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# Brentwood School

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

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

### **STATEMENT OF INTENT**

The safety and well-being of all our pupils at Brentwood School is our highest priority. To know everyone as an individual, to provide a secure and caring environment, so that every pupil can learn in safety, is at the heart of our safeguarding system. The key issue for all staff is to listen to pupils and to flag up any concerns regarding a child's wellbeing or safety to the appropriate person (including the relevant Local Safeguarding Children Board (LSCB), which include Essex, Southend, Thurrock, Havering and Redbridge, as required) as outlined in this policy. This ensures that matters of concern are suitably reviewed and appropriate actions taken. The School will continue to support local safeguarding arrangements and work with the safeguarding partners following the transition from LSCBs. At all times, the approach to safeguarding and child protection should be child-centred and the best interests of the child considered when deciding the appropriate response. Staff members maintain an attitude of "it could happen here" where safeguarding is concerned. Our Safeguarding and Safer Recruitment Policies and procedures refer to the Department of Education (DfE) statutory guidance: *Keeping Children Safe in Education (September 2018) (KCSIE)*, *Working Together to Safeguard Children (September 2018) (WT)*, and *Prevent Duty Guidance for England and Wales (July 2015) (Prevent)*, *The Prevent duty: Departmental advice for schools and childminders (June 2015)* and *The use of social media for on-line radicalisation (July 2015)*.

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

### **PROMOTION OF WELFARE**

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

### **EQUAL TREATMENT**

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

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

## **BULLYING**

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

## **THE ROLE OF THOSE WHO WORK AT THE SCHOOL**

All those working on the School site, in any capacity, who come into contact with children and their families have a role to play in safeguarding children. It is our responsibility to listen to concerns raised by children and to identify those who may be in need of extra help/early intervention (children in need) or who are suffering, or are at risk of suffering significant harm (children at risk). Where a member of staff has any concerns about a child, there should be a conversation with the Designated Safeguarding Lead (DSL) to agree a course of action which may result in a referral to a specialist service or early help services. If the DSL or Deputy DSLs are unavailable, this should not delay appropriate action being taken and staff should consider speaking to a member of the Senior Leadership Team and/or take advice from the LSCB. If anyone other than the DSL makes the referral to the LSCB, they should inform the DSL (or a Deputy DSL) as soon as possible. All staff have a responsibility to be alert to possible signs of abuse and to take appropriate action, working with the School's Pastoral Team, Designated Safeguarding Leads and other services as appropriate, and to reflect on the effectiveness of their own safeguarding practice. If a child is in immediate danger, or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Where a child is at risk, a referral may be made by the DSL to children's social care/the police if a crime has been committed, or directly by the member of the school staff. Such a referral does not require pupil or parental consent. This is also the case when there are concerns relating to radicalisation when there are reasonable grounds to believe that a child is at risk of significant harm.

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

Please also refer to Part One and Annex A of KCSIE (September 2018) and the Essex Safeguarding Children Board guidance booklet, ['Effective Support for Families and Children in Essex'](#) which details the thresholds for intervention.

## **IN-SCHOOL PROVISION FOR LISTENING TO CHILDREN AND FOR EARLY HELP**

There is an extended pastoral team across the School to support every child in School and to provide early help as appropriate for children in need. This team is led by the Deputy Head (Pastoral and DSL) in the Senior School, the Deputy Head in the Prep School, and includes the School Chaplain, the Heads of Year and their deputies, the Learning Development departments, the School nurses, the boarding house team, pastoral managers for the 1<sup>st</sup> – 5<sup>th</sup> Year and the Sixth Form and a School Counsellors. There are regular Pastoral Committee meetings to co-ordinate the in-school support in addition to a core group meeting and regular, individual meetings between the Deputy Head (Pastoral) and members of the pastoral team. There is also a peer mentoring programme for pupils.

## **THE ROLE OF PUPILS AT THE SCHOOL**

Brentwood School prides itself on its respect and mutual tolerance. We expect respect, good manners and fair play to be shown by all members of the School community so that every pupil can develop his or her full potential and feel positive about him/herself as an individual. All pupils should feel confident that they know who to turn to if they are experiencing difficulties or are aware of others who may be in distress. 'Who can I talk to?' posters are displayed in Form Rooms and the Boarding Houses and all pupils have a card in their ID/Tuck Shop badges with a reminder of whom they can approach as well as key contacts to outside support agencies, such as CEOP (on-line protection for children), the NSPCC and ChildLine.

## **THE ROLE OF PARENTS**

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

## **THE ROLE OF GOVERNORS**

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

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

The Governing Body is responsible for:

- reviewing the procedures for and the efficiency with which the child protection duties have been discharged;

- approving amendments to child protection arrangements in the light of changing Regulations or recommended best practice;
- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied.

## WHAT IS CHILD ABUSE?

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

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

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

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

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate

food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Specific safeguarding issues**

All staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancing, gang membership or links with gangs and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that children with special educational needs and/or disabilities may be particularly vulnerable to abuse, including peer-on-peer abuse.

### **Peer-on-peer abuse**

All peer-on-peer abuse is unacceptable and will be taken seriously.

In order to minimise the risk of peer-on-peer abuse, all staff should be alert to the fact that pupils may abuse other pupils and take action if they encounter any such abuse. Peer-on-peer abuse is most likely to include, but is not limited to: so-called "banter", bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexual violence and sexual harassment, sexting and initiation/hazing type violence and rituals. Peer-on-peer abuse may be gendered in nature.

Where there is abuse by one or more pupils, whether day or boarding, against another pupil and there is cause to suspect a child is suffering, or likely to suffer, significant harm, this will be referred to the LSCB and the police as appropriate. Following such a disclosure, all children involved will be treated as being "at risk". It may be appropriate for a boarder to go home to a parent or guardian, rather than remain in the Boarding House, dependent on the risk or potential risk to that pupil. Victims will be given support by the Pastoral Team, with the support of external professionals, such as SERRIC (South Essex Rape and Incest Crisis Centre), as appropriate. Issues of pupil behaviour or bullying will be dealt with under the safeguarding policy where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

See the UK Council for Child Internet Safety (UKCCIS) document: [Sexting in schools and colleges](#), for advice about how to deal with sexting in schools.

In cases of peer-on-peer abuse where there is no cause to suspect that a child is suffering, or likely to suffer significant harm, victims, perpetrators and any other child affected will be supported, working with parents, by the School's pastoral care teams and/or external agencies as appropriate.

As a school we do not tolerate abuse of any kind and do not tolerate or pass off abuse as mere "banter" or "having a laugh". All staff should flag cases of peer-on-peer abuse to the relevant Head of Year and/or to the DSL, as appropriate. As well as being alert to possible peer-on-peer abuse when in the classroom or on duty round the site, staff should intervene whenever they come across such abuse both in school or when they see pupils coming to and from school, when taking children off site on trips and visits. All staff must enforce the School's mobile phone policy, the [iPad Student Acceptable Use policy](#) and the School's Network Acceptable Use policy.

In addition to a staff presence around the school and a strong pastoral support network, there is a team of peer mentors.

Allegations of peer-on-peer abuse will be acted upon and recorded following this policy or the School's Behaviour Management policy as appropriate. Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, peer-on-peer abuse will be treated as a safeguarding matter under this policy and will be referred to the LSCB and/or police. The Deputy Head (Pastoral) and DSL in the Senior School ensures that safeguarding records are kept securely and also maintains a record of serious disciplinary issues. Heads of Year pass records of bullying incidents (including cyber-bullying) to the Deputy Head (Pastoral). In the Prep School, the Deputy Head and DSL records allegations of peer-on-peer abuse.

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

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

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

Information when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

### **Essex Police guidance**

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

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

**Preventing radicalisation** As outlined in KCSIE (Part 1) (September 2018), "radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is defined as the vocal or active opposition to fundamental British values, including the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation may occur through many methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or Deputy DSL) making a referral to the Channel programme." (KCSIE, September 2018).

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

Link to: "[Revised Prevent Duty Guidance: for England and Wales](#)" (2015), "[Prevent Duty: Departmental Advice for Schools and Childminders](#)" (June 2015). And "[The Use of Social Media for On-line Radicalisation](#)" (July 2005).

'[Educate Against Hate](#)' is a useful website for teachers, parents and school leaders, which provides information and access to resources.

Although decisions to seek support for a child in need, or about whom there are radicalisation concerns, are normally taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

The School has clear protocols, as outlined below, for ensuring that any visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised.

### **Hosting Speakers on School Premises**

The School motto, "Virtue, Learning and Manners" permeates all we do in the whole school community. We actively promote the spiritual, moral, social and cultural development of pupils whilst upholding the fundamental British values of Democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. As an IB World School, we encourage pupils to reflect on such issues in a global context.

Through hosting external speakers at Brentwood, we provide a safe environment for pupils to look critically at the world around them, to engage with a variety of issues and hear and debate different perspectives.

We have regard to Keeping Children Safe in Education (September 2018), including the Prevent duty and the DfE guidance document, "Promoting fundamental British values as part of SMCS in schools" (November 2014).

### **Protocol for hosting visiting speakers:**

Staff must ensure that any visiting speakers, whether invited by staff or the pupils themselves, are suitable and appropriately supervised.

When inviting a speaker, they should check the credentials of the speaker. This may be via an Internet search, personal recommendation or booking through an established agency. These checks need then to be communicated to a line manager.

In cases where a speaker is invited by pupils, a member of staff must oversee the checks above.

Our normal safeguarding procedures apply for visitors to the site: visitors are met at reception, sign in, are issued with a visitor's badge to be displayed at all times and are accompanied to and from reception and at all times during their visit.

Staff need to be aware that schools are required to forbid political indoctrination and ensure a balanced treatment of political issues. This extends to co-curricular activities provided or organised for pupils at the school or on behalf of the school.

Staff organising the event should be aware beforehand of the likely content of a presentation given by a visiting speaker. The member of staff in charge of supervising the visiting speaker must be prepared to intervene if he/she judges the content of the presentation/discussion unsuitable for the audience (i.e. safeguarding issues, including a danger of promoting extremist views and undermining fundamental British values).

If material is distributed to pupils by a visiting speaker, including links to helplines etc., the staff member hosting and supervising the visitor must be confident that this information or link to the speaker will not put a pupil at risk of harm.

Advice should be sought from a member of the SLT if there is **any** doubt as to the suitability of a speaker.

### **Concern about the safety of a pupil who may be at risk of radicalisation**

If any member of the school community has a concern for the safety of a pupil at risk of radicalisation, they should discuss this with the DSL and, where necessary, with Children's Social Care or the Police – please refer to the contact numbers at the end of this policy.

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

We filter our web content by using URL, Application and Category filtering which is provided by Palo Alto Networks with their next generation firewall. We automatically block sites which fall into "Extremism, Gambling and Pornography" for all pupils. "Gaming" is also blocked during the school day but permissions are relaxed for our Boarders during the evenings. Access to Social Media Applications such as: Facebook, Snap Chat etc. are blocked for all pupils. Google safe search is enabled for all pupils, as is YouTube safe search.

### **Child Sexual Exploitation (CSE)**



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

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

### **Domestic Abuse**

KCSIE (September 2018) defines domestic abuse as "any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life."

### **Forced Marriage/so-called honour-based violence**

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

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

### **Missing pupils/children who go missing from education**

As stated in KCSIE (September 2018), 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.

As a school, we recognise that 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.

Where reasonably possible, the School holds more than one emergency contact number for each pupil.

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

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

Please see Annex A of "Children missing education (September 2016)" for a full description of the 15 grounds for deleting a pupil from the school admission register (see link below).

Before deleting a pupil's name from the register, the School must make reasonable enquiries, jointly with Essex Local Authority, to establish the whereabouts of the child in cases where:

- a pupil has been granted a leave of absence but has then failed to attend the School within the ten school days immediately following the expiry of the period of this leave of absence, there are no reasonable grounds to believe that the pupil is unable to attend School because of sickness or any unavoidable reason, and the school, after making reasonable enquiries, is unable to ascertain where the pupil is;
- a pupil has been continuously absent from the School for a period of not less than twenty school days without being granted leave of absence, there are no reasonable grounds to believe that the pupil is unable to attend School because of sickness or any unavoidable reason, and the School, after making reasonable enquiries, is unable to ascertain where the pupil is.

Please refer to p13 of "Children missing education (September 2016)" for guidance as to actions may be taken (and recorded) by the School and the local authority to find out the whereabouts of a child. Link: ["Children missing education \(September 2016\)"](#) All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State). We work closely, too, with the relevant Local Authority in cases in which children are missing education through long-term illness or who leave Brentwood to be home schooled.

As outlined in 'Children missing education (2016)', the School must notify Essex Local Authority within five days when we remove or add a pupil's name to the admissions register at non-standard transitions, ie, where a compulsory school age child leaves a school before completing the school's final year or joins the school after the beginning of the school's first year.

The School records where children are moving onto when they leave Brentwood and the start-dates at their new schools. Pupil information, including pupil academic reports, SEND and safeguarding concerns, is transferred to the new school. The School also requests this information from a pupil's former school, including details of any safeguarding concerns.

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

The School will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 days or more.

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

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

- A child says he or she has been abused or asks a question which suggests that this might be the case.
- A child displays signs of non-accidental injury or not receiving appropriate medical attention after injuries.
- Changes in personality and behaviour. This may include a child withdrawing from friendship groups, appearing wary or anxious or displaying challenging behaviour which is out of character. There may be changes in attendance patterns.
- Outbursts of anger.
- Changes in eating habits.
- Showing an inexplicable fear of particular places or making excuses to avoid particular people. Indications could include a child asking to drop a subject or change teachers but not being willing to give a reason.
- Self-harming (includes head banging, scratching, cutting).
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.

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

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

comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

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

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

## **SAFER EMPLOYMENT PRACTICES**

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

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

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

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

## **MANAGEMENT OF SAFEGUARDING**

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

- **Mrs Nicola Jenkin, Deputy Head Pastoral (Senior School).**
- **Mr Josh Holtby, Deputy Head (Prep School)**
- **Mrs Vanessa Audas, Head of Early Years and KS1 (responsible for the EYFS)**

### **Deputy Designated Safeguarding Leads:**

- **Mrs Jenny Edwards (Pastoral Manager, 1<sup>st</sup> – 5<sup>th</sup> Year)**  
**Tel: 01277 243233**
- **Mr Rob Higgins (Director of Sixth Form)**  
**Tel: 01277 243214**
- **Mr Ian Wignall (Head of Year)**  
**Tel: 01277 243274/204**
- **Mrs Susannah Trowell (Key Stage 2 Phase Leader, Prep School)**  
**Tel: 01277 243333**

The DSLs are members of the Schools' Senior Leadership Teams. They take lead responsibility for safeguarding and child protection. They have been fully trained for the demands of this role in child protection and inter-agency working. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years which includes the LSCB's approach to Prevent duties. They maintain close links with the LSCB for Essex and report at least once a year to the Governing Body on the child protection issues outlined above. The School has regard to the Inter-Agency guidance, *Working Together to Safeguard Children (2018)*. The Deputy Designated Safeguarding Leads are trained to the same standard as the DSLs.

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

### **Whistleblowing**

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

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

### **THE RESPONSIBILITIES OF THE DSL**

- To refer promptly all cases of suspected abuse and where a child may be in need of help or at risk, to the Local Authority children's social care and to the police (where a crime may have been committed)
- To support staff who make referrals to local authority children's social care
- To refer cases to the Channel programme where there is a radicalisation concern as required
- To support staff who make referrals to the Channel programme
- To refer to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA) cases where a member of staff has been dismissed or left due to risk or harm to a child
- To refer cases where a crime may have been committed to the Police as required
- To liaise with the Headmaster to inform him of safeguarding and child protection concerns especially ongoing enquiries under section 47 of the Children Act 1989 and any police investigations
- As required, to liaise with the children's social care "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member

- To liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCOs) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- To act as a source of support, advice and expertise for staff
- To undergo appropriate training every two years, including Prevent awareness training
- In addition to formal training, the DSL's knowledge should be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role
- To understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care arrangements
- To have a working knowledge of how the local authorities conduct a child protection case conference and a child protection review conference and be able to attend (or be represented by a Deputy Safeguarding Lead) and contribute effectively to these when required to do so
- To ensure each member of staff has access to, and understands, the School's Safeguarding Policy and procedures, especially new and part time staff
- To be alert to the specific needs of children in need, those with special educational needs and young carers
- To keep detailed, accurate, secure written records of concerns and referrals
- To understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from risk of radicalization
- To be able to understand the unique risks associated with online safety and be confident they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School
- To be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalization and to be confident that they have the capability to support SEND children to stay safe online
- To obtain access to resources and attend any relevant or refresher training courses
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them
- To take the lead for Child Protection in the relevant section of the School, ensuring that the School's Safeguarding policies are known, understood and used appropriately
- To ensure that the Safeguarding Policy is reviewed at least annually and that the procedures and implementation are updated and reviewed regularly, and to work with the governing body regarding this
- To provide an annual review of safeguarding issues to the Headmaster and Governing Body
- To ensure that the Safeguarding Policy is published on the School's website and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and that they are aware of the School's role in this
- To link with the LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- To work closely and maintain links with other agencies such as the police and EWMHS/CAMHS as appropriate
- To be available during school hours for staff to discuss any safeguarding concerns

- To transfer securely any child protection files to the new school or college as soon as possible when a pupil leaves the school. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

## **INDUCTION AND CHILD PROTECTION TRAINING**

Every new member of staff, including part-timers, temporary, visiting and contract staff working in school, receives appropriate training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the Headmaster. Child protection training is also given to new Governors and volunteers. All members of the School community, including the Headmaster, attend refresher training as required in consultation with the LSCB. Induction training for new teaching staff includes on-line safety and the School's Behaviour Management policy.

Training in child protection is an important part of the induction process and this includes ensuring that all new starters, including temporary staff and volunteers have read, understood and are familiar with this Safeguarding Policy (including the identity of the DSLs), Part One and Annex A of KCSIE, and the Staff Code of Conduct and are aware of the School's whistleblowing procedures. "Prevent" awareness training forms part of the child protection training. Staff training also includes on-line safety and how to manage a report of peer-on-peer sexual violence and sexual harassment.

## **TRAINING**

- The Designated Safeguarding Leads and deputies and the Headmaster receive updated child protection training at least every two years, including training in inter-agency working and informal updates.
- All staff, including those within the Early Years Foundation Stage, are trained in child protection regularly, which includes updates as appropriate, in line with the advice from Essex Safeguarding Children Board. All training includes Prevent awareness and how to identify children and young people at risk. All staff have read Part 1 and Annex A of KCSIE (September 2018) and sign to say they have done this. New versions of KCSIE will be circulated to all staff as and when they are published.

## **INTERACTION WITH PUPILS: STAFF CODE OF CONDUCT AND ONE TO ONE SITUATIONS**

The Staff Code of Conduct provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

Staff working in **one to one situations** should ensure that wherever possible there is visual access and/or an open door. They should always report any situation where a child becomes distressed or angry. Arranging to meet with pupils away from the

School is not permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents.

A copy of the Staff Code of Conduct is included in the School's Employee Handbook and is attached to this policy. Discussion of the procedures set out in that document forms a vital part of our induction procedures and includes guidance concerning the procedures when faced with handling any issue relating to child protection.

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

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

## **RESPECT AND PRIVACY**

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

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

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

## **RAISING AWARENESS WITH PUPILS**

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

### **On-line safety**

In addition to the above, on-line safety is raised with parents at the start of year introductory meetings for parents and pupils in each year group and information is provided as a guide to parents on the Pastoral page of the School's website. The School also runs parent information and support sessions inviting external experts to speak to parents on the subject of online safety.

URL filtering and application filters are in place and are regularly updated by our providers. All network users sign the School's Network Acceptable Use policy and pupils sign the iPad Student Acceptable Use policy when issued with their iPads. Guidelines for pupils and staff are updated regularly to support the ever-changing digital landscape.



Pupils' personal mobile phones are expected to be switched off during the School day and all pupil iPads are enrolled onto the School's wireless network. This means that pupils have monitored access to the internet throughout the School day.

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

- We operate a peer counselling scheme whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- We provide leadership training to our Head and Deputy Heads of School and their team of Prefects (Praepostors) which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- We encourage pupil voice through a Pupil Council.

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

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

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

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

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

If a child makes a disclosure to a member of the school community, including a disclosure of peer on peer sexual violence and sexual harassment, the member of staff should follow the procedure below:

- Listen calmly to what the child is saying and reassure the child that they are doing the right thing by telling you. Do not make a judgement about what you are being told or whether or not there is a case of abuse.
- Do not promise confidentiality and explain that you will pass on the information given to the school's DSL so that the appropriate action can then be taken.
- Do not ask leading questions.
- In a disclosure involving illegal images of a child, including sexting (youth produced sexual imagery), do not view or forward the images.
- In a disclosure involving an allegation of sexual violence or sexual harassment, if possible two members of staff should be present (preferably one of them being the DSL or a Deputy DSL).
- Make an accurate, written record of the conversation using the child's actual words where possible, including the time, date and place and any action taken. Sign and date the notes and then pass them on to the DSL immediately.
- Make sure the child is safe and supervised appropriately before seeking help from the DSL.

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

The School has regard to Part Four of KCSIE (September 2018). Where abuse is suspected by members of staff, volunteers and the Headmaster:

### **STAFF (General)**

- Where a member of staff is suspected of abuse **immediate action** will be taken by the School and the LADO will be informed **within one working day** of all allegations that come to the School's attention or that are made directly to the police. In the most serious case, where a crime has been committed or there is suspicion that a crime has been committed, the police will be informed. So as not to jeopardise statutory investigations the School will not undertake its own investigations of allegations without this prior consultation.
- All allegations must be reported straight away by staff and volunteers, to the Headmaster or the Headmaster of the Preparatory School) who will keep the Headmaster informed. Staff must also alert the Headmaster if they are the subject of an allegation.
- Immediate contact will then be made with the LADO, Essex Social Care, to discuss the allegation and agree a course of action including any involvement of the police. A written record of this will be kept. A decision will be made by the Headmaster either to suspend the member of staff against whom an allegation has been made, pending the outcome of the LADO's investigation or to consider whether alternative arrangements should be put in place. The Headmaster may consult other people before reaching this decision, however, safeguarding the pupils on the school site is ultimately his responsibility and decisions about who is suitable to come on to the school site are his. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the individual notified of the reasons. Appropriate pastoral care and a named contact will be put in place for any suspended member of staff.

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

## **VOLUNTEERS**

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

## **BOARDING STAFF**

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

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

- Where abuse by any of the DSLs is suspected, the Headmaster (Mr D I Davies) should be approached directly, or, if not available, the Chairman of Governors (Sir Michael Snyder), via the Bursar (as Clerk to the Governors). The LADO will be contacted within one working day.
- Where abuse by the Chairman of Governors is suspected, the Headmaster should be approached directly. The LADO will be contacted within one working day.
- Where abuse by the Headmaster (Mr D I Davies) or a member of the Governing Body is suspected, the Chairman of Governors, Sir Michael Snyder, should be approached directly without the Headmaster being informed first (in a case of

an allegation against the Headmaster). It will be the Chairman's responsibility to contact the LADO within one working day.

## **PUPILS**

Please refer to the section on Peer on Peer abuse.

## **THE ROLE OF THE LADO**

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

## **ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING AND WELFARE RESPONSIBILITES**

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

## **BOARDERS**

Appropriate arrangements are made to safeguard boarders at the School. These include having regard to the National Minimum Standards for Boarding and following recommended procedures in respect of the recruitment and induction of all staff with responsibility for Boarders. If the DSL is not available, both the Headmasters of the Senior and Preparatory Schools live on the School site and have the required DSL training. All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation. A Boarding Housemaster is a member of the Pastoral Committee which meets regularly to discuss concerns about individual pupils as the need arises. Additionally, the Deputy Head (Pastoral) meets fortnightly with the Housemasters to discuss boarding matters. Boarding staff are aware of the potential for peer abuse in the boarding houses and of the potential for inappropriate pupil relationships and will follow the procedures outlined in this policy accordingly. As

well as the pastoral support network in school, boarders have access to an independent listener.

## **EARLY YEARS FOUNDATION STAGE (EYFS)**

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

Following a recommendation from the Serious Case Review of the Vanessa George case and the review into the EYFS 2008 by Dame Clare Tickell, staff supervision is now mandatory in all early years settings (EYFS 2012).

Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice. There is a supervision policy in place.

## **CONCERNS AND COMPLAINTS**

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

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

## **IMPORTANT TELEPHONE NUMBERS**

### **Brentwood School**

Switchboard 01277 243243

#### **Designated Safeguarding Leads:**

Senior School – Mrs Nicola Jenkin 01277 243275

Prep School – Mr Josh Holtby 01277 243398

Early Years and KS1 – Mrs Vanessa Audas 01277 243237

#### **Deputy Designated Safeguarding Leads:**

Mrs Jenny Edwards (Pastoral Manager 1<sup>st</sup> – 5<sup>th</sup> Year) 01277 243233

Mr Rob Higgins (Director of Sixth Form) 01277 243214

Mr Ian Wignall (Head of Year) 01277 243274/204/266

Mrs Susannah Trowell (KS2 Phase Leader, Prep) 01277 243333

Chairman of Governors (via the Bursar)

Sir Michael Snyder 01277 243251

Essex Safeguarding Children Board

Essex Social Care (referrals)

8.45am to 5.30pm Mon to Thurs

8.45am – 4.30pm Fridays 0345 6037634

Out of office hours 0345 6061212

Children and Families Hub	0345 6037627
Essex LADO	03330 139797
Southend First Contact Team	01702 215007
Out of office hours	0345 6061212
Thurrock Multi-Agency Safeguarding Hub	01375 652802
Out of office hours	01375 372468
Havering Duty Team (9am-5pm)	01708 433222
Redbridge Duty Team (9am-5pm)	0208 7083885
Out of office hours	0208 7085897
Independent Schools Inspectorate	0207 6000100

### **FGM**

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

### **Forced Marriage**

Forced Marriage Unit 020 7008 0151  
 Email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

### **Suspicion of radicalisation**

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

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

Helpline for non-emergency advice for staff and governors 020 7340 7264

Email: [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

NSPCC – Report concerns 0808 8005000

NSPCC – Childline 0800 1111

NSPCC – Whistleblowing Advice Line 0800 028 0285

**In an emergency, dial 999**

## STAFF CODE OF CONDUCT

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

The safety and welfare of all our pupils is our highest priority. Relationships between all members of the School community must always be respectful and it is our teachers' responsibility to know everyone as an individual and to treat every child with respect and dignity, without discrimination, taking account of each child's individual needs. Safeguarding relies on clear communication across both Schools and the commitment and vigilance of all Staff. It is the responsibility of each member of staff and the wider School community to be alert to any sign of concern which may indicate that a child may be vulnerable, including those at risk from radicalisation and being drawn into terrorism (Prevent duty) or at risk of so-called "honour based violence", including FGM and forced marriage or child sexual exploitation, and to take appropriate action following the procedures set out in our Safeguarding Policy, Keeping Safe in Education, Part 1 and Annex A (September 2018), Behaviour Management and/or Anti-Bullying Policy.

To protect themselves and pupils, staff must avoid any conduct, comment or situation that could be misinterpreted or lay them open to allegations of abuse. Staff should try, as far as possible, not to be in an isolated situation with a pupil and be aware that, as a result of their knowledge and their authority, they are in a position of trust. **Any such concern must be flagged up at the earliest stage to the Headmasters of the Senior or Preparatory School.** Once staff have flagged up and followed up on their concerns, in cases of allegations against staff, there are restrictions on the reporting or publishing of allegations against teachers and so we must make every effort to maintain confidentiality and guard against unwanted publicity.

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

- All staff must always maintain professional boundaries with pupils.
- Any sexual behaviour by a member of staff with or towards a pupil is completely unacceptable and will result in dismissal for gross misconduct. It is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age. Staff should avoid any form of touch or comment which is, or may be considered to be, inappropriate.
- Staff must alert a senior member of staff if they have concerns about the School's child protection and safeguarding procedures and their implementation. They should also follow up with the DSL if they do not think a concern has been acted on or may have been covered up. This does not impinge on their rights to notify an event under the School's Whistleblowing policy as outlined in the relevant employee handbook for either teaching or support staff. If a member of staff is worried about being treated unfairly if they whistleblow or need external advice, they should contact the NSPCC whistleblowing advice line on 0800 028 0285.
- Staff should report any indications, verbal, written or physical, that suggest a pupil may be infatuated with a member of staff.
- Any physical contact should be the minimum required for care, instruction or restraint. (See Behaviour Management Policy). Physical contact, when used for

instruction, for example in sport, music or drama, should only take place in a safe and open environment, the extent of the contact should be made clear and undertaken with the permission of the pupil. Corporal punishment and smacking is unlawful in all schools and early years settings (EYFS) and is not used or threatened. When physical intervention has taken place to protect a child, the incident should be recorded and reported to the Headmaster or Designated Safeguarding Lead in his absence and to the child's parents the same day or as soon as reasonably practicable.

- Staff should not use any form of degrading or humiliating treatment to punish a pupil and any punishment imposed must be proportionate, reasonable and account taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The use of sarcasm, demeaning or insensitive comments, including sexist comments, towards children is completely unacceptable. Nicknames should not be used, pupils should be referred to by their first names and shouting should be avoided where possible e.g. as a warning in an emergency/safety situation.
- Staff have a duty to record and pass on as appropriate any information relating to an individual pupil, including medical needs and social concerns.
- Staff have a duty to register pupils at am and pm registrations, in lessons and in after-school activities and to intervene early when there are concerns about a child's attendance. Pupils should not be dismissed early from any supervised session.
- Whilst it is recognised that teaching staff complete marking and lesson preparation off-site, it is the professional expectation that a normal working day on the School site finishes at 4.30 pm for teachers and 5.00 pm for Heads of Department and Heads of Year, so that staff are available to support pupils
- Staff must follow up all unexplained absences, including absence from a lesson or activity and alert the Head of Year or a senior member of staff immediately if they believe that a child is missing from School and assist as necessary.
- Any contact with current pupils or recent leavers should be transparent, professional and through established school channels and not via personal social media accounts. Staff must not use their personal email accounts to communicate with current pupils or recent leavers. They should also avoid using a personal mobile phone for this purpose, unless on a school trip or in emergencies when it is not possible to use a School mobile phone, in which case the member of staff must ensure that pupils remove the number from their phones at the end of the trip or visit. Support staff are not to use social media to contact pupils in any circumstances.
- Any staff use of social media and the School's IT network must have regard to the School's Safeguarding Policy and Prevent Duty. Staff need to be aware of the danger of social media and the internet being abused for on-line radicalisation and report any concerns immediately to the DSL.
- Brentwood School's policy is not to use private cars for the transportation of pupils for trips, fixtures or any other purpose except where the Headmaster gives specific permission or in an emergency. In such cases the Bursar/Deputy Bursar should be informed for insurance purposes and parental permission should be sought if possible.
- Staff accompanying School Trips are always deemed to be on duty unless formally released from duty by the Group Leader. The Group Leader must ensure that there are always two duty members of staff who abstain from alcohol for a 24-hour period.
- Staff working in one to one situations should ensure that wherever possible there is visual access and/or an open door. They should always report any situation where a child becomes distressed or angry. Arranging to meet with pupils away



from the School is not permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents.

- All work with pupils and parents should usually be carried out in School. Should it be necessary to make a visit to the pupil's home, the level of risk should be assessed and appropriate risk management measures put in place, before any visit is made. Consideration should be given to any circumstances which might make the member of staff more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Other than in an emergency, staff should not enter a home if the parent/carer is absent, staff should have access to a mobile phone and emergency contact and they should record the visit.
- Pupils are entitled to respect and privacy and especially when changing, toileting and showering. However, staff must ensure there is an appropriate level of supervision in changing rooms in order to safeguard children, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils and sensitive to the potential for embarrassment.
- In the EYFS, staff must follow the School's intimate and personal care procedures. A signed record should be kept of all intimate and personal care tasks undertaken.
- In the boarding houses, staff should not enter a boarder's room without knocking and receiving express consent unless there is reasonable cause for concern. Pupils should not enter staff accommodation without permission and should not do so individually.
- All Staff and other visitors visiting the boarding houses must be subject to appropriate supervision by a member of the boarding staff on duty at the time.
- Where staff are unable to perform their duties through ill-health or medication they must alert their Head of Department or Line Manager. The prescribed absence procedures must be followed to ensure the appropriate supervision, safety and welfare of pupils.
- Staff dress and appearance must be smart, modest and professional (see Teachers' Handbook and Support Staff Handbook).
- The School operates a no smoking policy, including e-cigarettes, on site. It also operates a zero tolerance of illegal drugs, psychoactive substances and the misuse of prescription drugs.
- Consumption of alcohol is not permitted on the School site except where the Headmaster has given his express permission.
- Employees must always display their identity card whilst in School. Staff must ensure that there is suitable supervision of any visitors or contractors they invite onto the School site.
- Staff must ensure that any visiting speakers, either booked by staff or pupils, are subject to appropriate checks to safeguard pupils.
- Staff accessing School data must ensure that confidential information is secure at all times, including away from the School site and not stored on personal devices. Staff should take care not to project confidential information from the School's database onto a whiteboard, e.g. when taking a register, staff should keep their passwords secure and should lock or log off the computer they are using when away from the device to prevent unauthorised access to data.
- Where staff take photographs or video images of pupils on personal devices for educational purposes these must be uploaded to the School's secure network as soon as possible and deleted from personal devices. Staff personal use of cameras or video facilities in EYFS is strictly forbidden. All staff should take

extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.

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

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