

Statutory

Broomfield School



Safeguarding and Child Protection Policy

Updated by Sandra Hörmann on 30 July 2021. Approved by Full Governing Body 29th September 2021

(To be read in conjunction with *Keeping Children Safe in Education*, DfE, September 2021 or the latest version.)

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Introduction

The Governing Body and Staff of Broomfield School view the mental health and physical safety and welfare of its young people as of paramount importance. We recognise that all staff, including volunteers have responsibilities and an active part to play in this and in protecting our pupils from harm.

All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical, mental and moral development and welfare of the individual young person.

At Broomfield School, all young people have the right to be safeguarded from harm or exploitation whatever their:

- Race, religion, first language or ethnicity
- Gender or sexuality
- Age
- Health and disability
- Political or immigration status.

This policy has been agreed by the governing body and is known to all staff.

Aims of the policy

Our policy applies to all staff, governors and volunteers working in the school.

- To ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children via their references and the Disclosure and Barring Service (DBS) (also the Independent Safeguarding Authority (ISA) as part of the Vetting and Barring Scheme - **refer to Safer Recruitment policy.**
- To raise awareness of both teaching and non-teaching staff, as well as volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse or risk of abuse.
- To implement and review procedures for identifying and reporting cases, or suspected cases, of abuse.
- To provide a systematic means of identifying and monitoring children known or thought to be vulnerable or at risk of harm.
- To support any pupil who has been abused in accordance with his/her agreed child protection plan.
- To establish a safe environment in which young people can learn and develop to become confident and independent individuals.
- To develop and promote effective working relationships with other agencies such as the Education Welfare Service, Education Psychology Service, Police and Family Services and Social Work (FSSW).

We recognise that because of the day to day contact with young people, school staff are well placed to observe the outward signs of abuse. The school will therefore do the following.

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Our school procedures for safeguarding children will be in line with the expectations of the three safeguarding partners: (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area and the All London Child Protection Procedures, Working Together to Safeguard Children and the new Sexual Violence and Sexual Harassment Guidance. The school will therefore work to the following policy documents in order to support the protection of pupils who are at risk of significant harm:

- Working together to safeguard children (*DfE 2018*)
[Working Together to Safeguard Children](#)
- [Keeping Children Safe in Education Guidance](#) (DfE 2021)
- What to do if you're worried a child is being abused. Advice for practitioners (*DCSF 2015*)
- <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
-
- [The London Safeguarding Children Board child protection procedures.](#)

We will ensure that:

- we have a designated senior person for child protection who has received appropriate training and support for this role every 2 years (**Sandra Hörmann**)
- we have a member of staff who will act in the designated teacher's absence (**Daniela Deufemia**)
- we have a member of the Governing body designated to monitor Child Protection (**Paul Ready**),
- every member of staff (including temporary, supply staff, and volunteers) and governing body will know the name of the designated senior person responsible for child protection and their role
- All staff receive appropriate safeguarding and child protection training (including online safety) at induction at the start of a new academic year. The training will be regularly updated. Full Level 2 training will be provided every three years.
- In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff will be made aware of the local early help process and understand their role in it.
- All staff will be made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- All staff will be trained on what to do if a child tells them he/she is being abused, exploited or neglected. Staff will be made aware of how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who

need to be involved, such as the designated safeguarding lead (or a deputy) and children’s social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

- All staff will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Designated staff, depending upon their role, ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the following:

- The content of the wider school curriculum and the RSHE curriculum
- The school’s ethos which promotes a positive, supportive and secure environment, which gives pupils a sense of being valued and cultivates their self-worth and promotes good mental health
- The school’s Behaviour for Learning and Achievement Policy, Anti-bullying Policy, the Inclusion Policy and the procedures for dealing with Peer- on -Peer abuse, which are aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred. The school will pay particular attention to the application of de-escalation techniques as a supportive measure along with following clear procedures when responding to Peer- on -Peer abuse.
- Supporting the pupil’s social, mental, physical and moral development through liaison with other agencies such as, social services, Child and Adult Mental Health Service, Education Welfare Service, Educational Psychology Service, Police and Family Services and Social Work(FSSW).
- Ensuring that, when a pupil who is subject to a Child Protection Plan and a Child In Need Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Notifying Family Services and Social Care if there is an unexplained absence of more than two days of a pupil who is subject to a Child Protection Plan and a Child In Need Plan
- Developing effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keeping written records of concerns about children, even where there is no need to refer the matter immediately.

In addition, we will ensure the following.

- All members of staff will know how to respond to a pupil who makes an allegation or appears to be vulnerable or at risk. (See ‘**responding to disclosures and referral**’ procedures).
- All parents/carers are made aware of the responsibilities of staff members with regard to Safeguarding and Child Protection procedures.
- All pupils are made aware of the Child Protection Policy and who they can speak to in school if they are worried or concerned. This is clearly stated in pupil planners, communicated on the school website (pop-up window appears that gives an opportunity for pupils and staff to report their worries and concerns). Safety information is also relayed in assemblies and communicated through the Safe Zone posters in school. Pupils are signposted to designated areas in the school that are named Safe Zones, where they can talk to an available member of staff about worries or concerns. There is also a Safe Box placed on every floor of the school which pupils can use to write a report of their worries and concerns and post it in the box.
- Our procedures are regularly reviewed and up-dated.
- All records are kept securely, separate from the main pupil file, and in locked locations.
- All new members of staff are given a copy of this policy and are made aware of our child protection procedures as part of their induction into school.
All temporary staff and volunteers having contact with our pupils will be appropriately checked (including DBS) and given a copy of this policy or a brief checklist of safeguarding requirements.
- Where an allegation is made against a member of staff or volunteer the proper safeguarding procedures will be followed. (**Refer to appendix D**).

Covid-19

- The department has now withdrawn the non-statutory interim guidance on safeguarding school, colleges and other providers during the coronavirus outbreak. Broomfield school’s response to Covid 19 remains underwritten in the Addendum to the Child Protection and Safeguarding Policy which addresses Covid-19 school closures arrangements for Safeguarding and Child Protection at Broomfield School.

Safeguarding Children

Definition

The Government has defined the term ‘safeguarding children’ as:

‘The process of protecting children from abuse or neglect, preventing impairment of their mental and physical health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully’.

Safeguarding covers a broad agenda and aims to achieve the following:

- protect children from maltreatment,
- prevent impairment of children’s mental and physical health or development,
- ensure children are growing up in circumstances consistent with the provision of safe and effective care,
- undertake that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

Safeguarding is a preventative agenda that helps children to achieve their full potential regardless of negative factors such as: poverty, CSE, CCE, domestic abuse, serious violence, peer-on-peer abuse, sexual violence and sexual harassment, other relevant environmental factors or social exclusion by providing services and support to overcome barriers to: achievement, social, mental, physical and moral development.

See Appendix A for a definition of child abuse and the indicators of abuse.

Responding to disclosure and Referral Procedures

School staff are well placed to recognise changes in a young person. It is important that any concerns regarding the well-being of one of our pupils are initially monitored and reported in the first instance to the relevant Achievement Director, as well as the DSL. If you think that the incident is of a child protection nature, then this must be verbally reported **immediately** to the DSL for child protection who is **Sandra Hörmann**. Any brief notes that have been made should be forwarded to the DSL Staff will then be required to write up and submit a formal account by completing the Broomfield Internal Safeguarding Referral Form. This can be done later when you have more time.

If a disclosure is reported to you do the following.

Receive what is said.

Accept what you are told - you do not need to decide whether it is true or not.

Listen without displaying shock or disbelief.

Reassure the student.

Acknowledge their courage in telling.

Remind them that they are not to blame (but avoid criticising the alleged perpetrator – young people often love adults who abuse them).

Do not promise confidentiality.

Reassure them but do not promise what you may not be able to deliver, e.g. “everything will be all right now” (it may not be).

Responding

Respond to what the student has said but do not interrogate.

Avoid leading questions like: “Was it your father? Did he touch your breasts?”. Questions such as this can be used by defence counsel in a subsequent court case to suggest that you contaminated the child’s evidence.

Ask open-ended questions: “Do you want to tell me anything else?” “And?” “Yes?”.

Where necessary, clarify what has been said to you so that you are clear and able to decide whether this is an abusive situation.

There is a careful judgement to be made in ensuring that you have enough information to make an appropriate referral and allowing a young person to talk without being silenced, while making sure that you have not inadvertently led a young person perhaps by an assumption behind a question. For example, asking, “Were you sitting up or lying down when this happened?” contains the answer in question.

Explain what you will do next and (where appropriate) the referral process.

Recording

Make brief notes as soon as possible.

Keep original notes, then write up subsequent record and include date, time, place.

Describe observable behaviour.

Record the actual words the young person uses.

All this information will be required when completing a Broomfield Safeguarding Referral Form, which once completed, following a verbal referral is to be sent to Sandra Hörmann.

All staff also need to be aware of young people who are known to social care (formally known as the Child Protection Register). We have indicated these pupils on SIMs by putting 5 asterisks (*****) in basic the ‘Basic Details’ screen to indicate students subsequent to CP plan.

3 asterisks (***) to indicate students subsequent to a CIN plan and

1 asterisk (*) to indicate early help services’ involvement. A half termly update of the Broomfield Child Protection Register will be sent to all staff via email.

If you have any general concerns about any of these students please inform the relevant Achievement Director and CP Designate via email, but if the concern is a potential safeguarding concern, speak directly to the Designated Safeguarding Lead (DSL) immediately. General information is useful to monitor their progress and well-being and can be forwarded to the allocated social worker if deemed necessary. Please note that this information is completely confidential and should not be shared with pupils.

View from ‘Basic Details’ screen update screenshot?

Age: 11 years, 11 months
Gender: Male
Birth Certificate Seen:
Quick Note: [Redacted]

View from ‘Student details’ screen

Subject	Teacher	Room	Day
7C/Te1	Miss A Begum	7	No
Mrs A Crabbe	P14	Miss E Hussein	

Timetable:
08:30-09:00: P10 AXM 7E/Enb [Y]
09:30-10:00: M8 AXM 7C/Te1 [Y]
10:30-11:00: A1 LD 7E/Sp [N]
11:30-12:00: P9 EDS 7E/Ena [N]
14:30-15:00: J6 PG 7E/Ma [N]

Responsibilities

The Designated Safeguarding Lead is responsible for the following:

- Following the Safeguarding partnerships’ procedure, school policy and procedures with regard to referring a child if there are concerns or an allegation of abuse.
- Keeping written confidential records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services.
- Ensuring that all staff are kept up to date with weekly Safeguarding and Child Protection briefings and that all staff receive regular training that is recorded and monitored, and in addition include monthly refresher training and quizzes.

Once an incident has been reported, the Designated Safeguarding Lead will consult with or report any disclosures by making a referral to the MASH team. If the young person is already known to Social Services, the allocated social worker or the named team with responsibility should be contacted.

A referral should be sent within 48 hours of any telephone referral. This referral should be completed on-line on the Enfield Children’s portal, if a resident of Haringey/Barnet a Mash referral form is to be completed and sent to the relevant Mash team.

If the school cannot get through to the Duty and assessment team, contact the Child Abuse Investigation Team (CAIT)

A referral will need clarification of the following:

- the reason for referral,
- details of young person, i.e. name, address, DOB, etc. and any other agencies involved,
- the nature of concerns,
- any urgent action required to ensure that the young person is safe from harm,
- any need for medical attention or hospital referral,
- if the young person’s parent/carer is aware of the referral,
- any action required to gain parental consent.

The Designated Safeguarding Lead will keep a record of the referral in the relevant CP file, sign, date and record the name of the person they spoke to.

Timing of Referrals

Schools have no legal right to stop the young person from going home at the end of the school day, so it is vital that referrals are made as early as possible, especially if it is believed that the young person would not be safe in going home.

It is particularly important that any concerns about the Safeguarding and Protection of a child or young person is raised as soon as possible to ensure that matters can be dealt with prior to any school holiday breaks. This is in order to safeguard the young person and ensure systems are in place, but also to ensure that relevant staff are available to attend any strategy meetings, conferences or to provide reports.

Supporting and Safeguarding

- Our school will support all pupils by:
- encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying,
- promoting a caring, safe and positive environment within the school,
- liaising and working together with multi-agencies and all other support services involved in the safeguarding of children to ensure a child is free from the risk of harm.
- notifying Social Services as soon as there is a significant concern,
- providing continuing support to a pupil, about whom there have been concerns, who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil’s new school.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The Headteacher or Designated Safeguarding Lead will only disclose information to other staff on a “need to know” basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.
- Child Protection information must be sent through a secure electronic system or courier if required.
- Pupil Records must not be sent by post.

Supporting Staff (including supply staff)

- We recognise that staff working in 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 designated teacher and to seek further support as appropriate.

Allegations against staff

- Staff should behave at all times in a professional manner towards students, bearing in mind that even perfectly innocent actions can sometimes be misconstrued. It is important not to touch pupils however casually, in ways or on parts of the body that might be considered indecent or make the child feel uncomfortable.
- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher **unless the allegation is about the Headteacher (Refer to appendix D for guidance. The Chair of Governors (Dr Gregory Thwaites) is to be contacted**
- The Designated Safeguarding Lead on all such occasions will discuss the content of the allegation with the **LA Lead Officer for Safeguarding and Child Protection who is the nominated senior officer or the LADO (Local Authority Designated Officer) and their HR officer.**

If the allegation made to a member of staff concerns the Headteacher, the member of staff must speak to the Designated Person for Child Protection/Deputy Head and they **must** contact the **LADO, the LA Lead Officer, Bruno Capello, HR Officer, and Chair of Governors immediately.** The school will follow the Safeguarding partnerships' procedures for managing allegations against staff, a copy of which will be readily available. **Keeping Children Safe In Education 2021 part 4**, also makes reference to transferable risk which needs to be taken into account. The Head teacher, Designated Safeguarding Lead, or Chair of Governors may ring the LADO or the LA Lead Officer for consultation at any time.

We must also be aware that at times a false allegation may be made against a member of staff. Staff should take care not to place themselves in potentially vulnerable situations where false allegations might be made against them. Generally, staff members should not be alone with a single pupil. This is particularly important in certain situations, e.g. after the school day when others may not be around. Therefore, detentions or catch-up or revision must not be for a single pupil unless there is more than one member of staff present.

During the school day, if speaking alone to a single pupil, staff should have the door open. Particular care must be taken in or near toilets or changing rooms.

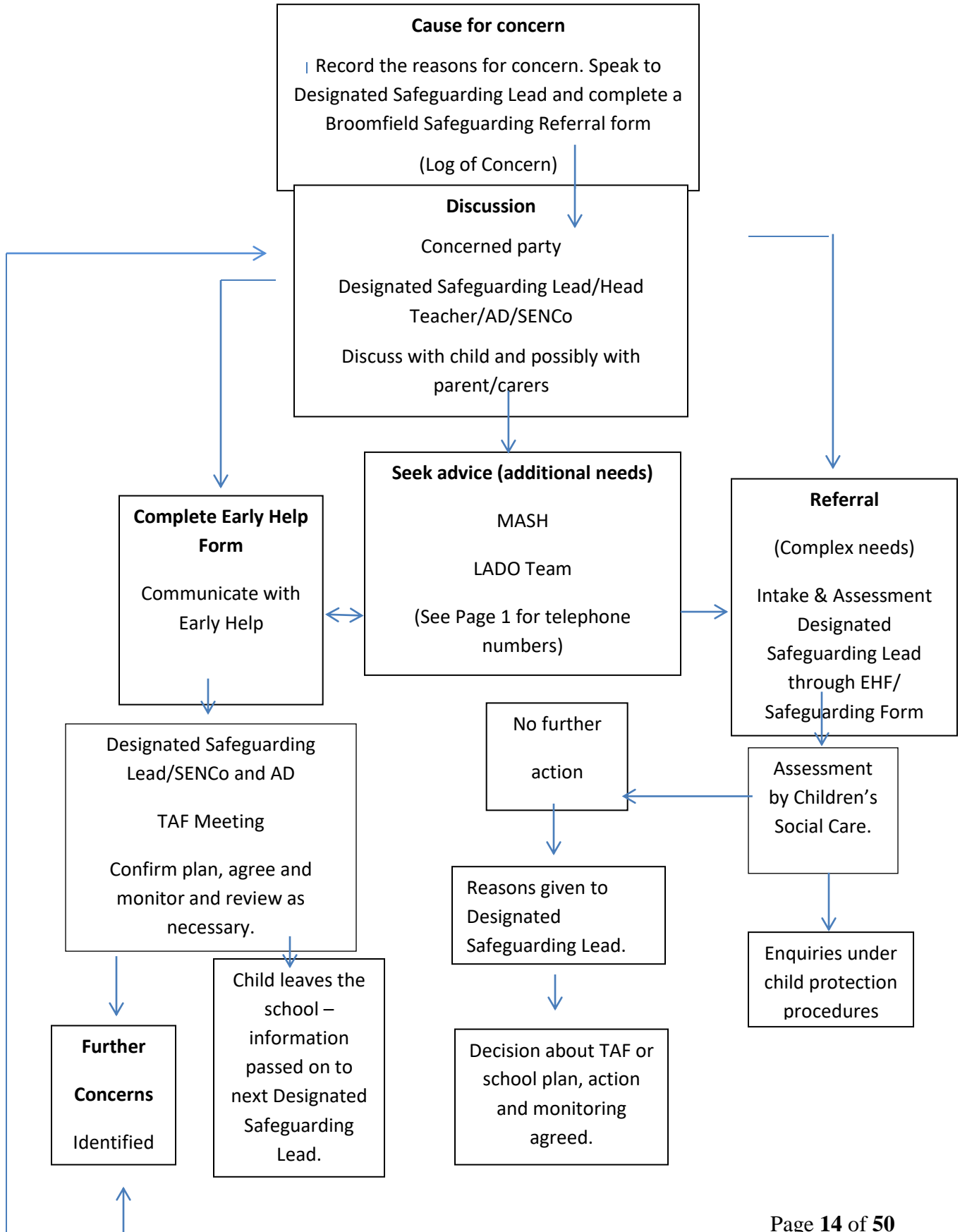
There may be times when a member of staff might need to speak with a pupil alone and with the door closed, e.g. for confidential and sensitive pastoral reasons. Such meetings would usually be held by members of staff with particular duties in this area, e.g. Achievement Directors or the School Counsellor.

Consideration must always be given to the situation, e.g.

- whether it would be appropriate for another member of staff to be present, or alerted to the need for the meeting,
- where the meeting takes place, e.g. in a pastoral office that is not isolated and always in an office or room that has a view window in the door.

It would be difficult to outline every conceivable situation of this sort, therefore, following the principles of child protection and safeguarding and common sense. Should there be any doubt about the particular case, advice must be sought from the school's Designated Safeguarding Lead, Deputy Headteacher or the Headteacher. Please further see **Appendix D** – Procedures for Allegations against staff, in this document.

**THE KEY PROCEDURES
RESPONDING TO CONCERNS ABOUT A CHILD**



Safer Recruitment

- Governors will, when appointing staff, take account of the guidance *Keeping Children Safe in Education 2021 Part three* and any local procedures issued by the Safeguarding partnerships.
- The school will maintain a Single Central Record (SCR), detailing the range of checks carried out on staff and relevant volunteers: references, ID, DBS disclosures, separate barred list checks, overseas checks etc.
- The Single Central Record will demonstrate that the required Disclosure and Barring Service checks have been carried out.
- Documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed:
 - All references will be taken up and verified,
 - a reference will always be obtained from the last employer,
 - at interview candidates will be asked to account for any gaps in their career/employment history.
- All appointments to the school's workforce, including staff recruited from overseas, will require an enhanced Disclosure and Barring and offers of appointment will be made conditional on the school being satisfied that the prospective employee is a fit and proper person to work with or in proximity to children and young people. **(See Appendix F.)**
- All contracts with third parties that involve the provision of staff to work in the school will provide that comparable checks are made by the provider in relation to any person engaged to work with or in proximity to children and young persons or for any staff who have not been so checked to be supervised by a person who has been cleared as a fit and proper person to work with or in proximity to children and young people.
- Volunteers who are in unsupervised contact with students will require an enhanced DBS disclosure.
- ID checks will be carried out on all appointments to the school workforce before an appointment is confirmed.
- The school will carry out further checks as appropriate on staff recruited from overseas, if in the opinion of the school the DBS disclosure is not sufficient for the purpose of assessing their suitability for the post and this will be done before the appointment is confirmed.

Temporary or casual staff who do not have a current enhanced DBS Disclosure will not be allowed to work with or in proximity to children and young person's unless supervised by a person who has been cleared as a fit and proper person to work with or in proximity to children and young people.
- The school will ensure that DBS checks on existing members of staff are currently valid and renewed in accordance with Ofsted guidance.
- For further guidance please refer to the *Safer Recruitment policy*

Music Tuition

It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.

Music tutors need to be aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults and:

- ensure they behave in an appropriate manner and maintain professional boundaries at all times,
- only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed,
- make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why,
- ask the child's permission first and respect their wishes,
- report any incidents or issues that arise to the appropriate member of staff and make sure a record is taken.

The school/college should:

- carry out a risk assessment around providing music tuition. This should include looking at whether rooms/spaces used for tuition are adequately safe and open locations that can be easily observed by others, passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly,
- let parents know when they arrange tuition what level of physical contact may take place as part of the activity,
- record any reported incidents or issues and deal with these within the framework of the school's own policies,
- make sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting.

Whistle blowing

- We recognise that children cannot be expected to raise issues that worry them if they feel unsafe or they feel that they will not be taken seriously or where staff fail to act in response to their concerns therefore:
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of school/colleagues in regard to their behaviour or treatment of pupils.
- Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the following:
- Enfield’s Lead Officers for Child Protection or safeguarding where there are issues regarding the welfare of a pupil.
- Enfield Council’s confidential and independent help-line for protected disclosure where there are issues regarding the school’s overall procedures around safeguarding.

NSPCC Professionals Whistleblowing Helpline 0800 028 0285

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Acceptable Physical Intervention or Restraint

Corporal punishment was abolished by section 548 of the Education Act 1996. It is always unlawful to use force as a punishment. However, Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent the pupil from doing or continuing to do any of the following:

- committing any offence (or, for pupils under the age of criminal responsibility, what would be an offence for an older pupil),
- causing personal injury to, or damage to property of, any person (including the pupil themselves),
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere, e.g. on a field trip or other authorised out of school activity.

- There is no legal definition of ‘reasonable force’ but, to be judged lawful, the force must be in proportion to the circumstances it is intended to prevent.
- We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to achieve the desired effect. We adhere to the Local Authority’s *Physical Intervention or Restraint Policy*.

Except as outlined below staff should not use any form of physical force on pupils, including physically blocking their path.

Teachers and other persons authorised by the Headteacher may intervene if a pupil is causing damage to property or behaving in a way which endangers themselves or others.

- Initially staff will try to calm the student and defuse the situation.
- If the pupil does not respond, the teacher will tell the student that their behaviour is unacceptable and will give instructions for the student to desist from their actions.
- In exceptional circumstances, if the pupil continues to present a danger, teachers may need to use passive physical contact (e.g. standing between students or blocking their path), to protect others from danger.
- If the pupil continues to endanger others, the teacher or other person will tell the pupil that they cannot be allowed to continue threatening others and may have to be restrained if they do not comply with instructions to stop.

- Restrictive restraint must only be used to contain the danger from the student in exceptional cases where all other strategies have failed. Teachers must satisfy themselves that this is the only way to contain a real and present danger.
- To be judged lawful ‘reasonable force’, the force must be in proportion to the circumstances it is intended to prevent. It should be the minimum to achieve the desired effect.
- The teacher or other person is not expected to place themselves in danger. They should judge whether their duty to protect others would dangerously compromise their own safety.
- The Headteacher will inform the parents and give them an opportunity to discuss the incident.
- In some cases, such as with SEND students, there may be medical advice about the safest way to hold pupils with specific health needs.
- 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.
- There is post-incident support from SLT for any teacher or other person who has had to resort to restraint, after following the recommended procedure.

Dealing with specific safeguarding issues

Young Carers

See Appendix B for a definition and more information

Mental Health

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Safeguarding and Child Protection Policy and speaking to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

The department has published advice and guidance on *Preventing and Tackling Bullying and Mental Health and Behaviour in Schools*. In addition, Public Health England has produced a range of resources to support schools and teachers to promote positive health and well-being and resilience among young people. For further reference see *KCSIE 2021 paragraph 41-45*, also pay close attention to the document: *Mental Health and behaviour in schools' guidance 2018 Page 29-33*. The school's website contains updated advice on mental well-being support for pupils and parents.

Bullying

Bullying is a Safeguarding and Child Protection Issue. Please refer to the school's ***Anti-Bullying Policy and the Behaviour for Learning & Achievement Policy*** which details the action that will be taken in respect of an allegation of bullying, discriminatory abuse or serious violence.

Incidents of peer on peer abuse such as bullying (including cyberbullying) racism and discriminatory abuse as well as serious violence may lead to a referral and consideration under Child Protection Procedures. See DfE advice on *Preventing Bullying and Cyberbullying*.

E-Safety and Cyber Bullying

The school promotes the safety awareness for all pupils through DSL & Achievement Directors 'assemblies, RSHE lessons (see guidance for *Teaching On-line Safety in Schools*), assemblies led by Safer School's Police Officer and tutor/form periods in order to inform, empower and equip pupils with the skills to ensure they are not placed in a position that could make them vulnerable to bullying and they know what to do and how to report any bullying incidents. Please see KCSIE 2021, paragraph 31 on the new guidance on the *Sharing of Nude and Semi-nude images/videos* which can be a sign that a child is at risk of harm. It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate

pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. Those at risk of the above should report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the Designated Safeguarding Lead and any parental engagement.

Further guidelines can be found in the school's *E-Safety Policy*.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.

This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures. Please see the school's *Attendance Policy* for further information on this.

Children with family members in prison.

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. *NICCO* provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

CSE (Child Sexual Exploitation) & CCE (Child Criminal Exploitation), Peer on Peer abuse, Serious Violence and County Lines

All staff should be aware that safeguarding incidents and or behaviours can be associated with factors outside the school and or can occur between children outside of these environments. All staff but specifically the Designated Safeguarding Lead (and or deputies) should consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra- familial

harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

CSE/CCE

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information about CCE including definitions and indicators is included in Annex B.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Further information about CSE including definitions and indicators is included in Annex B of *KCSIE 2021*.

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their Designated Safeguarding Lead (or Deputy). At Broomfield school there is a zero tolerance-approach to abuse.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence), sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
 - upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). All staff should be clear as to the school’s policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

See *SVSH Flowchart for school 2018* (Appendix K of this policy) for procedures in dealing with reports on sexual violence and sexual harassment at Broomfield school.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see paragraphs 33-35 of KCSIE 2021). All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools is provided in the Home Office's *Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance*.

Annex B of *KCSIE 2021* contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

County lines

The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁵ should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other.

Staff need to be aware of the indicators and refer all matters of concern to Sandra Hörmann.

Child Trafficking and Sexual Exploitation

The school has in place a clear system for requesting proof in order to check the validity of parents/carers and who has parental responsibility in line with guidance from the All London Procedures. Relevant information will be passed on as required when students move on.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late;
- children who regularly miss school or education or do not take part in

Sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in Appendix K of this policy. As is always the case, if staff are in any doubt as to what to do they should speak to the Designated Safeguarding Lead (or a Deputy).

Domestic Violence (DV)

DV is a safeguarding and Child protection issue any child or young person who has been witness to or involved in incidents of domestic violence will have suffered a degree of trauma, likely to be at risk of emotional damage and or physical injury. Cases of DV must be referred to the Designated Safeguarding Lead. The Royal Assent of the Domestic Abuse Act 2021 on 29 April 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

Forced Marriage and Honour based violence – Revised Guidelines for Education

The most recent guidance calls on schools to play a greater preventative role. Forced marriage and honour based violence are safeguarding and CP issues. Broomfield School will ensure the following.

- All staff are made aware of any signs and indicators
- Close checks on requests for holidays abroad or requests for leave of absence are carried out. Thus, attendance and reasons for absence are monitored very closely (Please refer to *All London CP Procedures and Working Together*).
- All concerns regarding the possibility of forced marriage and honour based violence must be referred to the School's Designated Safeguarding Lead.

A forced marriage is a marriage conducted without the full consent of both parties and where duress (emotional pressure in addition to physical abuse) is a factor. It is an entirely separate issue from arranged marriage, and the two should not be confused. In an arranged or assisted marriage, the families take a role in choosing and introducing the marriage partners, but the marriage is entered into freely by both people, without duress being a factor. In a forced marriage, this consent does not exist. (**Source: Multi Agency Practice Guidelines -Handling cases of Forced Marriage, June 2014**)

The government regards forced marriage as an abuse of human rights and a form of domestic abuse and, where it affects children and young people, child abuse. It can happen to both men and women although most cases involve young women and girls aged between 13 and 30. There is no “typical” victim of forced marriage. Some may be under 18 years old, some may be over 18 years old, some may have a disability, some may have young children and some may be spouses from overseas.

Young people rarely feel able to disclose their feelings about forced marriage. However, there are some warning signs that may indicate the possibility of an impending forced marriage.

- Absence and persistent absence from school
- Truancy from lessons
- Request for extended leave of absence and failure to return from visits to country of origin
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, academic performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Depressive behaviour including self-harming
- Conflict with parents over continued or further education
- evidence of family disputes/conflict, domestic violence/abuse or running away from home
- History of older siblings leaving education early and marrying early

(Source: [Multi Agency Practice Guidelines -Handling cases of Forced Marriage, June 2014](#))

These indicators are not meant to be exhaustive and do not necessarily indicate that a young person is at risk of a potential forced marriage. However, if staff are concerned, then please report this immediately to Sandra Hörmann verbally. Following this verbal report you need to complete an Internal Referral Form and send this via email. Even if you have heard this from other

students or have any other reason to suspect that a young person is at risk then please report it. Whilst it is important not to over-react staff should be aware and follow school procedures as indicated above.

If you want to know more about forced marriage then you can view the following website <https://www.gov.uk/guidance/forced-marriage#guidance-for-professionals>

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes that have witnessed. There are two age appropriate guides to support children 5-11 olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. Please see KCSIE 2021, Annex A for more detail on support for parents, carers and the child involved.

Female Genital Mutilation

See Appendix C – FGM Guidance for Schools

Safeguarding pupils who are vulnerable to extremism

Since the Government's 2010 publication of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Broomfield School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Broomfield School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Broomfield 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,
- Far Right / Neo Nazi / White Supremacist ideology,
- Irish Nationalist and Loyalist paramilitary groups,
- Extremist Animal Rights movements.

Appendix G – Indicators of vulnerability to radicalisation

Appendix H – Preventing violent extremism, roles and responsibilities of the Single Point of Contact (SPOC)

Risk reduction

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, *Anti-Bullying* policy and other issues specific to the school’s profile, community and philosophy.

This risk assessment will be reviewed as part of the annual return that is monitored by the local authority and the local safeguarding children board.

Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The SPOC for Broomfield School is Sandra Hörmann. 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 SPOC.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Prevention

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

The school community will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to,
- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty,
- provide a pastoral system that values and respects the individual,
- assign students to tutor groups where they have daily opportunities to develop positive relationships with their peers under the guidance of the tutor,
- ensure that the five HCAM (Help Children Achieve More) outcomes are central to the curriculum,
- in all subjects, design lessons to support students’ development in ways which will foster security, confidence, self -esteem and independence,

- include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help,
- consider in the RSHE curriculum issues which may impact on student welfare and safety: drug and alcohol abuse, sex education and preventing teenage pregnancy,
- ensure all children do not have access to internet chat sites at school and warn them of the dangers of using these sites outside school.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

All staff need to be aware of the following indicators that a family may be at risk of homelessness:

- household debt,
- rent arrears,
- domestic abuse and anti-social behaviour,
- as well as the family being asked to leave a property.

Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral to children's social care where a child has been harmed or is at risk of harm.

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

Any concerns about this matter should be referred to the DSL following our school's procedure for reporting safeguarding concerns.

Health and Safety

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

Broomfield School ensures the safety of its environment for pupils through:

- controlling access to the site,
- conducting a Health and Safety Inspection every half term and acting on its recommendations,
- ensuring that we comply with Health and Safety requirements for all on-site activities,
- requiring risk assessments before allowing any trips, visits or work experience placements,
- vigilant monitoring to guard against intruders, antisocial behaviour and drug and alcohol misuse on site,
- curriculum activities and social areas compliant with Health and Safety requirements,
- work experience arrangements that include safeguarding information for employers and a requirement that they accept their Child Protection responsibilities,
- a single entry / exit access point, supervised by entry phone

- visitors being met at reception and escorted into the school,
- CCTV monitoring of the site, internal and external,
- a book recording the names of students with permission to leave the site,
- a record of staff and visitors signing in/out,
- supervision of pupils at break and lunchtimes.

Roles and Responsibilities

The Designated Person for Child Protection (DSL) is responsible for reporting suspected cases of child abuse to the LCPB and cooperating with any investigations or provisions made for a child who is placed on the Child Protection Register. They will monitor the policy and report annually to the Governing Body.

The second Designated Person is responsible for deputising in the absence of Designated person.

All teaching staff are responsible for keeping the five outcomes of the HCAM agenda at the heart of their teaching. They must be alert to signs of child abuse and report any suspicions to the Designated Person.

TAs and all support staff are also responsible for being alert to signs of child abuse and report any suspicions to the Designated Person.

A preventative and multi-agency approach is taken across the school to deal with safeguarding issues. Every fortnight an Inclusion meeting takes place where the Assistant Head (Designate Teacher), Achievement Directors and Assistant Head for Inclusion & SENCO discuss vulnerable pupils and their level of needs and what action to put in place in order to meet their level of need. The Achievement Directors will monitor and oversee the safety and welfare of their year groups, attend meetings related to CP issues where necessary and discuss with the DSL any concerns regarding the safeguarding of pupils and potential referrals to Early Help services..

The Data Manager is responsible for maintaining correct information on pupils.

The Attendance Officer, Head PSO or other appropriately designated staff are responsible for notifying EWO if a child who is subject to CP/CIN plan is absent for more than two days.

The School Business Manager is responsible for maintaining the safety and security of the site and ensuring safe access for pupils with disabilities.

The IT Network Team is responsible for maintaining safe systems of internet access, blocking any undesirable (e.g. pornographic, racist, violent) sites.

The Headteacher is responsible for ensuring the effective delivery of the Safeguarding Policy.

The Governing Body is responsible for monitoring of this policy and ensuring that the school complies with its statutory duties in regard to safeguarding children.

Monitoring and Evaluation

All pupils at risk and with Child Protection Plans are monitored through the school's Early Intervention and School Based Multi- Agency meetings where appropriate.

All pupils at risk and with Child Protection Plans are monitored by the designated Child Protection teacher, with relevant staff members, and appropriate outside professional agencies on a regular basis as appropriate.

The DSL discusses CP issues with the Headteacher through the line management process and more frequently where necessary to monitor individual cases.

The DSL teacher provides the designated Governor with a briefing during Community Governor's committee meetings and discusses updated information more frequently where appropriate.

All staff regularly receive updated Child Protection information and training. Safeguarding briefings take place every Monday morning. Safeguarding refreshers are provided for all staff every month during an academic school year.

All adults working on a temporary or casual basis are required to read and sign updated Child Protection guidelines before working with pupils.

Appendix A

Definitions and Indicators of Child Abuse and Neglect

Criteria for Registration and Categories Abuse

All children have certain basic needs, which include:

- Physical care and protection
- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines:

“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.

A conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan.

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, Family Services and Social Work have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering **significant harm**, which is defined as:

Neglect: The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child’s health or development, including non-organic failure to thrive.

Physical Abuse: Physical injury to a child including, deliberately poisoning, where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Sexual Abuse: The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend and to which they are unable to give informed consent, or that violate the social taboos of family roles.

Emotional Abuse: Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All forms of abuse involve some emotional ill treatment. This categorically should be used only where it is the sole form of abuse.

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

Possible indicators of abuse and neglect and action to be taken

<p>Neglect</p>	<ul style="list-style-type: none"> • Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision 	<p>If a teacher has concerns about the well-being of a child in his / her class, a discussion should take place with the DSL, records should be kept, and when appropriate Children’s Services should be informed by the DSL.</p>
<p>Physical abuse</p>	<ul style="list-style-type: none"> • Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seem unconcerned or fail to seek adequate medical treatment 	<p>If a teacher has concerns that a pupil in her his class may be suffering from physical abuse, the designated teacher should be informed, and detailed records kept (including dates injuries noted). The DSL will decide if concerns should be shared with parents, and when appropriate, Children’s Services should be informed.</p> <p>Any visible marks, bruises or cuts observed on a young person should be reported immediately to the DSL</p>
<p>Sexual abuse</p>	<ul style="list-style-type: none"> • Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child’s age/stage of development • Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation • Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy unwillingness to undress for sports. 	<p>If any teacher has concerns that a child in her/his class may be suffering from sexual abuse in any form, they must discuss this with the designated teacher, who should then discuss it with Children’s Services. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her/ him at even greater risk.</p> <p>Detailed records should be kept, including dates and circumstances surrounding discussions.</p>

<p>Emotional abuse</p>	<ul style="list-style-type: none"> • Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem 	<p>If a teacher is concerned that a pupil in her/his class is being emotionally maltreated, it should be reported to the DSL, detailed records should be kept, and when appropriate, social care informed by the DSL.</p>
<p>Indirect indicators of abuse and neglect</p>	<ul style="list-style-type: none"> • Sudden changes in behaviour • Withdrawal and low self-esteem • Eating disorders • Aggressive behaviour towards others • Sudden unexplained absences from school • Drug/alcohol misuse • Running away/going missing 	<p>If a teacher has concerns about the well-being of a child in his/her class, a discussion should take place with the DSL, records should be kept, and Mash referral completed as necessary.</p>
<p>Parental attributes</p>	<ul style="list-style-type: none"> • Misusing drugs and/or alcohol • Physical/mental health or learning difficulties • Domestic violence • Avoiding contact with school and other professionals 	<p>If a teacher has concerns about the well-being of a child in his / her class, a discussion should take place with the designated teacher/pastoral team leader, records should be kept, and when appropriate Children’s Services should be informed by the DSL. An Early Help Referral should be made to access necessary intervention/s.</p>

Appendix B

Information with regards to a young carers.

A young carer is someone aged 18 or under who helps [look after a relative who has a condition](#), such as a disability, illness, mental health condition, or a drug or alcohol problem.

The majority of young carers [look after one of their parents](#) or [care for a brother or sister](#). They do jobs in and around the home, such as cooking, cleaning, or helping someone to get dressed and move around.

Young carers may need to help a relative deal with their feelings by talking to them, listening and trying to understand their problems.

The difference between young carers and other young people who help in the home is that young carers are often responsible for someone else in their family in a way that most other young people are not. Some children give a lot of physical help to a brother or sister who is disabled or ill. If you do, you are a sibling carer (sibling is a word for brother or sister). Along with physical help for your sibling, you may also be giving emotional support to both your sibling and your parents.

A young carer might also care for a grandparent or someone else from their extended family.

The school should make a referral to DAZU in order to seek support for a child that is acting as a young carer. Other early interventions might also be required such as school, counselling.

Appendix C

FEMALE GENITAL MUTILATION (FGM)

Guidance for schools

World Health Organisation definition

All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non – medical reasons.

Procedures

Female genital mutilation is classified into four major types.

1. Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
2. Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are "the lips" that surround the vagina).
3. Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
4. Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

FGM is child abuse FGM is recognised by the United Nations as a violation of the human rights of girls and women. It reflects deep-rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors (between infancy and age 15) and is a violation of the rights of children. It is illegal in the UK and it is child abuse. FGM is under reported in this country. Over 24,000 girls under the age of 15 years in England and Wales are at risk from undergoing FGM either in this country or abroad. The summer holiday is the period when girls are mostly at risk of FGM. With your help we can identify those at risk and together we can protect girls from undergoing FGM.

No health benefits, only harm

FGM has no health benefits, and it harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and interferes with the natural functions of girls' and women's bodies.

Immediate complications can include severe pain, shock, haemorrhage (bleeding), tetanus or sepsis (bacterial infection), urine retention, open sores in the genital region and injury to nearby genital tissue.

Long term consequences can include:

- ❖ recurrent bladder and urinary tract infections;
- ❖ cysts;
- ❖ infertility;
- ❖ an increased risk of childbirth complications and new-born deaths;
- ❖ A need for further surgery. For example, the FGM procedure that seals or narrows a vaginal opening (type 3 above) needs to be cut open later to allow for sexual intercourse and childbirth. Sometimes it is stitched again several times, including after childbirth, hence the woman goes through repeated opening and closing procedures, further increasing and repeated both immediate and long-term risks.

Who is at risk of FGM?

The communities in the UK that girls are most at risk of FGM include the Somali, Sudanese, Sierra Leone, Gambian, Liberian, Egyptian, Nigerian, Ethiopian and Eritrean communities. Non-African communities that practice FGM include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim communities.

FGM indicators

- ❖ The girl may confide that she is to have a “special procedure“ which will make her a woman or talk of a ceremony taking place for her or other siblings. There may be talk of vaccinations or talk of absence from school. Girls are more at risk of FGM during school summer holidays.
- ❖ A girl or her family may talk about a long holiday to her country of origin or to a country where the practice is prevalent This is not enough on its own but might be significant when added to other concerns.
- ❖ A mother or an older sibling had already undergone FGM.

Signs that FGM may have occurred

- ❖ Prolonged absence from school with a noticeable change in behaviour on return.
- ❖ Finding it difficult to sit still and appears to be experiencing discomfort or pain.
- ❖ Spending a long time away from class for toilet breaks.
- ❖ Asking to be excused from PE or swimming.
- ❖ Suddenly visiting the school nurse more frequently.
- ❖ A sudden change in dress.

Prevention & Reporting

School staff can play a key role in protecting girls from FGM.

Mandatory reporting of FGM* Duty requires these professionals to make a report to the police if, in the course of their professional duties, they:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
 - observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth. *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015
- If you think a girl is at risk of FGM or that FGM may have taken place you **must report it immediately** as you would any other form of child abuse.

- 1) You **must** inform your Designated Safeguarding Lead
- 2) A referral **must** be completed to the MASH team at Children's Services
- 3) The police must be informed as stated above

It is essential that the young person's parents **are not** spoken to before a referral is sent to children's social care.

A full risk assessment will be conducted and any decision to contact the young person's parents will be made jointly by children's social care and police.

It is essential that all professionals within education are aware of this heinous crime and follow the above safeguarding procedures.

For additional support;

See contact details below:

Project Azure, Metropolitan Police

Tel 020 71612888

NSPCC Female Genital Mutilation (FGM) helpline

0800 028 3550

Dr Comfort Momoh (MBE) FGM Specialist

Phone: 020 7188 6872

Mobile: 07956 542 576

E-mail: comfort.momoh@gstt.nhs.uk

FORWARD

Phone: 020 89604000

E-mail: naana@forwarduk.org.uk

Daughters of Eve

Mobile: 07983 030 488 / 07961797173

E-mail (via website): www.dofeve.org/

Appendix D

Low level concerns

As part of our whole school approach to safeguarding, the school will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This should encourage an open and transparent culture; enabling the school to identify concerning, problematic or inappropriate behaviour early; minimising the risk of abuse; and ensuring that adults working in or on behalf of Broomfield School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of Broomfield School.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.. Examples of such behaviour could include, but are not limited to:

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

As a school we recognise such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold (see Part Four - Section one of *KCSIE 2021*), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools from potential false allegations or misunderstandings. Our Staff Code of Conduct sets out the importance of sharing low-level concerns in creating and embedding a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

Procedures for dealing with allegations against staff

Working Together to Safeguard Children 2018 defines an allegation in the following terms.

A person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children. The suitability of a person to work with children/young people.

In most cases at Broomfield when young people make allegations against staff, it is often deemed to be 'rough handling' by the teacher and is on most occasions due to disruptive pupil behaviour which has escalated into an allegation made against a member of our staff. However, before this decision can be reached it is important that correct procedures are

followed by all members of the Leadership Team as they may be times when 'On Call' will need to initially deal with this.

In the first instance we have to treat all allegations against staff the same and therefore as a school we must not be seen to have carried an investigation or interfering with evidence e.g. interviewing the child, but must view it as an information gathering exercise. The allegation will be reported to the Head Teacher or DSL or Deputy Headteacher. It will be the DSL or the Head Teacher or the Deputy Headteacher who usually speaks with the member of staff. (If the allegation is against the head teacher, the Chair of Governors must be informed. Contact the Chair of Governors as follows: request Dr Gregory Thwaites's email contact details from Pula Nicola, the Office Manager.

Therefore the following procedures need to be followed by the DSL:

- Act quickly even if it not obvious that the young person has suffered significant harm
- Make sure the child is safe and decide whether any medical attention is needed
- Do not take a written statement from the young person. Instead make your own written record. The recording should include the following:
 1. name of young person
 2. name of member of staff the allegation is made against
 3. where and when the incident occurred
 4. briefly what happened
 5. were there any witnesses
 6. expected outcome as viewed by young person
 7. signed and date your statement

This information then needs to be passed onto the DSL teacher if it is not the DSL who is dealing with the matter.

- The LADO (Local Authority Designated Officer) will be contacted and advice sought.
- The LADO will usually advise that the DSL contact the parents and inform them that their child has made an allegation against the member of staff and that the school is dealing with it. Inform them that the designated child protection teacher will be contacting them before the end of the day.
- A discussion, interview or a discussion about the allegation must not take place with the member of staff concerned (unless this has been agreed with Head Teacher or DSL). Advice from the LADO is often sought in this regard. If it is agreed, do not take any written statements. Instead make your own written record of the allegation made against the member of staff and anything the member of staff may tell you if they are aware of the allegation.
- If the allegation is an extreme case such as of a sexual or violent nature then do not speak to the member of staff but instead inform the Headteacher and DSL.
- Pass all information onto the DSL.

The role of the Designated Child Protection Lead (DSL):

- To obtain details of allegation from person receiving the allegation. Obtain details on the member of staff. Name, Date of birth, ethnicity, start date, any previous allegations made concerning this member of staff. The DSL on behalf of the Head Teacher keeps all copies of previous allegations against staff.
- Consult with the **Local Area Designated Officer (LADO)** for initial consideration. Relate above details to the LADO. You will most likely be asked your opinion of a possible outcome.
- The LADO will if necessary then consult with the Police and then contact the school with the outcome. The designated child protection teacher will then discuss with the Head Teacher of how best to deal with this.

- Contact the parents of the child who has made the allegation and explain procedure. Ascertain their expected outcome of the allegation. Emphasise on most occasions a more desirable outcome for both the young person and the member of staff concerned will be for the school to deal with it as an action of poor practice/inappropriate behaviour. The only occasions for this not to be considered is where the allegation is of a sexual or violent nature. Remember that matters regarding the member of staff, e.g. action taken/that may be taken, any previous concerns, etc. are strictly confidential and must not be reported to parents, pupils or other staff not involved.

Note: It is not helpful or desirable for all allegations to be processed through the child protection system, unless there is a clear cause for this. Early discussions with the LADO will allow alternative responses to be considered where appropriate.

Outcome of initial consideration:

No referral to Safeguarding & Social Care or the Police will be necessary under these procedures where the DSL and the LADO consider that the allegation to:

- Involved reasonable force to restrain a pupil (in accordance with guidance)
- Is evidently false as agreed by the DSL and LADO. E.g. immediate circumstances show incident was not possible
- Inappropriate staff behaviour/poor practice which does not meet threshold for child protection and referral. In this case the matter will be dealt with by the school.
- The definitions that should be used when the school determines the outcome of an allegation are set out below:
 - Substantiated: there is sufficient evidence to prove the allegation;
 - Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;
 - False: there is sufficient evidence to disprove the allegation;
 - Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,
 - Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Appendix E

Social Care Contact List

London Borough of Enfield

The Intake and Assessment Team
Charles Babbage House
1 Orton Grove
Enfield
EN1 4TU
Telephone: 020 8379 2507 or 020 8379 2230/0208 379 5555
Fax: 020 8379 2498
Email: childreninneedservice@enfield.gov.uk

London Borough of Haringey

First Response Screening Team
5th Floor, 48 Station Road
Wood Green
N22 7TU
Tel: 0208 489 4592
Fax: 020 8489 2110

London Borough of Barnet

Duty and Assessment Team

Barnet House
1255 High Road
Whetstone
N20 0EJ

Tel: 020 8359 4066
Fax: 0871 594 8766
Emails: dutyfrontdesk@barnet.gov.uk

London Borough of Islington

Access and Advice Team

222 Upper St,
London
N1 1XR
Tel: 020 7527 2299
email Service@islington.gov.uk.

Borough of Hertfordshire

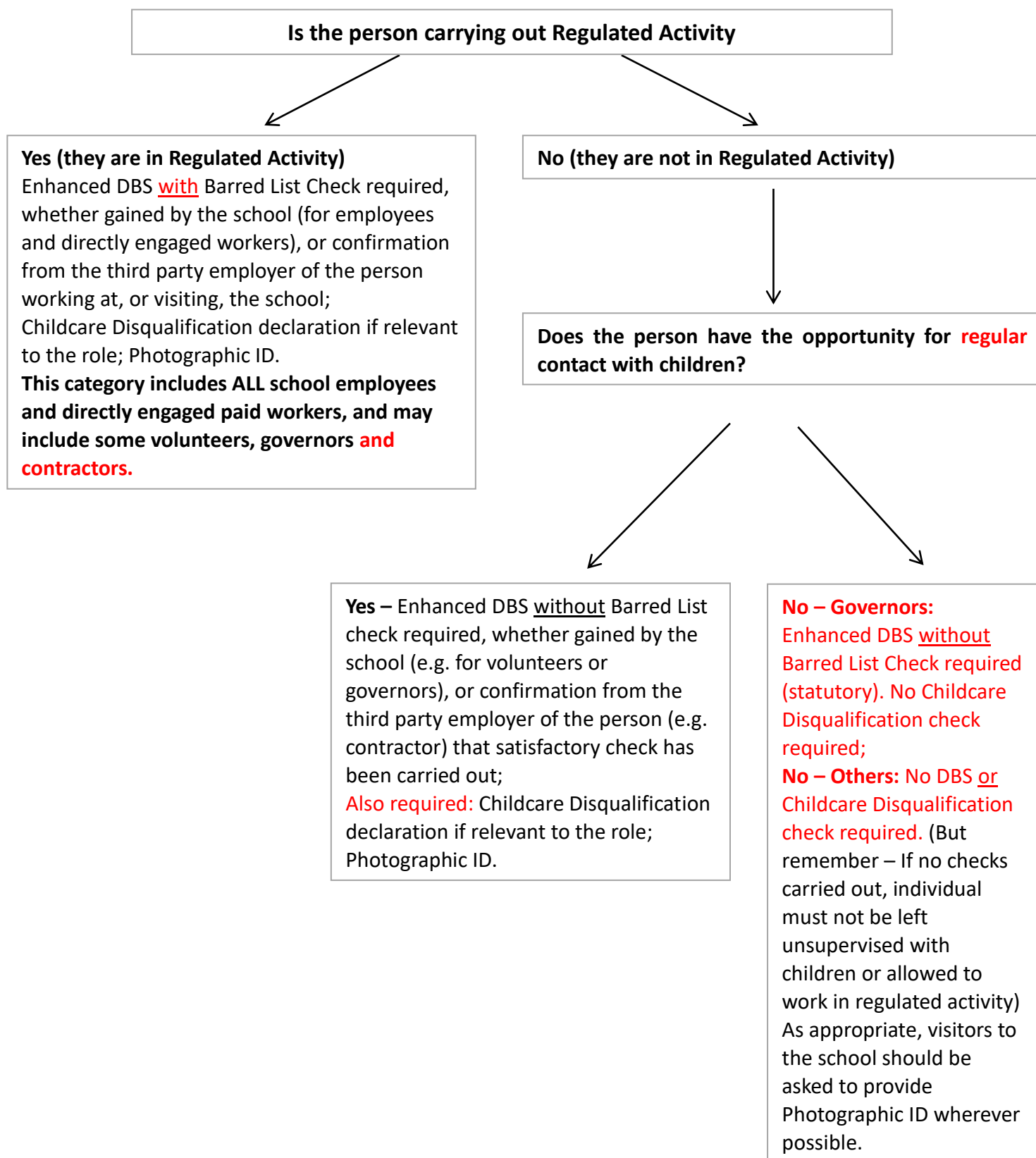
Children Services Hertfordshire

228 Hatfield Rd
St Albans
AL1 4LW

Tel: 0300 123 404

Appendix F

Definition of 'Regulated Activity' Relating to Children and Disclosure and Barring Service (DBS) Checks



Appendix G

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 is distanced from their cultural/ religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student 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’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 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 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.

Appendix H

Preventing violent extremism

Roles and responsibilities of the Single Point Of Contact (SPOC)

The SPOC (and DSL) for Broomfield School is **Sandra Hörmann** who is responsible for:

- ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raising awareness about the role and responsibilities of Broomfield School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- collating relevant information from in relation to referrals of vulnerable students into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- reporting progress on actions to the Channel* Co-ordinator; and
- sharing any relevant additional information in a timely manner.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix I

**Keeping Children Safe in Education (KCSIE)2021
Information for all school and college staff**

Appendix J

An example of the Broomfield Safeguarding Referral Form

Staff, volunteers and regular visitors are required to complete this form, following a verbal referral, of the safeguarding concern about a child in our school, to Sandra Hormann (DSL)

- In Sandra Hormann's absence verbal referrals followed by completed forms need to be passed on to Cate Seymour (Deputy DSL) or in Cate's absence to the Head Teacher or Daniela Deufemia (Senior Pastoral Officer).

Full name of child	Date of Birth	Class/Tutor/Form group	Your name and position in school

Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Time & date of incident:

Who are you passing this information to?

Name:

Position:

[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed] Please see body map below

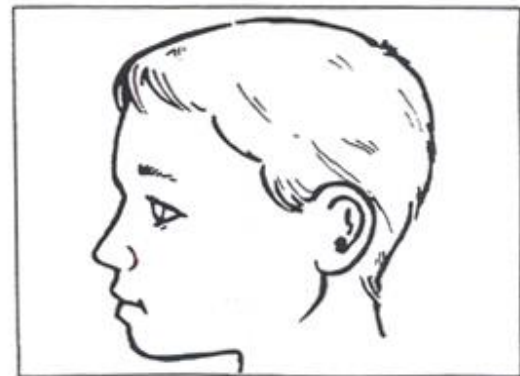
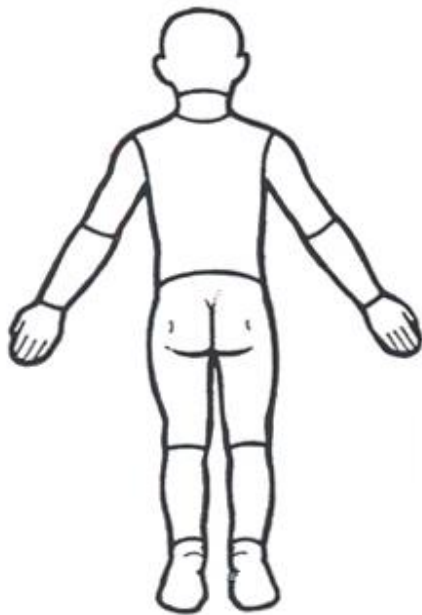
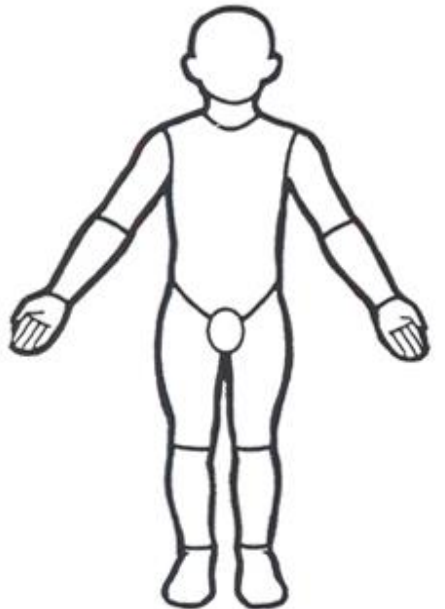
[Make it clear if you have raised a concern about a similar issue previously]

Your signature:

Time form completed:

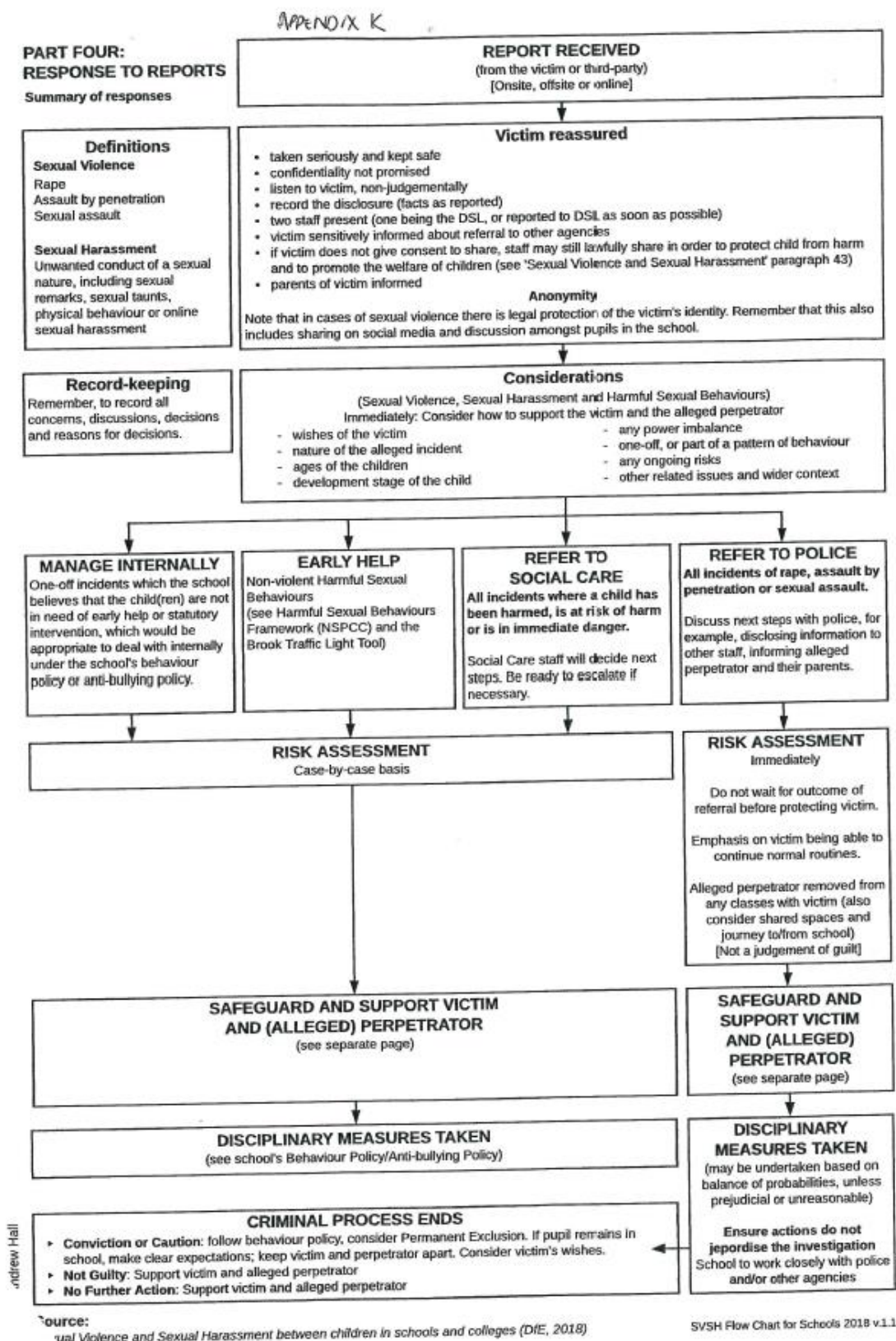
Date:

In the case of noticing physical injuries on a child please clearly indicate where the injury was seen and attach this to the Recording Form.



Appendix K

Broomfield School's procedures and response to reports of sexual violence and sexual harassment



End of appendices and policy