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Brentwood School

WHOLE SCHOOL SAFEGUARDING POLICY **(INCLUDING STAFF CODE OF CONDUCT)**

This policy is applicable to all pupils including those in the EYFS.

STATEMENT OF INTENT

The safety and well-being of all our pupils at Brentwood School is our highest priority. To know everyone as an individual, to provide a secure and caring environment, so that every pupil can learn in safety, is at the heart of our safeguarding system. The key issue for all staff is to listen to pupils and to flag up any concerns regarding a child's wellbeing or safety to the appropriate person (including the relevant Local Safeguarding Children Board (LSCB) as required) as outlined in this policy. This ensures that matters of concern are suitably reviewed and appropriate actions taken. At all times, the approach to safeguarding and child protection should be child-centred and the best interests of the child considered when deciding the appropriate response. Staff members maintain an attitude of "**it could happen here**" where safeguarding is concerned. Our Safeguarding and Safer Recruitment Policies and procedures refer to the Department of Education (DfE) statutory guidance: *Keeping Children Safe in Education (September 2016) (KCSIE September 2016)*, *Working Together to Safeguard Children (March 2015) (WT)* and *Prevent Duty Guidance for England and Wales (March 2015) (Prevent)*.

The Safeguarding Policy is made available via the school website or on request from the School Office.

PROMOTION OF WELFARE

The ethos of Brentwood School is to promote social and moral well-being, to teach pupils to take care of and to value themselves and to think in terms of making a positive contribution to society as adults.

EQUAL TREATMENT

Brentwood School is committed to equal treatment for all regardless of sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil, whatever their individual needs, to support those in need of additional help and to listen sensitively to their wishes.

BULLYING

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to emulate this approach in their dealings with each other, all the staff and those in the wider community. Any kind of bullying is unacceptable. Our Anti-Bullying Policies set out guidelines for pupils, teachers and parents and our Anti-Bullying Codes are displayed around the School. A bullying incident will be dealt with as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

THE ROLE OF THOSE WHO WORK AT THE SCHOOL

All those working on the School site, in any capacity, who come into contact with children and their families have a role to play in safeguarding children. It is our responsibility to listen to concerns raised by children, identify those who may be in need of extra help/early intervention or who are suffering, or are at risk of suffering significant harm. Where a member of staff has any concerns about a child, there should be a conversation with the Designated Safeguarding Lead (DSL) to agree a course of action which may result in a referral to a specialist service or early help services. If anyone other than the DSL makes the referral to the LSCB they should inform the DSL as soon as possible. All staff have a responsibility to be alert to possible signs of abuse and to take appropriate action, working with the School's Pastoral Team, Designated Safeguarding Leads and other services as appropriate. If a child is in immediate danger, or is at risk of harm, a referral should be made to children's social care and/or the police immediately. In order to ensure the safety of our pupils, assurance should be gained by the colleague in charge of the activity, that the staff of another organisation have been checked for suitability if they will be supervising the pupils on a site other than at the school.

For detailed information see LSCB Procedures, including: [SET procedures \(Southend, Essex and Thurrock\), Havering and Redbridge.](#)

Please also refer to Part One and Annex A of KCSIE (September 2016).

In-school provision for listening to children and for early help

There is an extended pastoral team across the School to support every child in school. This team is lead by the Deputy Head (Pastoral) in the Senior School the Deputy Head in the Prep School, and includes the School Chaplain, the Heads of Year and their deputies, the Learning Development departments, the School nurses, the boarding house team, pastoral managers for the 1st – 5th Year and the Sixth Form and a youth worker who comes in to school two days a week. There are regular Pastoral Committee meetings to co-ordinate the in-school support in addition to regular, individual meetings between the Deputy Head (Pastoral) and members of the pastoral team. There is also a peer mentoring programme for pupils.

THE ROLE OF PUPILS AT THE SCHOOL

Brentwood School prides itself on its respect and mutual tolerance. We expect respect, good manners and fair play to be shown by all members of the School community so that every pupil can develop his or her full potential and feel positive about him/herself as an individual. All pupils should feel confident that they know who to turn to if they are experiencing difficulties or are aware of others who may be in distress. 'Who can I talk to?' posters are displayed in Form Rooms and the Boarding Houses.

THE ROLE OF PARENTS

We work very closely with parents and guardians as we recognise that we have a shared responsibility to safeguard every child at Brentwood School. There are clear channels of communication for parents to discuss any concerns they may have about their child's well-being to ensure that support is provided as far as possible at the earliest possible stage. Copies of this important policy, together with our other pastoral policies are on our website and parents and guardians should always feel able to take up any issues or worries that they may have with the Form Tutor or Class Teacher as the first port of call.

THE ROLE OF GOVERNORS

It is the responsibility of the Governing Body to ensure that Brentwood School has policies and procedures in place which take into account statutory guidance and best practice to safeguard children. The Governors ensure that the School contributes to interagency working in line with WT through effective implementation of the Safeguarding Policy and procedure and good cooperation with local agencies. A Governor has been nominated with special responsibility for safeguarding who monitors child protection at the school principally through liaising with the Designated Senior Leads.

All Governors have been trained in safeguarding matters by the Headmaster and the Governors formally consider child protection issues once a year with day-to-day issues being delegated to its Executive Committee, which both the Headmaster and the Head of the Preparatory School attend.

The Governing Body is responsible for:

- reviewing the procedures for and the efficiency with which the child protection duties have been discharged;
- approving amendments to child protection arrangements in the light of changing Regulations or recommended best practice.
- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay;

WHAT IS CHILD ABUSE?

The NSPCC define child abuse as follows:

Child abuse happens when an adult inflicts harm on a child or young person, even, in some cases, if the adult's actions are not deliberate. There are four broad categories of child abuse:

- physical abuse
- sexual abuse
- neglect
- emotional abuse.

Sometimes children are sexually abused by other children.

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with each other.

Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises and broken bones. It may involve hitting, shaking, throwing, poisoning, burning or scalding, slapping, drowning, suffocating or otherwise causing physical harm to a child. It is also physical abuse when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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

Specific safeguarding issues

All staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be alert to the fact that pupils may abuse other pupils. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Female genital mutilation (FGM) is also known as female circumcision or female genital cutting, and in practising communities by local terms such as 'tahor' or 'sunna'. It is a form of child abuse which can have devastating physical and psychological consequences for girls and women. The World Health Organization describes it as: "procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons" (WHO, 2013). Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. In 2003, the Female Genital Mutilation Act tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

Staff should be aware that girls at risk of FGM may not be aware of the practice or that it may be conducted on them, so the subject should always be approached with sensitivity.

It is mandatory for teachers, along with social workers and healthcare professionals, to report personally to the police cases where they discover, either through disclosure by the victim or visual evidence (it will be rare for teachers to see visual evidence, and they should not be examining pupils), that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Additionally, unless the teacher has good reason not to, they should still consider and discuss such a case with the DSL and involve children's social care as appropriate. A teacher need not report a case to the police if they know that another teacher has already reported it. The duty to report does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either by disclosure by the victim or visual evidence) or in cases where the woman is 18 or over.

Essex Police guidance

Signs that a girl or young woman may be at risk of FGM include:

- Plans to take them out of the UK for a long period of time.
- Talk of long holiday to a country of origin known to practise FGM or to another country where FGM is prevalent.
- Confiding in someone about having a 'special procedure' or taking part in a special celebration or occasion

Preventing children and young people from being drawn into terrorism

As outlined in KCSIE (Part 1) (September 2016), “radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is defined as the 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.” Included in the KCSIE’s definition of extremism are “calls for the death of members of our armed forces, whether in this country or overseas.”

“There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.” (KCSIE, September 2016)

See: <https://www.gov.uk/government/publications/channel-guidance>

Link to: [“Prevent Duty Guidance: for England and Wales” \(2015\)](#).

The School has clear protocols, as outlined in the Safer Recruitment Policy and the Teachers’ Handbook, for ensuring that any visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised.

If any member of the school community has a concern for the safety of a pupil at risk of radicalisation, they should discuss this with the DSL and, where necessary, with

Children's Social Care or the Police – please refer to the contact numbers at the end of this policy.

In order to build resilience in children who may be at risk of radicalisation, the school's values based on "Virtue, Learning and Manners" are actively promoted, as are fundamental British values through assemblies, in chapel, in the curriculum and the Life Skills (PSHE) programme and in co-curricular activities.

Brentwood School uses internet filtering software to minimise the possibility of students intentionally or otherwise accessing inappropriate materials, including terrorist and extremist material. The filtering software in place uses white lists (allowed sites) and black lists (disallowed sites) in conjunction with a real time page scanning system to look for inappropriate content. In addition, the School uses a system to minimise inappropriate e-mail deliveries.

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Mrs Jenny Edwards (Pastoral Manager 1st-5th Year) acts as the School's CSE Champion.

Forced Marriage/so-called honour-based violence

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning difficulties, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

As with other safeguarding and child protection concerns, staff should alert the DSL to concerns about a pupil being forced into marriage or possible honour-based violence.. School staff can also contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.

SIGNS AND BEHAVIOURS WHICH MAY INDICATE THAT A CHILD IS BEING ABUSED

It is part of our duty of care to be alert to signs of abuse, which include, but are not limited to the following examples:

- A child says he or she has been abused or asks a question which suggests that this might be the case.
- A child displays signs of non-accidental injury or not receiving appropriate medical attention after injuries.
- Changes in personality and behaviour. This may include a child withdrawing from friendship groups, appearing wary or anxious or displaying challenging behaviour which is out of character. There may be changes in attendance patterns.

- Outbursts of anger.
- Changes in eating habits.
- Showing an inexplicable fear of particular places or making excuses to avoid particular people. Indications could include a child asking to drop a subject or change teachers but not being willing to give a reason.
- Self-harming (includes head banging, scratching, cutting).
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.

SIGNS AND BEHAVIOURS WHICH MAY INDICATE THAT A YOUNGER CHILD, INCLUDING A CHILD IN THE EARLY YEARS FOUNDATION STAGE IS BEING ABUSED

- Significant changes in a child's behaviour.
- Deterioration in a child's general well-being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Children's comments which give cause for concern.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home.
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

There is further information available on the NSPCC website: <http://www.nspcc.org.uk/>

SAFER EMPLOYMENT PRACTICES

Brentwood School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. The Recruitment, Selection and Disclosures Policy and the Recruitment of Volunteers Policy are made available to prospective staff on the School website and to all members of School staff on the Intranet. The school's recruitment procedures have due regard to the Prevent duty.

The school ensures that sufficient relevant staff are trained in safer recruitment processes.

All new appointments, for whom checks are required, are recorded in the Central Register of Appointments. Details of all new starters are presented to each meeting of the Governors' Executive Committee and to the Full Governing Body. This demonstrates that all required checks have been completed before a person may start working on the school site.

All staff in our school are required to notify the school immediately if there are any reasons why they should not be working with children.

MANAGEMENT OF SAFEGUARDING

There are three Designated Safeguarding Leads for Child Protection (DSLs) in the School:

- **Mrs Nicola Jenkin, Deputy Head Pastoral** (Senior School).
- **Mr Jason Whiskerd, Headmaster of the Preparatory School** (Prep School)

- **Mrs Vanessa Audas, Head of Early Years and KS1** (responsible for the EYFS)

Deputy Designated Safeguarding Leads:

- **Mrs Jenny Edwards** (Pastoral Manager/Student Counsellor, 1st – 5th Year)
Tel: 01277 243233
- **Mr Ian Wignall** (Director of Sport/Head of 5th Year)
Tel: 01277 243274/204
- **Mr Josh Holtby** (Deputy Head Prep School)
Tel: 01277 243398

The DSLs are members of the Schools' Senior Management Teams. They take lead responsibility for safeguarding and child protection. They have been fully trained for the demands of this role in child protection and inter-agency working. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years which includes the LSCB's approach to Prevent duties. They maintain close links with the LSCB for Essex and report at least once a year to the Governing Body on the child protection issues outlined above. The School has regard to the Inter-Agency guidance, Working Together to Safeguard Children (2015). The Deputy Designated Safeguarding Leads are trained to the same standard as the DSLs.

The school's records on child protection are kept locked in the respective DSL's office and are separated from routine pupil records. Access is restricted to the DSLs and the Headmaster.

Whistleblowing

On a day to day basis, the Headmaster and the Head of the Prep School and their respective Deputy Heads (Pastoral) are responsible for ensuring that any deficiencies or weaknesses in Child Protection are remedied without delay and drawing any serious concerns to the attention of the Governor with oversight of Child Protection. Should any member of the school community have concerns about unsafe practice or potential failures in the School's safeguarding procedures, these should be raised with the Headmaster, a DSL, or in cases where a staff member feels unable to raise them with the Headmaster or a DSL, with the Chairman of Governors. The School's Whistle-blowing policy is set out in the Employee Handbook. There is an NSPCC whistleblowing advice line for staff (see contact number at the end of the policy).

At Brentwood School we aim to create an environment where staff feel able to raise concerns and feel supported in their safeguarding role. Class teachers and form tutors receive training in their role and have clear channels for reporting any concerns.

THE RESPONSIBILITIES OF THE DSLS

- To refer promptly all cases of suspected abuse and where a child may be in need of help or at risk, to the Local Authority children's social care and to the police (where a crime may have been committed)
- To support staff who make referrals to local authority children's social care
- To refer cases to the Channel programme where there is a radicalisation concern as required
- To support staff who make referrals to the Channel programme
- To refer promptly all cases of suspected abuse which concern a member of staff to the LADO and keep the Headmaster informed (unless the allegation is against the

Headmaster, in which case the DSL will inform the Chairman of the Governors, who will alert the LADO)

- To refer to the DBS and NCTL cases where a member of staff has been dismissed or left due to risk or harm to a child
- To refer cases where a crime may have been committed to the Police as required
- To liaise with the Headmaster to inform him of safeguarding and child protection concerns especially ongoing enquiries under section 47 of the Children Act 1989 and any police investigations
- As required, to liaise with the children's social care "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- To liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. To act as a source of support, advice and expertise for staff
- To undergo appropriate training every two years, including Prevent awareness training, to understand shared assessment processes, have a working knowledge of how the local authorities conduct a child protection case conference and a child protection review conference and be able to attend (or be represented by a Deputy Safeguarding Lead) and contribute effectively to these when required to do so
- To understand the assessment process for providing early help and intervention
- To ensure each member of staff has access to and understands the School's Safeguarding Policy and procedures, especially new and part time staff
- To be alert to the specific needs of children in need, those with special educational needs and young carers
- To keep detailed, accurate, secure written records of concerns and referrals
- To understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from risk of radicalisation
- To obtain access to resources and attend any relevant or refresher training courses
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them
- To take the lead for Child Protection in the relevant section of the School, ensuring that the School's child protection policies are known, understood and used appropriately
- To ensure that the Safeguarding Policy is reviewed at least annually and that the procedures and implementation are updated and reviewed regularly, and to work with the governing body regarding this
- To provide an annual review of safeguarding issues to the Headmaster and Governing Body
- To ensure that the Safeguarding Policy is published on the School's website and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and that they are aware of the School's role in this
- To understand the assessment process for providing early help and intervention
- To be available during school hours for staff to discuss any safeguarding concerns
- To link with the LSCB to make sure that staff aware of training opportunities and of the latest local policies on safeguarding
- To work closely and maintain links with the LSCBs and other agencies such as the police and EWMHS as appropriate
- To transfer securely any child protection files to the new school or college as soon as possible when a pupil leaves the school

INDUCTION AND TRAINING

Every new member of staff, including part-timers, temporary, visiting and contract staff working in school, receives appropriate training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the Headmaster. Child protection training is also given to new Governors and volunteers. All members of the School community, including the Headmaster, attends refresher training as required (most recently in the Michaelmas Term 2015), in consultation with the LSCB.

Training in child protection is an important part of the induction process and this includes ensuring that all new starters, including temporary staff and volunteers have read and are familiar with this Safeguarding Policy (including the identity of the DSLs), Part One of KCSIE, and the Staff Code of Conduct and are aware of the School's whistleblowing procedures. "Prevent" awareness training forms part of the child protection training.

TRAINING

- The Designated Safeguarding Lead Persons and the Headmaster receive updated child protection training at least every two years, including training in inter-agency working.
- All staff, including those within the Early Years Foundation Stage, are trained in child protection regularly, which includes updates as appropriate, in line with the advice from Essex Safeguarding Children Board. All training includes Prevent awareness and how to identify children and young people at risk. All staff have read Part 1 KCSIE (September 2016) and sign to say they have done this. New versions of KCSIE will be circulated to all staff when as they are published.

INTERACTION WITH PUPILS: STAFF CODE OF CONDUCT

The Staff Code of Conduct provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil. A copy of the Staff Code of Conduct is included in the School's Employee Handbook and is attached to this policy. Discussion of the procedures set out in that document forms a vital part of our induction procedures and includes guidance concerning the procedures when faced with handling any issue relating to child protection.

Our DSLs or the Headmaster, who have received specialist training in this area, should always be informed if a member of staff has any concerns.

The Code of Conduct will be reviewed by the Senior School Pastoral Committee and the Prep School Staff Meeting once a year so that it can be reviewed and updated by the staff themselves before being sent to Governors for approval.

RESPECT AND PRIVACY

Pupils are entitled to respect and privacy and especially when changing, toileting and showering. However, staff must ensure there is an appropriate level of supervision in changing rooms in order to safeguard children, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils and sensitive to the potential for embarrassment.

In the EYFS, staff must follow the School's intimate and personal care procedures. A signed record should be kept of all intimate and personal care tasks undertaken.

If a pupil goes to the Sanatorium or to Matron with a concern that requires examination of an intimate part of their body and they are deemed to be at risk of immediate harm then the Nurse/Matron will arrange an appropriate chaperone.

RAISING AWARENESS WITH PUPILS

Brentwood School prides itself on its culture of open and effective communication between staff and pupils and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in Life Skills (PSHE) and Form Time for discussion of children's concerns and in developing in pupils the confidence and self-respect which they require to recognise abuse and to stay safe. This includes raising awareness of on-line safety, including the safe use of social media and issues such as cyberbullying and sexting.

On-line safety

In addition to the above, on-line safety is raised with parents at the start of year introductory meetings for parents and pupils in each year group and information is provided as a guide to parents on the Pastoral page of the School's website.

URL filtering and application filters are in place and are regularly updated by our providers. All network users sign the School's network acceptable use policy and pupils in year groups which have been issued with iPads sign the iPad Student acceptable use policy.

All pupils know that there are adults to whom they can turn to if they are worried, including Class Teachers and Form Tutors, Heads and Deputy Heads of Year, the School Youth Worker, the Chaplain, the Independent Listeners (for Boarding Pupils) and the Sanatorium Staff and Matrons. In particular:

- We operate a peer counselling scheme whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- We provide leadership training to our Head boys/girls and their team of Praeposters which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- We encourage pupil voice through a Pupil Council.

THE SCHOOL'S PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If a member of the school staff, a volunteer or visitor to the school has concerns about a child's welfare, they must discuss their concerns as soon as possible with the DSL or, in their absence, the Headmaster. The DSL will decide whether a referral to the LSCB is appropriate or whether there are other local and more appropriate services (eg CAMHS/EWMHS) that can provide support to the child and family. It is important to note that any staff member can raise their concerns to children's social care directly. If there is any doubt, the school's clear policy is to seek the advice of the relevant, regional Social Care Services (see telephone contacts at the end of the policy). The DSL will make prompt contact with the police if a criminal offence is suspected.

Where there is urgent and immediate concern for the safety and welfare of a child or young person and where the child or young person has suffered or is likely to suffer significant harm, the DSL will contact the Initial Response Team (Essex – via Family Operations Hub) immediately. It is again important to note that anybody can make a referral to children's social care directly. Parental or pupil consent is not required for a referral to statutory agencies where there are concerns about a child's safety. If the child's situation does not appear to be improving, the staff member with concerns should raise their concerns again.

For non-urgent information, advice and guidance, the DSL will contact the Family Operations Hub Main Line. In the case of children who are not at immediate risk of significant harm but where there continue to be concerns for their welfare, the school will work closely with the child, their parents and the relevant external agencies as appropriate. The family will be informed that contact is being made with the Family Operations Hub unless informing the parent would place the child at additional significant harm.

If there is an allegation about a member of staff, the DSL will contact the Local Authority Designated Officer (LADO) immediately (and certainly within 24 hours). The LADO is involved in cases where there is a concern or allegation that someone working or volunteering with children has or may have harmed a child, may have committed a criminal offence related to a child or has behaved towards a child or children in a way that indicates they may pose a risk of harm to children. Schools do not require the consent of parents to refer allegations to the LADO.

If a child makes a disclosure to a member of the school community, the member of staff should follow the procedure below:

- Listen calmly to what the child is saying and reassure the child that they are doing the right thing by telling you. Do not make a judgement about what you are being told or whether or not there is a case of abuse.
- Do not promise confidentiality and explain that you will pass on the information given to the school's DSL so that the appropriate action can then be taken.
- Do not ask leading questions.
- Make an accurate, written record of the conversation using the child's actual words where possible, including the time, date and place and any action taken. Sign and date the notes and then pass them on to the DSL immediately.
- Make sure the child is safe and supervised appropriately before seeking help from the DSL.

THE SCHOOL'S ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER MEMBERS OF SCHOOL COMMUNITY.

The School has regard to Part Four of KCSIE (September 2016). Where abuse is suspected by members of staff, volunteers and the Headmaster:

STAFF (General)

- Where a member of staff is suspected of abuse **immediate action** will be taken by the School and the LADO will be informed **within one working day** of all allegations that come to the School's attention or that are made directly to the police. In the most serious case, where a crime has been committed or there is suspicion that a crime has been committed, the police will be informed. So as not to jeopardise statutory investigations the School will not undertake its own investigations of allegations without this prior consultation.
- All allegations must be reported straight away by staff and volunteers, normally to the Headmaster or appropriate Designated Safeguarding Lead (Mrs Nicola Jenkin for the Senior School and Mr Jason Whiskerd for the Preparatory School) who will keep the Headmaster (Mr Ian Davies) informed.
- Immediate contact will then be made with the LADO, Essex Social Care, to discuss the allegation and agree a course of action including any involvement of the police. A written record of this will be kept. A decision will be made by the Headmaster either suspend the member of staff against whom an allegation has been made, pending the outcome of the LADO's investigation or consider whether alternative arrangements should be put in place. The Headmaster may consult other people

before reaching this decision, however, safeguarding the pupils on the school site is ultimately his responsibility and decisions about who is suitable to come on to the school site are his. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the individual notified of the reasons. Appropriate pastoral care and a named contact will be put in place for any suspended member of staff.

- The School will consider carefully whether the circumstances of the case warrants suspension or whether alternative arrangements should be put in place and, when making a decision about suspension the School will act on the advice of the LADO and the police.
- The School must make every effort to maintain confidentiality and guard against unwanted publicity as there are restrictions on the reporting or publication of allegations against teachers. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.
- The school will report promptly to the DBS and the National College for Teaching and Leadership (NCTL) any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met and full details provided of the circumstances in which the school ceased to employ this person.
- When deciding whether to make a referral, following an allegation of abuse, the Headmaster and DSL will not make their own decision over what appear to be borderline cases, but will discuss the issue with the LADO. This will ensure that the school does not jeopardise a police investigation should circumstances prove to be more serious than first thought.
- Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, for example in cases of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence, the school will consider making a referral to the NCTL. The school would make such a referral where a dismissal does not reach the threshold for DBS referral.
- Where a boarder is concerned, the Independent Schools Inspectorate (ISI) will also be informed. (A contact number is provided at the end of this policy).

VOLUNTEERS

- Where a volunteer is suspected of abuse a decision will be made by the Headmaster to suspend their involvement at school pending the outcome of the LADO's investigation

BOARDING STAFF

- Where a member of the boarding staff (accommodated in the Boarding House) is suspended pending investigation of a Child Protection nature the school will make arrangements for alternative accommodation away from the children.

DSLs, HEADMASTER, CHAIRMAN OF GOVERNORS OR MEMBER OF THE GOVERNING BODY

- Where abuse by any of the DSLs is suspected, the Headmaster (Mr D I Davies) should be approached directly, or, if not available, the Chairman of Governors (Sir Michael Snyder), via the Bursar. The LADO will be contacted within one working day.
- Where abuse by the Chairman of Governors is suspected, the Headmaster should be approached directly, or if not available, any of the DSLs. The LADO will be contacted within one working day.
- Where abuse by the Headmaster (Mr D I Davies) or a member of the Governing Body is suspected, the DSL will immediately inform the Chairman of Governors, Sir

Michael Snyder, without the Head being informed first. It will be the Chairman's responsibility to contact the LADO within one working day.

PUPILS

- Where there is abuse by one or more pupils, whether day or boarding, against another pupil and there is cause to suspect a child is suffering, or likely to suffer, significant harm, this will be referred to the LSCB. Following such a disclosure, all children involved will be treated as being "at risk". It may be appropriate for a boarder to go home to a parent or guardian, rather than remain in the Boarding House, dependent on the risk or potential risk to that pupil. Victims will be given support by the Pastoral Team with the support of external professions as appropriate.

THE ROLE OF THE LADO

The Local Authority Designated Officer provides advice to the Headmaster and DSLs regarding the action to be taken by the school where there are allegations of abuse against anyone working in the school. They preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school.

ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING AND WELFARE RESPONSIBILITIES

The Governors ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are considered to be at a higher level of risk, who are members of the boarding community, in a private fostering arrangement or who are looked after by a local authority. This includes ensuring that staff have the information they need about the child's status, contact arrangements with parents, living and other care arrangements. As well as Child Protection training, there are regular tutor meetings held by Heads of Year to flag up pupil concerns. There are also regular pastoral committee meetings to discuss strategies to support pupils where there are causes for concern, including the involvement of outside agencies. In the Senior School, meetings are chaired by the Deputy Head (Pastoral) and are attended by Heads of Year, a representative from the SAN, the Chaplain, the Head of Learning Development and the Second Master. The Deputy Head (Pastoral) meets weekly with the Headmaster and briefs him on any child protection issues/concerns.

MISSING PUPILS

All staff are made aware of the School's responsibility to report to the Local Authority any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

The School has procedures for identifying and following up children missing from School. Missing Children procedures for each section of the School set out the steps required where a child goes missing during the School day or at any time from Boarding.

The School recognizes that a child going missing from education is a potential indicator of abuse or neglect and, as outlined in the Staff Code of Conduct, staff must follow up all unexplained absences. The School will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 days or more.

BOARDERS

Appropriate arrangements are made to safeguard boarders at the School. These include having regard to the National Minimum Standards for Boarding and following recommended procedures in respect of the recruitment and induction of all staff with responsibility for Boarders. All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation. The Deputy Head (Pastoral) holds regular meetings with Chris Rees (Housemistress of Hough House) to review and discuss compliance in boarding, and with the boarding Housemasters and Housemistress of Mill Hill to discuss concerns about individual pupils as the need arises. Boarding staff are aware of the potential for peer abuse in the boarding houses and of the potential for inappropriate pupil relationships and will follow the procedures outlined in this policy accordingly.

EARLY YEARS FOUNDATION STAGE (EYFS)

Staff personal use of cameras or video facilities in Early Years' setting is strictly forbidden. Permission must be requested from the Head of Early Years and KS1 for mobile phones to be used during contact time with pupils. Children must be protected from any images being used inappropriately.

DISCLOSURE BY ASSOCIATION

It may be the case that a disclosure by association form is required by anyone working in, or responsible for, the management of the EYFS. This is part of our Safer Recruitment Routines.

CONCERNS AND COMPLAINTS

If you have concerns or complaints, the School's Complaints Procedure is available on the School's website or can be sent to you on request.

This policy is updated annually and includes an update and review of our procedures and their implementation.

IMPORTANT TELEPHONE NUMBERS

Brentwood School

Switchboard	01277 243243
Designated Safeguarding Leads:	
Senior School – Mrs Nicola Jenkin	01277 243275
Prep School – Mr Jason Whiskerd	01277 243333
Early Years and KS1 – Mrs Vanessa Audas	01277 243237
Deputy Designated Safeguarding Leads:	
Mrs Jenny Edwards (Pastoral Manager 1 st – 5 th Year)	01277 243233
Mr Ian Wignall (Director of Sport/Head of 5 th Year)	01277 243274/204
Mr Josh Holtby (Deputy Head, Prep)	01277 243398

Chairman of Governors (via the Bursar)
Sir Michael Snyder

01277 243251

Essex Safeguarding Children Board	0345 6037627
Essex Social Care (referrals) 9am-5pm	0345 6037634
Out of office hours	0345 6061212
Family Operations Hub	0345 6037627

Essex LADO	03330 139797
Southend First Contact Team	01702 215007
Out of office hours	0345 6061212
Thurrock Multi-Agency Safeguarding Hub	01375 652802
Out of office hours	01375 372468
Havering Duty Team (9am-5pm)	01708 433222
Out of office hours	01708 433999
Redbridge Duty Team (9am-5pm)	0208 7083885
Out of office hours	0208 7085897
Independent Schools Inspectorate	0207 6000100

FGM

If you suspect a girl for young woman has been affected by or is at risk of FGM contact Essex Police via 101. Always dial 999 in an emergency. You can also report concerns to the Central Referral Unit on 101 or report crime anonymously to Crimestoppers on 0800 555 111

Forced Marriage

Forced Marriage Unit 020 7008 0151
Email: fmua@fco.gov.uk

Suspicion of radicalisation

Contact Essex police via 101 (the non-emergency number)

If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq as a result of radicalisation dial 999 or call the confidential Anti-Terrorist Hotline on 0800 789 321

Helpline for non-emergency advice for staff and governors	020 7340 7264
Email: counter-extremism@education.gsi.gov.uk	
NSPCC – Report concerns	0800 8005000
NSPCC – Childline	0800 1111
NSPCC – Whistleblowing Advice Line	0800 028 0285

In an emergency, dial 999

STAFF CODE OF CONDUCT

Everyone who works at Brentwood School has a role to play in safeguarding children. Therefore all teachers, support staff, coaches, peripatetic teachers, governors, contractors and regular visitors are expected to demonstrate high standards of personal and professional conduct, including proper regard for the ethos, policies and practices of the School.

The safety and welfare of all our pupils is our highest priority. It is our teachers' responsibility to know everyone as an individual and to treat every child with respect and dignity, without discrimination, taking account of each child's individual needs. Safeguarding relies on clear communication across both Schools and the commitment and vigilance of all Staff. It is the responsibility of each member of staff and the wider School community to be alert to any sign of concern which may indicate that a child may be vulnerable, including those at risk from radicalisation and being drawn into terrorism (Prevent duty) or at risk of FGM, and to take appropriate action following the procedures set out in our Safeguarding Policy and/or Anti-Bullying Policy.

To protect themselves and pupils, Staff must avoid any conduct, comment or situation that could be misinterpreted or lay them open to allegations of abuse. Staff should try, as far as possible, not to be in an isolated situation with a pupil and be aware that, as a result of their knowledge and their authority, they are in a position of trust. **Any potential concern must be flagged up at the earliest stage to Pastoral Managers, Line Managers, the Designated Senior Lead (DSL), Mrs Nicola Jenkin, or the Headmasters of the Senior and Preparatory Schools.** Mrs Vanessa Audas is the DSL for EYFS and KS1 and Mrs Jenny Edwards, Mr Ian Wignall and Mr Josh Holtby are Deputy DSLs. Once staff have flagged up and followed up on their concerns, it is a legal requirement, in cases of allegations against staff, that total confidentiality be maintained.

The following Staff conduct requirements are for the protection of both pupils and staff at Brentwood School:

- Staff must always maintain professional boundaries with pupils.
- Any sexual behaviour by a member of staff with or towards a pupil is completely unacceptable and it is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age. Staff should avoid any form of touch or comment which is, or may be considered to be, indecent.
- Staff must alert a senior member of staff if they have concerns about the School's child protection and safeguarding procedures and their implementation. They should also follow up with the DSL if they do not think a concern has been acted up or may be covered up. If a member of staff is worried about being treated unfairly if they whistle blow or need external advice, they should contact the NSPCC whistleblowing advice line on 0800 028 0285.
- Staff should report any indications, verbal, written or physical, that suggest a pupil may be infatuated with a member of staff.
- Any physical contact should be the minimum required for care, instruction or restraint. Physical contact, when used for instruction, for example in sport, music or drama, should only take place in a safe and open environment, the extent of the contact should be made clear and undertaken with the permission of the pupil (See Behaviour Management Policy). Corporal punishment and smacking is unlawful in all schools

and early years settings (EYFS). When physical intervention has taken place to protect a child, the incident should be recorded and reported to the Headmaster or Designated Safeguarding Lead in his absence and to the child's parents.

- Staff should not use any form of degrading or humiliating treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable. Nicknames should not be used, pupils should be referred to by their first names and shouting should be avoided where possible e.g. as a warning in an emergency/safety situation.
- Staff have a duty to record and pass on as appropriate any information relating to an individual pupil, including medical needs and social concerns.
- Staff have a duty to register pupils at am and pm registrations, in lessons and in after-school activities. Pupils should not be dismissed early from any supervised session.
- Whilst it is recognised that staff complete marking and lesson preparation off-site, it is the professional expectation that a normal working day on the school site finishes at 4.30 pm for teachers and 5.00 pm for Heads of Department and Heads of Year, so that staff are available to support pupils
- Staff must follow up all unexplained absences, including absence from a lesson or activity and alert the Head of Year or a senior member of staff immediately if they believe that a child is missing from School and assist as necessary.
- Any contact with current pupils or recent leavers should be transparent, professional and through established school channels and not via personal social media accounts. Staff must not use their personal email accounts to communicate with current pupils or recent leavers. They should also avoid using a personal mobile phone for this purpose, unless on a school trip or in emergencies when it is not possible to use a School mobile phone, in which case the member of staff must ensure that pupils remove the number from their phones at the end of the trip or visit.
- Any staff use of social media and the School's IT network must have regard to the School's Safeguarding Policy and Prevent Duty. Staff need to be aware of the danger of social media being abused for on-line radicalisation and report any concerns immediately to the DSL.
- Brentwood School's policy is not to use private cars for the transportation of pupils for trips, fixtures or any other purpose except where the Headmaster gives specific permission or in an emergency. In such cases the Bursar/Deputy Bursar should be informed for insurance purposes and parental permission should be sought if possible.
- Staff accompanying School Trips are always deemed to be on duty unless formally released from duty by the Group Leader. The Group Leader must ensure that there are always two duty members of staff who abstain from alcohol each day/night.
- Staff working in one to one situations should ensure that wherever possible there is visual access and/or an open door. They should always report any situation where a child becomes distressed or angry. Arranging to meet with pupils away from the school is not permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents.
- All work with pupils and parents should usually be carried out in school. Should it be necessary to make a visit to the pupil's home, the level of risk should be assessed and

appropriate risk management measures put in place, before any visit is made. Consideration should be given to any circumstances which might make the member of staff more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Other than in an emergency, staff should not enter a home if the parent/carer is absent, staff should have access to a mobile phone and emergency contact and they should record the visit.

- Pupils are entitled to respect and privacy and especially when changing, toileting and showering. However, staff must ensure there is an appropriate level of supervision in changing rooms in order to safeguard children, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils and sensitive to the potential for embarrassment.
- In the EYFS, staff must follow the School's intimate and personal care procedures. A signed record should be kept of all intimate and personal care tasks undertaken.
- In the boarding houses, staff should not enter a boarder's room without knocking and receiving express consent unless there is reasonable cause for concern. Pupils should not enter staff accommodation without permission and should not do so individually.
- All Staff and other visitors visiting the boarding houses must be subject to appropriate supervision by a member of the boarding staff on duty at the time.
- Where staff are unable to perform their duties through ill-health or medication they must alert their Head of Department or Line Manager. The prescribed absence procedures must be followed to ensure the appropriate supervision, safety and welfare of pupils.
- Staff dress and appearance must be smart, modest and professional (see 'Teachers' Handbook').
- The School operates a no smoking policy, including e-cigarettes, on site. It also operates a zero tolerance of illegal drugs, the misuse of prescription drugs and so-called legal highs.
- Consumption of alcohol is not permitted on the School site except where the Headmaster has given his express permission.
- Employees must always display their identity card whilst in school. Staff must ensure that there is suitable supervision of any visitors or contractors they invite onto the School site.
- Staff must ensure that any visiting speakers, either booked by staff or pupils, are subject to appropriate checks to safeguard pupils.
- Staff accessing school data must ensure that confidential information is secure at all times, including away from the School site. Staff should take care not to project confidential information from the School's database onto a whiteboard, e.g. when taking a register, staff should keep their passwords secure and should lock or log off the computer they are using when away from the device to prevent unauthorised access to data.
- Where staff take photographs or video images of pupils on personal devices for educational purposes these must be uploaded to the School's secure network as soon

as possible and deleted from personal devices. Staff personal use of cameras or video facilities in EYFS is strictly forbidden. All staff should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.

- Staff should take care not to accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment (see the policy on Hospitality and Gifts as outlined in the Employee Handbook). Rewards to pupils should be in line with the School's Behaviour Management policy.

For the protection of all parties and to ensure that Safeguarding best practice is observed, any breach of the above may lead to disciplinary action.