or shared by others online. This can happen if the original abuse happened online or offline.

Children and young people may experience several types of abuse online, including peer on peer:

- bullying/cyberbullying

- emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology)
- sexting (pressure or coercion to create sexual images)
- sexual abuse
- sexual exploitation

**Safeguarding and remote education including during coronavirus (COVID-19)** The school is following the government guidance on safeguarding for staff and pupils during the coronavirus (COVID-19).

The internet and online technology provide new opportunities for young people's learning and growth, but it can also expose them to new types of risks. E-safety forms a fundamental part of safeguarding and child protection measures.

If staff are required to teach lessons, or to communicate with pupils and/or parents from home, staff will be reminded that they should maintain professional standards (for example, in relation to their dress, language, email contact, and professional boundaries). When broadcasting or recording, staff should be mindful of what is displayed in the background. This is important to protect both pupils and staff. Online education follows the same principles as the school's behaviour policy with emphasis on online safety. If a case of misuse or concern is reported to a member of staff the DSL/DDSL and the Headteacher will be notified immediately, and the case will be investigated and recorded accordingly. The school management team should be notified immediately if a concern occurs for staff or pupils (Parent/guardians would notify school on behalf of pupils).

Any person suspected of deliberate misuse or abuse of technology should be reported immediately to the DSL. If the misuse is by a member of staff, this should be reported to the Headteacher immediately. If this investigation results in confirmation of access to illegal material, appropriate sanctions will be enforced.

In exceptional cases the subject could be referred to Child Exploitation and Online Protection Centre (CEOP) or the police will be informed.

Pupils are taught about online safety through IT and PSHE lessons and assemblies.

Guidance for parents and carers on cyberbullying can be obtained from the DfE guidance advice for parents and carers on cyberbullying.

The following websites are useful resources for advice on internet use:

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

[www.safeynetkids.org.uk](http://www.safeynetkids.org.uk)

[www.safekids.com](http://www.safekids.com)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.gov.uk/government/publications/teaching-online-safety-in-schools](http://www.gov.uk/government/publications/teaching-online-safety-in-schools)

## Appendix 1

(If the named individual is not available, please ask for the person covering the post)

For concerns about children contact the local authority in which the child resides – this is usually:

<b>Local Authority Children’s Social Services</b>	<b>North Yorkshire Local Safeguarding Children Board</b> <b>During Office Hours</b> By Phone: 01609 780780  Email: <a href="mailto:children&amp;families@northyorks.gov.uk">children&amp;families@northyorks.gov.uk</a>  <b>Outside Office Hours</b> Emergency Duty Team (for evenings, weekends and bank holidays): 01609 780780  <a href="https://www.northyorks.gov.uk/contact-us-out-hours">https://www.northyorks.gov.uk/contact-us-out-hours</a>
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For case consultations or Local Authority Designated Officer referrals, please contact the following:

<b>Emergency Duty Team</b>	Customer Contact Centre on (01609) 780780
<b>Local Authority Designated Officer (LADO)</b>	Susan Crawford 01609 532152 or 07813 005161

<b>Support and advice about Police Extremism</b>	<b>Police</b> Phil Cain Assistant Chief Constable, North Yorkshire Police  EMERGENCY: 999  NON-EMERGENCY NUMBER: 101  <b>Local Authority</b>  North Yorkshire Local Safeguarding Board  TEL: By Phone: 01609 780780  Email: <a href="mailto:children&amp;families@northyorks.gov.uk">children&amp;families@northyorks.gov.uk</a>  <b>Department for Education</b>  NON-EMERGENCY NUMBER: 020 7340 7264  EMAIL: <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a>
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**NSPCC Whistleblowing Advice Line** ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH  
TEL: 0800 028 0285  
EMAIL: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**Disclosure and Barring Service** ADDRESS: PO Box 181, Darlington, DL1 9FA  
TEL: 01325 953795  
EMAIL: [dbsdispatch@dbs.gsi.gov.uk](mailto:dbsdispatch@dbs.gsi.gov.uk)

**Teaching Regulation Agency** ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH  
TEL: 0207 593 5393  
EMAIL: [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)

**Independent Schools Inspectorate** TEL: 0207 6000100  
EMAIL: [concerns@isi.net](mailto:concerns@isi.net)

**Information for schools and early years settings regarding Covid-19 (Coronavirus).**

<https://cyps.northyorks.gov.uk/covid-19>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

#### **Department for Education Coronavirus helpline**

DfE launched a helpline to answer questions about COVID-19 related to education. Staff, parents and young people can contact the helpline as follows:

Phone: 0800 046 8687

Opening hours: 8am to 6pm (Monday to Friday), 10am to 4pm (Saturday to Sunday)

**Helpful Websites**    [Mental health and wellbeing during COVID-19.](#)

[Free school meals during COVID-19.](#)

[Safeguarding during COVID-19.](#)

[Vulnerable children during COVID-19.](#)

**Non-emergency police number** – TEL: 101

**DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and proprietors:**

020 7340 7264 and counter-extremism@education.gsi.gov.uk.

### **Department of Education**

Sanctuary Buildings, Great Smith Street, London SW1P 3BT. Telephone: 0870 000 2288

Website: <http://www.education.gov.uk/>

The DfE website offers guidance, information and links to all areas of education and training.

**NSPCC** Weston House 42 Curtain Road

LONDON

EC2A 3NH

Tel: 020 7825 2500 (switchboard)

Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Tel: 0808 8005000 (child protection helpline)

Website [www.nspcc.org.uk](http://www.nspcc.org.uk)

NSPCC whistle-blowing helpline number: 0800 028 0285

### **Kidscape**

Tel: 0845 1205 204 (Helpline)

Tel: 020 7730 3300 (Office)

2 Grosvenor Gardens SW1W 0DH

Primary Child Protection Programme and Good Sense Defence [www.kidscape.org.uk](http://www.kidscape.org.uk)

**Family Lives** - Confidential and free helpline services in England and Wales

Tel: 0808 800 2222

Email: [askus@familylives.org.uk](mailto:askus@familylives.org.uk)

<http://www.familylives.org.uk>

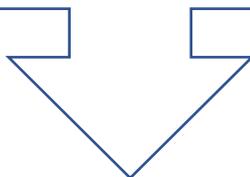
**Childline** - 0800 1111

**Compass Phoenix** – 01904 661916

## Compass Phoenix Professional Consultation External Pathway

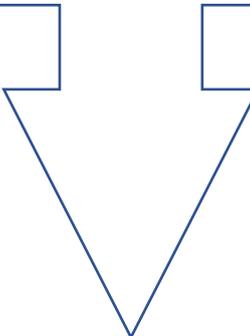
### Step 1: Initial Phone Call

The school professional contacts administrator by telephone (**07860 438486**) to request a Professional Consultation. The Compass administrator takes school professionals details, provides them with a log number for their enquiry and schedules an appointment for their consultation. The Compass administrator emails the school professional with confirmation of log number and scheduled appointment.



### Step 2: Consultation

The Compass duty worker contacts the school professional at their scheduled appointment time and provides anonymous consultation offering; support, signposting, information, resources or advice. In the event the scheduled appointment did not take place, the Compass administrator will email the school professional to ask them to contact the central office to reschedule their appointment. Once the professional has rescheduled their appointment, they will receive email confirmation of their appointment. If a rescheduled appointment is missed the professional will be emailed to inform them that they had been unsuccessful in being contacted and that their request will be closed.



### Step 3: Email confirmation

The duty worker will email the school professional with details of the consultation, including anonymised case details, support, information, resources, advice or recommendations given on a professional consultation form.

**All correspondence will be sent through the school mental health project email account**  
[SchoolMentalHealthProject@compass-uk.org](mailto:SchoolMentalHealthProject@compass-uk.org)