

BRAMDEAN SCHOOL

CHILD WELFARE POLICIES

SEPTEMBER 2017

Contents

CHILD PROTECTION AND SAFEGUARDING POLICY	5
SAFEGUARDING STATEMENT	5
1. INTRODUCTION	6
2. POLICY PRINCIPLES	6
3. POLICY AIMS	7
4. VALUES	7
5. SAFE SCHOOL, SAFE STAFF	8
6. ROLES AND RESPONSIBILITIES	9
7. CONFIDENTIALITY	12
8. CHILD PROTECTION PROCEDURES	12
9. CHILDREN WHO ARE PARTICULARLY VULNERABLE	15
10. ANTI-BULLYING/CYBERBULLYING	16
11. RACIST INCIDENTS	16
12. RADICALISATION AND EXTREMISM	16
13. DOMESTIC ABUSE	17
14. CHILD SEXUAL EXPLOITATION (CSE)	17
15. FEMALE GENITAL MUTILATION (FGM)	18
16. FORCED MARRIAGE	19
17. HONOUR-BASED VIOLENCE	19
18. ONE CHANCE RULE	20
19. PRIVATE FOSTERING ARRANGEMENTS	20
20. LOOKED AFTER CHILDREN	20
21. CHILDREN MISSING EDUCATION	20
22. ONLINE SAFETY	21
23. PEER ON PEER ABUSE	21
24. YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)	22
25. ALLEGATIONS AGAINST STAFF	24
26. WHISTLE-BLOWING	25
27. PHYSICAL INTERVENTION	25
28. CONFIDENTIALITY AND SHARING INFORMATION	25
APPENDIX 1	26
RECOGNISING SIGNS OF CHILD ABUSE	26
APPENDIX 2	30
SEXUAL ABUSE BY YOUNG PEOPLE	30
APPENDIX 3	32
CHILD SEXUAL EXPLOITATION	32
APPENDIX 4	33
FEMALE GENITAL MUTILATION (FGM)	33
APPENDIX 5	35
DOMESTIC ABUSE	35
APPENDIX 6	36
<i>INDICATORS OF VULNERABILITY TO RADICALISATION</i>	36
APPENDIX 7	38
APPENDIX 8	39
<i>FURTHER ADVICE ON CHILD PROTECTION IS AVAILABLE FROM:</i>	39
ANTI-BULLYING POLICY	41
PRINCIPLES	41
DEFINITION	41

AIMS	41
SIGNS AND SYMPTOMS	41
METHOD	42
CONCLUSION	42
SINGLE EQUALITY POLICY	43
<hr/>	
EQUALITY AT BRAMDEAN SCHOOL.	43
MEETING INDIVIDUAL'S NEEDS	43
EQUAL OPPORTUNITIES	43
PART TWO - LEGAL DUTIES	44
REASONABLE ADJUSTMENTS AND ACCESSIBILITY PLANS (SCHEDULE 10)	46
<u>POLICY WITH REGARD TO DRUGS, ALCOHOL, SMOKING, SEX & RELATIONSHIP EDUCATION AND SANCTIONS</u>	49
<hr/>	
GENERAL STATEMENT OF POLICY	49
POLICY AIMS	49
DELIVERY OF THE CORE TEACHING	49
SPECIFIC SANCTIONS POLICY AND THE MANAGEMENT OF INCIDENTS	50
1. TOBACCO	50
2. ALCOHOL	50
3. DRUGS	51
<u>SAFER RECRUITMENT POLICY</u>	53
<hr/>	
INTRODUCTION	53
STATUTORY REQUIREMENTS	53
IDENTIFICATION OF RECRUITERS	53
INVITING APPLICATIONS	53
SHORT-LISTING AND REFEREES	53
THE SELECTION PROCESS	54
EMPLOYMENT CHECKS	54
INDUCTION	54
REVIEW	54
<u>POLICY ON OUR PREVENT DUTY</u>	55
<hr/>	
RISK ASSESSMENT	56
WORKING IN PARTNERSHIP:	56
STAFF TRAINING	56
IT POLICIES	56
APPROPRIATE FILTERING PROCEDURES ARE IN PLACE.	56
BUILDING CHILDREN'S RESILIENCE TO RADICALISATION	57
IF WE HAVE A CONCERN:	57
REVIEW	57
<u>WHISTLE BLOWING POLICY AND PROCEDURE</u>	58
<hr/>	
1. INTRODUCTION	58
2. DEFINITION OF 'WHISTLEBLOWING'	58
3. REPORTING CONCERNS TO THE SCHOOL	58
4. WIDER DISCLOSURE	58
5. CONFIDENTIALITY	59
6. ANONYMOUS ALLEGATIONS	59
7. FALSE ALLEGATIONS	59
8. RESPONDING TO A CONCERN	60

9. WHISTLEBLOWING PROCEDURES	60
9.1 THE ROLE OF THE WHISTLEBLOWER	60
9.2 ROLE OF THE LEADERSHIP TEAM	60
9.3 ROLE OF THE HEADTEACHER	61
10. RECORDING, MONITORING AND EVALUATION	62
11. OUTCOMES	62
12. CONTACT DETAILS	62
<u>CHILD PROTECTION AND WELFARE RECORD OF CONCERN FORM</u>	63
<u>STAFF ACKNOWLEDGEMENT FORM</u>	66

Child Protection and Safeguarding Policy

Child Protection and Safeguarding Policy 2017/18

Nominated Lead Member of Staff JEREMY RAWLINGS

Status & Review Cycle: Statutory Annual

Next Review Date: July 2018

Safeguarding Statement

Bramdean School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. The school have chosen to utilize the Devon Safeguarding Template Policy as it's framework.

Key Personnel

The Designated Safeguarding Lead (DSL) is: Jeremy Rawlings

Contact details:-

Secure email: jeremy.rawlings@bramdeanschool.com

Telephone: 07950 769617

The deputy DSLs are:

Contact details:- Kathryn Tayler

Telephone: 01392 273387

Contact details:- John Gosse

Telephone: 01392 273387

The Headteacher is: DIANE STONEMAN

Contact details:

Secure email: diane@bramdeanschool.com

Telephone: 01392 273387

Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

1. Introduction

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2015
- Keeping Children Safe in Education 2016
- HM Gov Information Sharing 2015
- What to do if you're worried a child is being abused 2015

2. Policy Principles

The welfare of the child is paramount

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc.

- All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- Pupils and staff involved in child protection issues will receive appropriate support and supervision.

3. Policy Aims

- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and MASH.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a single central record is kept for audit.

4. Values

Supporting Children

- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- Offering details of helplines, counselling or other avenues of external support.

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying MASH as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Children are taught to understand and manage risk through our person, social, health and economic (PHSE) education and Relationship and Sex Education and through all aspects of school life. This includes online safety.

Prevention / Protection

- We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

5. Safe School, Safe Staff

We will ensure that;

- all staff receive information about the school's safeguarding arrangements, the school's safeguarding statement, staff behaviour policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(ies), and sign to say they have read it.
- all staff receive safeguarding and child protection training at induction in line with advice from Devon Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates (for example, via email and staff meetings).
- all members of staff are trained in and receive regular updates in online safety and reporting concerns;
- all staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
- The child protection policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy

via the school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the school's handbook.

- the school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse;

6. Roles and Responsibilities

- The school proprietor understands and fulfils her responsibilities, namely to ensure that;
- there is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct);
- child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Devon Safeguarding Children's Board and statutory requirements, are reviewed annually and that the Child Protection policy is publically available on the school website or by other means;
- ensures that all staff including temporary staff and volunteers are provided with the school's child protection policy and staff behaviour policy;
- all staff have read Keeping Children Safe in Education (2016) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;
- the school has procedures for dealing with allegations of abuse against staff (including the headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- a member of the senior staff has been appointed as the Designated Safeguarding Lead (DSL) by the Headteacher who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description;
- on appointment, the DSL and deputy(ies) undertake appropriate identified training offered by DSCB or other provider every two years;
- all other staff have safeguarding training updated as appropriate;
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through relationship and sex education (RSE);
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- appropriate online filtering and monitoring systems are in place;
- any weaknesses in Child Protection are remedied immediately;

The Headteacher will ensure that;

- the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

The Designated Safeguarding Lead;

- holds ultimate responsibility for safeguarding and child protection in the school;
- acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;
- Encourages a culture of listening to children and taking account of their wishes and feelings;
- is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- Will refer a child if there are concerns about possible abuse, to the MASH³, and act as a focal point for staff to discuss concerns. Enquiries⁴ must be followed up in writing, if referred by telephone;
- Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
- Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday;
- Will ensure that an indication of the existence of the additional file is marked on the pupil records;
- Will ensure that when a pupil leaves the school, relevant child protection information is passed to the new school (separately from the main pupil file, ensuring secure transit) and that confirmation of receipt is obtained;

³ All new enquiries go to the MASH, DSLs can consult on 0345 155 1071. In an emergency out of hours referrals can be made to the Emergency Duty Team on 0845 6000 388 or Police.

⁴ Online forms are available via www.devon.gov.uk/mashenquiryform.doc or DSCB website.

- Will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
- Has a working knowledge of DSCB procedures;
- Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- Will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their social worker;
- Will ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education Part 1 and annex A and ensure that the policies are used appropriately;
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences;
- Will contribute to and provide, with the Headteacher, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Education Safeguarding Team at Devon County Council;
- Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;
- Will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

The Deputy Designated Safeguarding Lead(s)

- Are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All School Staff

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;
- Consider, at all times, what is in the best interests of the child;
- know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015);
- Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or MASH;
- Are aware of the Early Help⁵ process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.

⁵ Detailed information on early help can be found in Chapter 1 of [Working Together to safeguard children](#)

- Will provide a safe environment in which children can learn;

7. Confidentiality

- Bramdean School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2015) and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- We will always undertake to share our intention to refer a child to MASH with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will contact the MASH consultation line.

8. Child Protection Procedures

- Abuse and neglect are forms 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 the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.
- Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".
- There are also a number of specific safeguarding concerns that we recognise our pupils may experience;
 - child missing from education
 - child missing from home or care
 - child sexual exploitation (CSE)
 - bullying including cyberbullying
 - domestic abuse
 - drugs
 - fabricated or induced illness
 - faith abuse
 - female genital mutilation (FGM)
 - forced marriage
 - gangs and youth violence

- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- youth produced sexual imagery (sexting)
- teenage relationship abuse
- trafficking
- peer on peer abuse

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

If staff are concerned about a child's welfare

- If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on an Safeguarding Referral Form (a copy can be obtained from the school office) and pass it to the DSL. They may also discuss their concerns in person with the DSL but the details of the concern should be recorded in writing.
- There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- Bramdean School recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
- Staff should use the Safeguarding referral Form to record these early concerns and give the completed form to the DSL.
- Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and Headteacher, and put them in writing.
- If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

If a pupil discloses to a member of staff

- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will;

- Listen to what the child has to say and allow them to speak freely
- Remain calm and not overreact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- Reassure the child that it is not their fault and that they have done the right thing in telling someone
- Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
- Take what the child is disclosing seriously
- Ask open questions and avoid asking leading questions
- Avoid jumping to conclusions, speculation or make accusations
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next.

If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on the Safeguarding Referral form in the child’s own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff’s name should be printed and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.

Notifying Parents

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

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s MASH.

Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

Making a referral

- Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's MASH or other support is appropriate in accordance with Devon Safeguarding Children's Board Threshold Tool
- If a referral is needed then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children's MASH and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

9. Children who are particularly vulnerable

Bramdean School recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse. To ensure that all of our pupils receive equal protection we will give special consideration to children who are;

- Disabled or have special educational needs
- Young carers
- Affected by parental substance misuse, domestic abuse or parental mental health needs

- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Already viewed as a 'problem'
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation
- At risk of forced marriage
- At risk of being drawn into extremism.

10. Anti-Bullying/Cyberbullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and the DSL will consider implementing child protection procedures. The subject of bullying is addressed at regular intervals in PHSE education.

11. Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and report them to the Local Authority.

12. Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

Bramdean School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for

schools and childcare providers on preventing children and young people from being drawn into terrorism⁶.

Bramdean School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)⁷.

The Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Devon Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

13. Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse. Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).

14. Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young

⁶ [The Prevent duty](#)

⁷ [Promoting Fundamental British Values](#)

person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. More information and the indicators of CSE is set out in appendix 3. CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. Bramdean School is aware there is a clear link between regular school absence/truancy and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use the Devon Safeguarding Children's Board CSE Screening Tool⁸ on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the tool identified any level of concern the DSL should contact their local MACSE and email the completed CSE Screening Tool along with a MASH enquiry form. If a child is in immediate danger the police should be called on 999.

Bramdean School is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

Bramdean School includes the risks of sexual exploitation in the PHSE and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

15. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police⁹.

The duty applies to all persons in Bramdean School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed. If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's

⁸ [DSCB screening tool](#)

⁹ [FGM procedural information](#)

physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per Bramdean School's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

16. Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with MASH

17. Honour-based Violence

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who;

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

18. One Chance Rule

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.

Bramdean School are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

19. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Bramdean School recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify MASH of the circumstances.

20. Looked After Children

The most common reason for children becoming looked after is as a result of abuse and neglect. Bramdean school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The DSL and the headteacher have details of the child's social worker and the name and contact details of the Devon County Council's virtual school head for children in care.

The DSL works with the virtual school head to discuss how Pupil Premium Plus funding can be accessed if available and best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan.

21. Children Missing Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'¹⁰.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

22. Online Safety

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as facebook, twitter, instagram, snapchat and oovoo.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders

Bramdean School has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents (See flowchart, Appendix 7).

Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is the DSL with assistance from the teacher for Computer Science.

23. Peer on Peer Abuse

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Bramdean School recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

¹⁰ [CME Statutory Guidance for Local Authorities](#)

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

Bramdean School aims to reduce the likelihood of peer on peer abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Bramdean School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL and Headteacher using Bramdean School's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from MASH and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

24. Youth produced sexual imagery (sexting)¹¹

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.

¹¹ Youth refers to anyone under the age of 18

- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'¹².

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL and Headteacher as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

Immediate referral at the initial review stage should be made to MASH/Police if;

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to MASH or the police.

In applying judgement the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;

¹² [Sexting in schools and colleges](#)

- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or MASH. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

25. Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction¹³.

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)¹⁴ at the earliest opportunity and before taking any further action.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the DSL and the concern will be reported to the LADO. The school will follow the Devon procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education and the school's Managing Allegations policy and procedures.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO in making this decision.

Allegations regarding the proprietor of an independent school will be referred to the Local Authority Designated Officer.

Staff and parents are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

¹³ Refer to "Guidance for Safe Working Practice"

¹⁴ Duty LADO 01392 384964 or email ladosecure-mailbox@devon.gcsx.gov.uk

26. Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of a child protection issue, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

27. Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

28. Confidentiality and sharing information

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

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

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2016) emphasises that any member of staff can contact children's social care if they are concerned about a child. Child protection information will be stored and handled in line with the Data Protection Act 1998 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, March 2016. Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant and adequate
- accurate and timely
- secure

Appendix 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area

- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation

- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Appendix 2

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society’s standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance. In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Devon multi-agency

protocol “Working with Sexually Active Young People” available at www.devon.gov.uk/safeguarding by choosing Safeguarding Children – Protocols and Guidance for Professionals.

Appendix 3

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- going missing from home or school
- regular school absence/truancy
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix 4

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act¹ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl’s virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/colleges take action **without delay** and make a referral to children's services.

Appendix 5

Domestic Abuse

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

Contact: <https://new.devon.gov.uk/dsva/>

Appendix 6

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
 -

[The Prevent Duty can be accessed via this link.](#)

Appendix 7

A concern is raised

What to do if you have an online safety concern:

Refer to the DSL if concerns are about a child
 Refer to Headteacher if concerns are about staff
 Refer to DSL if concerns are about the Headteacher

If concerns are about staff or headteacher refer to LADO before taking any further

What type of activity is involved?
 (Use screening tool/e-safety legal framework)

Incident closed
 (Is counselling or advice required?)

Who is involved?

Child as instigator

Child as victim

Staff as victim

Staff as instigator

Establish level of concern.
 (Screening tool)

DSL to consider need for CP referral

If appropriate, disconnect computer, seal and store.

Other children involved?

Yes

No

In-school action:
 DSL,
 Teacher of ICT,
 Headmistress

Potential illegal or child protection issues?

Yes

SW Child Protection Procedures refer to LADO

Counselling
 Risk assessment

School disciplinary and child protection procedures
 (possible parental)

Possible legal action

Possible legal action

Duty LADO: telephone 01392 384964 or email ladosecure-mailbox@devon.gcsx.gov.uk for a

Appendix 8

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

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

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Transgender <http://www.mermaidsuk.org.uk/>

<http://www.mermaidsuk.org.uk/assets/media/East%20Sussex%20schools%20transgender%20toolkit.pdf>

<https://uktrans.info/70-topic-overviews/328-resources-for-schools>

<https://www.intercomtrust.org.uk/item/55-schools-transgender-guidance-july-2015>



For Early Help, Consultation and Enquiries please contact:

Telephone: **0345 155 1071**

E-mail: mashsecure@devon.gcsx.gov.uk

Fax: 01392 448951

Enquiry Form available at:

www.devon.gov.uk/mash-enquiryform.doc

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

Emergency Duty Team – out of hours

0845 6000 388

Police – non emergency – 101

For all **LADO** enquiries Exeter (01392) 384964 Or

<http://www.devon.gov.uk/lado>

Early Help Team

Senior Manager: Phillippa Court

Manager Exeter and South: Stephen Matthewman 07790362310

Manager Mid & East: Ian Flett

Manager South & West: Karen Hayes

Manager Northern: Sarah Simpson 07854304512

Early Help Advisers:

North: Pete Simpson: peter.simpson@devon.gcsx.gov.uk 07817 124965

Mid & East: Karol Stannard: karol.stannard@devon.gov.uk

Lisa.robinson@devon.gov.uk 07891 417159

South & West: Karen Hayes earlyhelpsouthsecure-mailbox@devon.gcsx.gov.uk

Exeter: Jan Mead: jan.mead@devon.gov.uk 07891 417073

0345 155 1071, ask for Early Help earlyhelpsecure@devon.gov.uk

ANTI-BULLYING POLICY

PRINCIPLES

Effective learning requires a culture in which each child feels secure. The anti-bullying policy is directed to ensuring that bullying is eradicated.

DEFINITION

Bullying is repeated behaviour which makes others feel uncomfortable, whether this is intended or not. It includes :

- Physical Abuse	Hitting, kicking, taking or hiding property
- Verbal	Name calling, teasing, insulting.
- Emotional	Exclusion, tormenting, spreading rumour.
- Racist	Racial taunts, graffiti, gestures
- Sexual	Unwanted physical contact or abusive comments
- Cyber	Using a mobile telephone and/or the internet to spread malicious rumours/gossip and send/display inappropriate images of a person.

AIMS

- To promote an ethos of positive behaviour in which bullying will be the exception.
- To encourage an environment in which independence and individuality is valued.
- To ensure a response which identifies and eliminates bullying.

SIGNS AND SYMPTOMS

A child may indicate by signs of behaviour that he or she is being bullied. Adults should be aware that these are possible signs and that they should investigate if a child :

- is frightened of walking to and from School
- is unwilling to go to School
- is unwilling to go out to play
- begins to do poorly in school work
- desires to move place in class
- becomes withdrawn, starts stammering
- regularly has books or clothes destroyed
- becomes distressed, stops eating
- cries easily
- becomes disruptive or aggressive
- has possessions go 'missing'
- has money continually lost
- starts stealing money (to pay bully)

- is frightened to say what's wrong
- has nightmares

METHOD

1. Preventative

Code of Conduct :

Through the consistent promotion of behaviour which implicitly and explicitly recognises respect for person and property.

Curriculum :

Through Form periods and within the programmes of individual subjects, to provide opportunity for children to develop social skills and an understanding and tolerance of others both through content of lessons and activities.

Pastoral :

Through Form Masters/Mistresses and teachers actively monitoring the needs of their classes and responding to early indications of problems, and by vigilance during duty time, including checking toilets and other areas where bullying might occur.

2. Eliminating Measures - All bullying is serious and should involve a response which eliminates the problem.

This will be achieved by :

- Vigilance on noticing evidence of bullying or distress.
- Ensuring that pupils know where help can be sought. (This can be Miss Stoneman, Form Teacher or any other teacher with whom the pupil is involved).
- Ensuring that parents know how, and to whom, any concerns should be referred.
- Co-ordinated responses so that all incidents are reported to the Office so that appropriate action can be taken.
- Action should aim at elimination. Where appropriate, this can include formal sanctions which are consistent with the situation.
- There should be post-situation monitoring to ensure that there is no repetition or backlash.
- Where appropriate, parents should be contacted.
- Advice should be given when a pupil's own behaviour may inadvertently contribute to others bullying the individual.

3. Records - Where it is felt appropriate the head teachers may make written notes of any bullying incidents which will be kept on the relevant pupil(s) file.

CONCLUSION

The most important contribution in eliminating bullying is a positive, challenging culture in which expectations of behaviour are consistently high. Positive, vigorous and individually assessed responses will eliminate incidents that may occur.

SINGLE EQUALITY POLICY

This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties, which are referred to in Part One.

Equality at Bramdean School.

The primary aim of Bramdean School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. We recognise that this is achieved through all staff reaching their potential. We expect all staff to be role-models for equal opportunities, to deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping. We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.

Bramdean School actively encourages positive attitudes towards pupils and staff and expects everyone to treat others with dignity and respect. We will take steps to promote awareness of the rights of individuals, advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

Meeting individual's needs

We will take reasonable and necessary steps to meet the needs of pupils and staff, using a variety of approaches and planning reasonable adjustments to meet identified needs, enabling all to take as full a part as possible in school life.

Curriculum:

Through our planning, we will ensure teaching and the curriculum provision is accessible and supports high standards of attainment for all, promotes common values, helps students understand and value the diversity that surrounds them, and challenges prejudice and stereotyping. In addition, through the curriculum we will develop participation and responsible action.

Physical accessibility:

We will make reasonable adjustments to ensure the school environment, its activities, extra-curricular activities and residential visits, are as accessible and welcoming as possible for all pupils, staff and visitors. Accessibility plans will be reviewed annually.

Equal opportunities

We are committed to ensuring all staff have equality of opportunity in their careers at Bramdean.

Policies and planning:

When setting policies, the proprietors will ensure they are fully compliant with all statutory and non-statutory guidance.

Monitoring and Evaluation:

The school will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will be evaluated by the school and proprietors to ensure that individual pupils are achieving their potential, and the school is being inclusive in practice. The results of this will inform the focus of the School Improvement Plan.

- We will monitor and evaluate information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. Our recruitment policy will be based on equal opportunity best practise.
- Prejudice related bullying and incidents relating to pupils and staff will be monitored and dealt with through our bullying policy. Where necessary training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school. This information will be used to ensure that the school environment is as safe and accessible as possible to all school users.

Part Two - Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts.

Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- Age - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing

physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).

- Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- Sex - A man or a woman.
- Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.
- It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

- Direct discrimination- Less favourable treatment because of a protected characteristic.
- Indirect discrimination- A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

- Harassment - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- Victimisation- Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- Discrimination arising from disability - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- Gender re-assignment discrimination - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- Pregnancy/maternity related discrimination -Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- Discrimination by association or perception- For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative. Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding). In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.

- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will increase disabled pupils' access to the school curriculum
- Improve the physical environment
- Improve provision of information. The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

DfE Guidance:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Equality Human Rights guidance:

<http://www.equalityhumanrights.com>

Devon County Council guidance:

<http://www.devon.gov.uk/equalitylegislation.htm>

Appendix

Definitions:

Equality - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive - Making sure everyone can participate, whatever their background or circumstances.

Diversity - Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community From the school's perspective, the term "community" has a number of meanings:

- The school community – the students we serve, their families and the school's staff.

- The community within which the school is located –in its geographical community, and the people who live and/or work in that area.
- The community of Britain – all schools by definition are part of it.
- The global community – formed by European and international links.

Gender Dysphoria - Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person “identifies” with, or feels themselves to be.

POLICY WITH REGARD TO DRUGS, ALCOHOL, SMOKING, SEX & RELATIONSHIP EDUCATION and SANCTIONS

GENERAL STATEMENT OF POLICY

Bramdean School acknowledges the importance of its pastoral role in the welfare of young people and through formal education and the School's general ethos; it will seek to provide a rounded education leading to supporting pupils avoid the problems of alcohol/substance abuse and inappropriate sexual behaviour. In addition, through the delivery of PSHE and SRE the school will aim to prepare it's pupils for adult life.

POLICY AIMS

Bramdean School believes and supports the following educational aims:

- 1.To enable pupils to make healthy and informed choices by increasing knowledge, challenging attitudes and developing and practising decision-making skills.
- 2.To provide accurate information.
- 3.To increase understanding about the implications and possible consequences of use and misuse of drugs, alcohol and tobacco products, and around inappropriate sexual behaviour.
- 4.To widen understanding about related health and social issues.
- 5.To enable young people to identify sources of appropriate personal support.

These aims are fulfilled through a programme of education arranged through the established curriculum, through the PSHE and SRE syllabus and through specially invited external speakers. The programme involves pupils of all ages and continues throughout their time at the school. Our Medical staff also play an active role in promoting greater awareness about the risks involved, and will offer informed medical advice.

DELIVERY OF THE CORE TEACHING

The core teaching of these matters is contained within the syllabuses for Biology and the ethics component of Religious Studies which all pupils take up to a least the age of 14. In addition, further guidance and education can be provided in the Friday morning tutor period and on a needs led basis. The sixth form are provided with additional support via the sixth form tutor.

All teaching in this area of PHSE will be undertaken by our experienced qualified staff with due regard to the needs and requirements of each age group. It will be undertaken in a sensitive manner and parents will be engaged where necessary to seek support and permissions if relevant.

All teaching in this area is overseen by the headmistress who agrees and sanctions all teaching materials and appropriate lessons to ensure they are appropriate.

SPECIFIC SANCTIONS POLICY AND THE MANAGEMENT OF INCIDENTS

Bramdean School tolerates neither the misuse of drugs or alcohol by members of the School nor the illegal supply of these substances.

Pupils can discuss their individual worries with the Headmistress, or Form Tutor or any other member of the teaching staff. We are very conscious of the importance of working together with parents in order to promote the well-being of our pupils.

The School actively co-operates with other agencies such as the local Police, Social Services, and the Health Promotion Unit to deliver its commitment to drugs education and to deal

1. Tobacco

The School rule states:

Smoking and the possession of smoking materials, including e-cigarettes and shisha pens, are forbidden, regardless of the nicotine content. Pupils should not return to School having clearly smoked elsewhere.

These are Serious Offences.

All Smoking incidents are reported to a headmistress and parents will normally be informed at the earliest opportunity. She will inform the parents and discuss the most appropriate way of dealing with the issue. A pupil may be referred for a session of counselling (at the parents' expense) where we have reason to believe that he or she has issues with tobacco, for example, when there are repeated infringements. Continued abuse of the Smoking rule may well result in suspension or even expulsion.

The School will always contact the manager of any establishment found to be active in selling tobacco or tobacco products to under age pupils and the Police may also be informed.

Members of staff (academic and non-academic) are reminded that smoking is banned across the campus both inside and outside buildings. It is also expected that staff should refrain from smoking in the presence of pupils at any time.

2. Alcohol

The School rule states: Alcoholic drinks may be consumed only at authorised School occasions. Alcoholic drinks may not be brought onto the school premises or campus. Drinking to excess under any circumstances is unacceptable.

Pupils should not return to School clearly having consumed alcohol elsewhere.

The School is clearly bound by the Law of the land and those laws guide our policy. Pupils are encouraged to adopt a sensible attitude towards alcohol. Alcohol should not be served to any pupils below the Sixth Form.

All alcohol offences will be reported to The Head and to parents. Evidence of alcohol consumption will be enough to attract a disciplinary reaction. Minor alcohol offences would be considered to be possession of beer or being caught in a pub. A pupil may be referred for a session of counselling (at the parents' expense) where we have reason to believe that he or she

has issues with alcohol, for example, when there are repeated infringements. Suspension and expulsion are ultimate possibilities.

Offences involving spirits will tend to attract a greater disciplinary reaction. Persuading other pupils to partake of spirits is regarded in a particularly serious light. Should somebody be incapacitated, end up sick or be put into the sick bay, then it is likely that a period of suspension would follow. For alcohol offences the School reserves the right to telephone parents and ask them to collect their child immediately.

In the case of any incident involving the sale of alcohol to under age pupils, the School will personally contact the manager of the establishment involved and the Police will be informed.

3. Drugs

The School rule states: Taking, possessing or dealing in drugs is forbidden.

The definition of a drug used by the then DfES in 'Drugs guidance for Schools' is:

A drug is a substance people take to change the way they feel, think or behave.

This includes: -

Drugs which are controlled/illegal substances (for example cannabis, amphetamines, ecstasy, LSD and mephedrone) under the Misuse of Drugs Act 1971. Also so-called legal or herbal highs, which are considered illegal under current medicines legislation to sell, supply or advertise for 'human consumption'.

- Over-the-counter and prescription medicines used improperly, which can include sleeping tablets and slimming tablets
- All legal drugs when misused including volatile substances and solvents, Ketamine, Khat, alkyl nitrites.
- Drugs which are misused to enhance performance (for example analgesics or steroids)

The Head reserves the right to react to the emergence of new substances and changing circumstances as they occur, based on the DfES definition of a drug above.

We are committed to promoting a healthy, safe environment at Bramdean, in which good citizenship and respect for the law can flourish. We believe that it is important to deliver a clear, consistent moral framework that promotes the Integrity of our community, and gives all of our pupils the understanding and self-confidence to reject illegal drugs and substances. Any member of staff or parent concerned that a pupil might be involved in drug abuse should inform the Headmistress immediately.

We will always investigate rumours about involvements in illegal drugs and substances, including questioning a pupil, searching his/her locker and personal possessions. We will inform parents and guardians as a matter of urgency and invite them into the school to discuss the matter.

It is a condition of entrance that parents of pupils accept the School's right to require a pupil to undergo a test for the use of illegal drugs or other substances damaging to health, where there are reasonable grounds for suspicion. A procedure for the testing of pupils who are suspected was established. Drug testing is organised by the Headmaster in conjunction with the School's Matron. Full details of the arrangements are available to parents on request. Reasonable

endeavours will be made, before a drugs test is conducted, to notify a parent, guardian or education guardian of the requirement for a drugs test and the reasons for that requirement.

The Drugs Testing Policy is designed to be constructive and to support those pupils most at risk of drug taking, to dispel ill-founded suspicion of drug taking and to act as a general and efficient deterrent. Our drugs sanction policy allows the School to exercise clemency where it is merited, or give support and advice to those who need it. It aims to encourage honesty and in certain circumstances to allow a pupil to recognise that he or she has made a grave mistake and to strive to make amends for it within Bramdean.

Our sanctions policy is as follows:

- i. Any pupil selling or distributing drugs or otherwise actively encouraging their possession or consumption by others will be expelled.
- ii. Anyone caught possessing or consuming illegal drugs while under the School's jurisdiction in term time loses any right to immediate membership of the School and must expect expulsion to be a very strong possibility.
 - a. In some cases there may be mitigating circumstances; if so, they will be carefully considered.
 - b. The Head will normally consult the Police about the possession, consumption or supply of an illegal drug, since it carries the possibility of being a criminal offence.
- iii. If the only firm evidence that a pupil has been involved with illegal drugs is a positive drugs test, he or she may be allowed to stay in School provided that he or she
 - a. Gives a written assurance to The Head and to his/her parents that he/she will not become involved with illegal drugs again.
 - b. Agrees to undergo the drugs tests at various times during his/her remaining School career.
 - c. Agrees to take part in drug counselling if the School requires.

The same undertakings will also be required of any pupil who may be allowed back after an offence (see ii above) because of mitigating circumstances.

- iv. The scope of the School's discipline reaches to the point where there is a transfer of responsibility from school to parent. However, where it becomes known that drugs abuse is taking place outside school, then the School is then in possession of information, which could be deemed to be criminal and may thus:
 - a. Inform parents of the nature of what is being said.
 - b. Ask that there should be drug counselling.
 - c. Require that the pupil be drug tested in the future.
 - d. Talk to the local police about the matter.
- v. In the event of the School's reputation being brought into disrepute it will be the School's qualified right to invoke its full disciplinary procedures.
- vi. Any subsequent drugs abuse, including a positive test result, will result in expulsion. Semantic debate about drugs taken in the holidays or at leave weekends will not be conducted.
- vii. Solvent abuse is also a serious school offence. The School may react to solvent abuse in a similar way to other forms of drug abuse.

Safer Recruitment Policy

Introduction

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- Attract the best possible applicants to vacancies;
- Deter prospective applicants who are unsuitable for work with children or young people;
- Identify and reject applicants who are unsuitable for work with children and young people.

Statutory Requirements

There are some statutory requirements for the appointment of some staff in schools – notably headteachers and deputy headteachers. These requirements change from time-to-time and must be met.

Identification of Recruiters

The School will ensure that at least one person involved in the recruitment process has successfully completed accredited training in safe recruitment procedures.

Inviting Applications

Advertisements for posts – whether in newspapers, journals or on-line – will include the statement:

“The school is committed to safeguarding children and young people.
All postholders are subject to a satisfactory enhanced Disclosure
Barring Service check.”

Prospective applicants will be supplied, as a minimum, with the following:

- job description and person specification;
- the school’s child protection policy;
- the school’s recruitment policy (this document);
- the selection procedure for the post;
- an application form.
- All prospective applicants must complete, in full, an application form.

Short-Listing and Referees

Short-listing of candidates will be undertaken by a paper sift of the applications received against the person specification/job description. The Shortlist will be drawn up by the headmistress and may be amended/added to as applications are received. Application received after a closing date will still be considered.

Where possible, references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage. References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.

Where necessary, referees will be contacted by telephone or e mail in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Referees will always be asked specific questions about:

- the candidate's suitability for working with children and young people;
- any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children;
- the candidate's suitability for this post.

School employees are entitled to see and receive, if requested, copies of their employment references.

The Selection Process

Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates. Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview (which may be via visual electronic link).

Candidates will always be required:

- to explain satisfactorily any gaps in employment;
- to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
- to declare any information that is likely to appear on a DBS disclosure;
- to demonstrate their capacity to safeguard and protect the welfare of children and young people.

Employment Checks

All successful applicants are required:

- to provide proof of identity;
- to complete a DBS disclosure application and receive satisfactory clearance;
- to provide actual certificates of qualifications;
- to complete a confidential health questionnaire;
- to provide proof of eligibility to live and work in the UK.
- to complete a Childcare Disqualification Declaration form if applicable;

Induction

All staff who are new to the school will receive induction training that will include the school's safeguarding policies and guidance on safe working practices.

Regular meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate manager.

Review

This policy will be reviewed annually inline with all Child Welfare Policies.

Policy on our PREVENT Duty

We have used the following key documents to support our implementation of the Prevent Duty within our school.

- Prevent Duty Guidance for England and Wales: (Schools pg. 10)
- The Prevent Duty: Departmental Advice for schools and childcare providers: June 2015

As a school we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of our functions to have:

“due regard to the need to prevent people from being drawn into terrorism”.

This duty is known as the **Prevent Duty**.

The Prevent duty complements other key documents, guidance and advice including:

- Keeping children safe in education
- Working together to safeguard children
- Statutory Framework for the early years foundation stage: setting the standards for learning, development and care from birth to five.

Our key aim is to protect children from the risk of radicalisation and ensure that we have the appropriate support mechanisms in place in order to protect children from this risk.

As a school, we will:

- Ensure staff are able to identify children who may be vulnerable to radicalisation
- Ensure staff know what to do if children have been identified.
- Protect children from the risk of radicalisation as part of our safeguarding duties, whether these risks come from within the family or are the product of outside influences.
- Build pupils’ resilience to radicalisation by promoting fundamental British values and enabling pupils to challenge extremist views. (We will be a safe space where pupils can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments).
- Within our early years, we will follow the statutory framework for the Early Years Foundation Stage which will ensure we assist our pupil’s personal, social and emotional development and understanding of the work.

Risk Assessment

As a school we will assess the risk of our children being drawn into terrorism.

Our staff will have a general understanding of the risks affecting the children within our community. This would include the increased risk of online radicalisation.

Our staff will have a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

In line with our safeguarding policy, staff will be alert to any changes in children's behaviour which could indicate that they may be in need of help or protection.

As a staff, we would use our professional judgement in identifying children who may be at risk of radicalisation and act proportionality. Again, as in line with our safeguarding policy, action would be taken if staff observe any behaviour that may cause concern.

If necessary, (if we felt a child might be vulnerable to being drawn into terrorism) we would make a referral to the Channel programme.

Key members of staff will complete the online general awareness training module on Channel.

Working in Partnership:

The Prevent Duty builds on our existing local partnership arrangements. We work closely with our Local Safeguarding Children's Board.

As a safeguarding policy outlines, we will have effective engagement with parents.

As a school we would assist and advise families who raise concerns and ensure the appropriate support mechanisms are in place.

Staff Training

All staff will be asked to undertake Prevent training using the online provider SSS Learning Ltd.

IT Policies

We will ensure that children are safe from terrorist and extremist material when accessing the internet in school.

Appropriate filtering procedures are in place.

As in line with our ICT policy, children will be taught how to stay safe online, both in school and outside. This is integral in our ICT curriculum.

Building Children’s Resilience to Radicalisation

A safe environment for our pupils will be provided so that they can debate controversial issues and understand how they can participate and influence decision making.

We will continue to promote the spiritual moral, social and cultural development of pupils and, within this, fundamental British values.

The PSHE curriculum will continue to allow children the time to explore sensitive or controversial issues and equip them with the skills to understand and manage difficult situations.

Our school values focus are: resilience, excellence, aspirational, co-operative, honest, hard-working, independent, gracious and helpful.

If We Have A Concern:

If a member of staff has a concern about a particular pupil(s) then they will follow the school’s procedures as set out in the safeguarding policy.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Review

This policy will be reviewed annually inline with all Child Welfare Policies and Procedures

WHISTLE BLOWING POLICY AND PROCEDURE

1. Introduction

Bramdean School is dedicated to providing the utmost care for its pupils and staff. We aim to ensure that all members of the school community feel safe in the knowledge that they can voice any concerns in confidence and that they will be taken seriously and dealt with appropriately.

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult position. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. This policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Bramdean School takes responsibility for ensuring that all staff are aware of whistleblowing policy and procedures, and made to feel comfortable that they can voice their concerns no matter what the circumstances.

2. Definition of 'whistleblowing'

Whistleblowing inside the workplace is defined as the reporting by workers or ex-workers of wrongdoing, such as fraud, malpractice, mismanagement, breach of health and safety law, or any other illegal or unethical act either on the part of management, the governing body or fellow employees. Workers may include volunteers, contractors and outside agencies or others.

3. Reporting concerns to the school

If you have a concern about another member of staff you should report it to either the Headmistress or the designated person for safeguarding. Complaints about the headteacher should be reported to the DSL and Jeremy Rawlings.

All concerns will be listened to and taken seriously by the school. If you are in any doubt as to whether a concern is valid, you should report it, and the school can decide to what extent it needs to be investigated.

4. Wider disclosure

We encourage all our staff to follow the internal procedures outlined in this policy, but understand that in some cases you may feel it is necessary to take your concerns to external agencies. Staff should only approach external agencies regarding their concerns without discussing them internally first if:

- they feel that they are being discriminated against and that there is no internal authority that can be contacted with trust
- they reasonably believe that they will be victimised if they follow internal procedures for whistleblowing

- they believe that the concern that they have raised has not been taken seriously or acted upon correctly.

We urge staff who take their concerns to external agencies to be careful not to disclose any confidential information. Information that is confidential and should therefore not be disclosed should be outlined in your contract of employment. Note: it is against the law to publish any information which may lead to the identification of a member of staff who is subject to an allegation.

The authorities that may be of help to you are:

- Children’s Social Care Services and in the case of an allegation made against a member of staff the LADO (Local Area Designated Officer)
- Police
- NSPCC
- Local Citizens Advice Bureau
- Relevant professional bodies or regulatory organisations
- Department for Education

5. Confidentiality

All concerns will be treated in confidence, and the school is committed to protecting the identity of whistleblowers as far as is possible. However, in some circumstances it may not be possible to do this, for example: if it will prevent a thorough investigation taking place; if there is reason to reveal the name by law; if the whistleblower has to give evidence at any hearings.

In cases where identities are revealed for whatever reason, the school will do its best to support all parties involved and protect them from discrimination and victimisation.

Confidentiality is a priority throughout any investigation, and continues to be once the investigation is over, and we urge staff to closely follow all guidelines relating to confidentiality. Any member of staff that has acted knowingly against this, or revealed confidential information unnecessarily or for vicious reasons, may face prosecution.

6. Anonymous allegations

We would encourage staff to put their name to concerns made as it will aid a more thorough investigation. However, the school will investigate all anonymous allegations seriously; following the proceedings outlined in this policy as far as is possible.

7. False allegations

Bramdean School encourages all of its staff to voice their concerns and allegations safe in the knowledge that those who make allegations in good faith that do not prove to be true will not be reprimanded.

The school may take disciplinary action against staff who make claims that are found to be knowingly false, malicious, or for personal gain.

8. Responding to a concern

The school will investigate all allegations and concerns but the act of investigation does not indicate that the school has accepted the allegations as true.

Usually, the first course of action will be one of the following:

- an investigation by the Headteacher, internal audit, or through the disciplinary process
- an investigation under other procedures such as child/adult protection
- an investigation under procedures designed to deal with allegations made against professionals
- a referral to the police
- a referral to the external auditor or other external investigation
- an investigation under other forms of prosecution and inspection such as the protection of public health and safety
- a referral to an independent investigator.

Any concerns that fall under specific procedures will be followed up as described in their specific policy, e.g., child protection and safeguarding issues will be followed up as described in the school's child protection and safeguarding policy.

9. Whistleblowing procedures

9.1 The role of the whistleblower

Concerns will usually be dealt with in this way:

1. Staff will raise their concern with either the DSL or the Headteacher, either in person or in writing. If either of these people is the subject of the concern, they should go straight to Jeremy Rawlings. Staff will be dealt with in confidence and invited to an interview to discuss the allegation.
2. The person that has heard the concern will decide upon the next course of action. If they decide that it is a genuine concern, and that it is appropriate to follow the whistleblowing procedure, they may take the matter to the headteacher if this has not already happened.
3. If there is any reason that the member of staff making the complaint or raising the concern feels that they are unable to speak to any member of the school, they should contact the relevant authority. Your union may be a helpful source of advice if you need to discuss a concern in confidence.

9.2 Role of the leadership team

Hold an interview

Once an allegation has been brought to their attention, the headteacher or the

person to whom the allegation was made will hold an interview with the person making the allegation, in confidence.

If the allegation is to be dealt with as a Safeguarding issue the “Child Protection Procedures for Managing Allegations against Staff” policy will be followed and the LADO must be contacted within 24 hours by the DSL.

The LADO will advise whether the school, the police or Social Services will investigate.

This will take place immediately if there is concern that a child is at risk of harm, or as quickly as possible if this is not the case. If the school conducts the interview staff will:

- get as much information about the basis of the allegation as they can, and will record what is discussed
- discuss the next action points and steps that will be taken with the staff member who has raised the allegation, and ensure that they fully understand what is going to happen; if the standard whistleblowing procedure is not going to be followed, this should be explained and an alternative procedure outlined
- provide support to the whistleblower; they may be worried about their position, getting someone else into trouble, or what they suspect may be happening.

Staff may want to seek the support of their trade union when going through whistleblowing procedures. Staff are allowed to take a representative from their trade union to their interview and subsequent meetings.

Decide on a course of action

If it is decided that no further action will be taken this will be explained to the whistleblower within 5 days. This may be because:

- the headteacher does not feel that there is enough evidence to warrant a continued investigation and that is unlikely that any malpractice has occurred or will occur
- there is a belief that the whistleblower is not acting in good faith
- the matter has already been raised and is being investigated.

9.3 Role of the headteacher

The person who receives the report must act on the concern fully. If there is a good reason not to, this will be explained to the whistleblower.

The headteacher will decide whether any external authorities need to be reported to on the matter, or whether it is a case for internal investigation. Instances of fraud or financial malpractice will be referred to the police.

The progress of the case will be reported back to the whistleblower as and when necessary.

The outcomes of any investigations will be reported to the whistleblower in writing to their home address within 10 days of the conclusion of the investigation unless this falls within a school holiday. If the investigation is scheduled to conclude in a holiday the whistleblower will receive written confirmation of when they can expect to hear the outcome. If they do not receive any information and this time has passed, they may appeal for information through their manager or any relevant external authorities.

10. Recording, monitoring and evaluation

All staff concerned and involved with any allegation or investigation should keep good records of meetings they attend, discussions that are held, and any outcomes or action points that have been decided.

The headteacher will review and evaluate all allegations, how they have been dealt with, and their outcomes, to prevent similar future cases, and ensure that procedures are being used correctly and are effective.

This policy will be reviewed annually and any relevant cases that have come up during the past year will be taken into account when it is being reviewed.

11. Outcomes

If the whistleblower is dissatisfied and feels that an allegation that they have made has not been dealt with seriously or properly, they can take the matter up with the local authority.

12. Contact Details

DIANE STONEMAN – Headmistress

01392 273387

diane@bramdeanschool.com

JEREMY RAWLINGS

01392 273387

jeremy.rawlings@bramdeanschool.com

Bramdean School – Child Welfare Policies

Has this information been discussed/ passed to any other agencies? (Please give details) If not, please record reasons why

Actions by designated lead:

Outcome:

PRINT _____
(Member of staff)

PRINT _____
(Designated member of staff
for children protection)

SIGNED _____
(Member of staff)

SIGNED _____
(Designated member of staff
for children protection)

Staff Acknowledgement Form

Name	<input type="text"/>
Job Title	<input type="text"/>
I have read Child Welfare Policy document which includes the Child Protection and Safeguarding polices and I understand my role with regards to Child Welfare in this setting	<input type="checkbox"/>
Signature	<input type="text"/>
Date	<input type="text"/>

Once you have read and understood the policies please complete this form and return a copy to the office which will be held in your personnel file.