**Safeguarding and Child Protection Policy**

***Safeguarding Children in Education***

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| Policy Reviewed: | Autumn 2024 |
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**The aim** of this policy is to establish and promote a child centred and co-ordinated approach to safeguarding our students’ welfare, safety and health. The guidance in this policy fosters an honest, open, caring and supportive ethos, where students or staff can talk freely about their concerns, in the belief that they will be listened to and appropriate action taken.

The students’ welfare is of paramount importance.

Brook 6th Form and Academy fully recognises the contribution it can make to protect and support children in our school (“children” includes everyone under 18).

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

**The Senior Member of staff as Designated Safe Guarding Lead:**

Mr. D. Buja, Assistant Principal

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**The Nominated Governor for Safeguarding Children:**

Professor Nick Tyler.

**Local Authority Contacts**

* Children’s Services - [childrenss@lbbd.gov.uk](mailto:childrenss@lbbd.gov.uk)
* Local Authority Designated Official (LADO) and Safeguarding Lead for Education Telephone

020 8227 3934 – Mike Cullern, [mike.cullern@lbbd.gov.uk](mailto:mike.cullern@lbbd.gov.uk)

* Child Protection & Child in Need referrals
* Duty Service; Telephone 020 8227 3811, [childrenss@lbbd.gov.uk](mailto:childrenss@lbbd.gov.uk)
* Out of Hours Emergency Duty Team; 0208 594 8356
* Prevent Team Lead – Thomas Llewellyn-Jones - Thomas.Llewellynjones@lbbd.gov.uk 0208 227 5214
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**Introduction**

**Child Protection policy for Brook 6th Form and Academy**

The Brook 6th Form and Academy is committed to ensuring that we safeguard and promote the welfare of all the students in our Academy. In line with government policy this is defined as:

* Protecting children from maltreatment:
* Preventing impairment of children’s health or development;
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
* Taking action to enable all children to have the best outcomes.

All staff have a responsibility to provide a safe environment in which children can learn.

**This policy is underpinned by five key principles:**

* Safeguarding is everyone’s responsibility, everyone who comes into contact with a student has a role to play in identifying concerns, sharing information and taking prompt action.
* Child centered approach where the child’s needs are paramount and there is a clear understanding of the needs and views of children.
* All professionals must consider, at all times, what is in the best interest of the child.
* No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time.
* We will work with social care, the police, health services and any other services to promote the welfare of children and protect them from harm.

**The Aims of the Policy**

Provide clear direction to the entire Academy staff about the expected behavior when dealing with child protection issues. This policy makes explicit the Academy’s commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways that support the child’s needs.

This policy applies to all pupils, staff, governors, volunteers and visitors to the Academy.

Our Academy procedures for safeguarding children will be in line with the London Safeguarding Children Board (LSCB) child protection procedures which are based on the London Child Protection Procedures.

The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Barking & Dagenham Safeguarding Children Board.

**There are three main elements of our child protection approach.**

**Prevention**

All Academy staff must be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment.

Safeguarding is not just about taking action where a child is at risk but it is also about preventing harm, maintaining a safe Academy environment and supporting children who may need help or where there are some lower level concerns.

Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

Raising awareness of all staff, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

Ensuring that all adults within our Academy who have access to children have been rigorously checked as to their suitability using safer recruitment procedures

**Protection**

Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.

Through the establishment of structured procedures within the Academy which will be followed by all members of the Academy community in cases of suspected abuse.

**Support**

Through the development of effective working relationships with all other agencies, involved safeguarding children. Ensuring that key concepts of Child Protection are integrated within the curriculum via PSHE and assemblies, pupils are educated about risks associated with internet use and new technology.

Ensuring that children are listened to and their concerns taken seriously and acted upon.

To support the above process, all staff receive NSPCC on-line Safeguarding training as part of their induction. The DSL is supported by a deputy DSL and Learning Mentor. All three members of staff have Level 3 Safeguarding training within the first year of appointment. CPOMS is used to log and monitor all student concerns.

**Roles and Responsibilities**

The Governing Body will take seriously its statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our Academy to identify, assess, and support those children who are suffering harm.

Safeguarding also encompasses issues such as pupil health and safety, bullying and a range of other issues, e.g., arrangements to meet the medical needs of children with medical conditions, providing first aid, Academy security, drugs and substance misuse.

Where there are statutory requirements, the Academy will have in place policies and procedures that satisfy and comply with any guidance issued by the secretary of state. (Keeping Children Safe in Education, September 2024.)

The Governing Body is responsible for reviewing this policy on an annual basis and ensuring that the practice is in line with the policy.

**Training and support**

Annual training is given to all staff upon the Academy return in September. Regular termly training is also given to all staff on the issues of Safeguarding and Prevent both internally and externally from reputable companies or the Local Authority. It is an expectation of all staff and Governors that they read and sign that they have understood the Keeping Children Safe in Education document pertinent to the year of training.

The Governing body will ensure that:

Relevant policies and information regarding the role of the designated safeguarding lead, must be provided to all staff on induction.

A proportional risk-based approach is taken to the level of information that is provided to temporary staff and volunteers.

They comply with their duties under legislation and ensure that the policies, procedures and training at Brook 6th Form and Academy are effective and comply with the law at all times.

The designated safeguarding lead is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection issues, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

We have a designated senior member of the leadership team who has undertaken Level 3 Safeguarding training and child protection training.

We have a member of staff who will act in the Designated Safeguarding Leads absence, who has also received Level 3 training.

We have systems in place to assist staff to understand and discharge their role and responsibilities as set out in part one of the KCSIE[[1]](#footnote-1) September 2024, namely:

* All staff undertake a national on-line NSPCC Child Protection Training
* All staff members receive at least termly appropriate safeguarding and child protection training, which is regularly updated, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
* All staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguard lead, sharing information with other professionals to support early identification and assessment and in some cases, acting as the Lead professional in undertaking an early help assessment.
* All staff are aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
* All staff know what to do if a child tells them he/she is being abused or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children’s social care. Staff know not to promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.
* All staff are aware of the filtering and monitoring process and their role within promoting safety online.

**As set out in KSCIE 2024 (which all staff read at least once each academic year);**

NEW Update 2024 - **Definition of Safeguarding**:

* The definition now includes *exploitation* alongside abuse and neglect. This emphasizes the need for staff to be aware of not just traditional forms of abuse but also exploitation, such as human trafficking and modern slavery​([NSPCC Learning](https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing))​([EPM Customer Hub](https://schools.epm.co.uk/bulletins/key-changes-in-kcsie-2024-what-schools-need-to-know/))​([Zen Educate](https://www.zeneducate.com/resources/teaching-hub/kcsie-2024-updates)).

NEW Update 2024 **Early Help**:

* Updated guidance stresses the importance of identifying children who need early help and providing support as soon as problems emerge. This is especially crucial for preventing the escalation of issues such as mental health concerns or neglect​([NSPCC Learning](https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing))​([Zen Educate](https://www.zeneducate.com/resources/teaching-hub/kcsie-2024-updates)).

NEW Update 2024 **Domestic Abuse**:

* Domestic abuse is now highlighted as a key safeguarding concern, including physical, emotional, and financial abuse. Staff are expected to be vigilant for the signs of domestic abuse and its impact on children, both within and outside of school settings​([Zen Educate](https://www.zeneducate.com/resources/teaching-hub/kcsie-2024-updates))​([Tes](https://www.tes.com/magazine/analysis/general/keeping-children-safe-in-education-kcsie-safeguarding-guidance" \t "_blank)).

NEW Update 2024 **Attendance and Absence**:

* KCSIE 2024 emphasizes that persistent or unexplained absences from school can be indicators of abuse, exploitation, or other safeguarding concerns. Schools are responsible for monitoring this closely and responding appropriately​([Tes](https://www.tes.com/magazine/analysis/general/keeping-children-safe-in-education-kcsie-safeguarding-guidance" \t "_blank)).

NEW Update 2024 **Online Safety**:

* The role of filtering and monitoring systems has been further clarified. Staff need to understand their responsibilities in identifying unsafe online behaviour and ensuring the safety of children on digital platforms​([Zen Educate](https://www.zeneducate.com/resources/teaching-hub/kcsie-2024-updates))​([Tes](https://www.tes.com/magazine/analysis/general/keeping-children-safe-in-education-kcsie-safeguarding-guidance" \t "_blank)).

NEW Update 2024 **Criminal Exploitation**:

* A stronger focus has been placed on the criminal exploitation of children, particularly through *county lines* activities and online grooming. Staff need to be aware of the signs of exploitation and how to intervene​([NSPCC Learning](https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing))​([Zen Educate](https://www.zeneducate.com/resources/teaching-hub/kcsie-2024-updates)).

KCSIE

**Types of Abuse and Exploitation**:

* Staff must understand not only abuse and neglect but also *exploitation*, which has been added to the core safeguarding definitions. This expands the scope to include concerns like human trafficking, modern slavery, and other forms of exploitation in addition to traditional abuse​([NSPCC Learning](https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing))​([Zen Educate](https://www.zeneducate.com/resources/teaching-hub/kcsie-2024-updates)).

**Responding to Disclosures**:

* The procedures for responding to a pupil who discloses abuse remain consistent. Staff need to be clear on how to respond appropriately while ensuring confidentiality, and making timely referrals as needed​([Zen Educate](https://www.zeneducate.com/resources/teaching-hub/kcsie-2024-updates)).

**Assessment of Risk for Sexually Active Children**:

* This remains a key area, particularly for children under 16. Staff need to know the relevant guidelines for assessing risks related to sexually active children and when to escalate concerns​([Zen Educate](https://www.zeneducate.com/resources/teaching-hub/kcsie-2024-updates)).

**Female Genital Mutilation (FGM) and Breast Ironing**:

* Understanding the signs, symptoms, and legal obligations for FGM remains crucial. The 2024 guidance also includes an emphasis on intra-familial harm, which is particularly relevant when considering traditional practices like breast ironing​([Zen Educate](https://www.zeneducate.com/resources/teaching-hub/kcsie-2024-updates))​([Tes](https://www.tes.com/magazine/analysis/general/keeping-children-safe-in-education-kcsie-safeguarding-guidance" \t "_blank)).

**Child-on-Child Abuse**:

* There is continued emphasis on child-on-child abuse, including bullying, sexual violence, and harassment. The guidance reiterates the importance of schools taking these concerns seriously, as even minor cases can escalate​([Tes](https://www.tes.com/magazine/analysis/general/keeping-children-safe-in-education-kcsie-safeguarding-guidance" \t "_blank)).

**Extremism and Radicalisation**:

* Staff should be aware of signs of radicalisation and extremism, particularly in light of updated guidance aligning with the *Working Together to Safeguard Children* 2024 framework. This includes new details on handling domestic abuse cases, which can also intersect with radicalisation​([NSPCC Learning](https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing))​([EPM Customer Hub](https://schools.epm.co.uk/bulletins/key-changes-in-kcsie-2024-what-schools-need-to-know/)).

**Online Safety, Filtering, and Monitoring**:

* Schools must ensure robust filtering and monitoring systems are in place to protect students online. Staff are responsible for identifying unsafe sites or suspicious online activities and reporting them immediately​([Zen Educate](https://www.zeneducate.com/resources/teaching-hub/kcsie-2024-updates)).

Staff know and understand the procedures for recording safeguarding concerns particularly within the context of contextual safeguarding (as referenced in working together to safeguard children 2018).

Staff know and understand the signs, symptoms and effects of honour based violence; ‘controlling behaviors within families or other social groups to protect perceived cultural and religious beliefs and /or honour’. This includes isolation, violence, threats, forced repatriation, FGM, Breast Ironing and forced marriage.

Staff know and understand the signs, symptoms and effects of sexual violence and sexual harming; including legislation on upskirting and hazing.

Training for staff will be provided where required throughout the academic year.

New staff, supply staff and volunteers will be advised of the Academy’s child protection arrangements and contact details of the Designated Safeguarding Lead, as part of their induction into the Academy.

All staff members receive regular safeguarding and child protection updates (for example, via email, staff CPD and meetings), to provide them with relevant skills and knowledge to safeguard children effectively.

Opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

Appropriate online filters and appropriate monitoring systems are in place through the use of IMPERO.

Fears about sharing information cannot be allowed to stand in the way of the need to promote welfare and protect the safety of children.

Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This will include covering relevant issues through personal, social, health and economic education (RSHE), assemblies, workshops, and other appropriate means.

When appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

**Changes to the use of Technology within the Academy**

Brook 6th Form and Academy understand the draw to mobile technology from students. All Key Stage 4 students are forbidden to use their mobile telephones at any time during the academic day. All Key Stage 5 students are allowed to use their mobile telephone whilst they are either in the 6th Form in the Canteen. This the only place that they are allowed to use their devices. If any student is seen using their device outside of these areas, including Key Stage 4, then their device is confiscated and placed in reception. A parent will be contacted for them to collect their child’s device at their earliest convenience and a reminder of the rules of the Academy given.

Every student within the Academy has access to a laptop to which they are connected to the Academy network and follow are therefore monitored throughout their usage.

**Filtering and Monitoring Methods**

Brook 6th Form and Academy recognise that the use of technology has become a significant component of many safeguarding issues, including child-on-child abuse. We recognise that children need to be safeguarded from potentially harmful and inappropriate online material and the Academy’s role within this. To address this, our Academy strives to:

* Have clear procedures in place to ensure the online safety of all staff and students
* Educate the Academy community in the safe and responsible use of online technology
* Set clear expectations for the use of online technology, including mobile phones
* Engage and support parents/carers with helping them keep their children safe at home

Our approach to online safety is framed by four main 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
* Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

To address the risks above, as an Academy we:

* Train staff in online safety, including at induction
* Use filtering and monitoring systems to protect children when they use the school’s network to access the internet. These systems are regularly evaluated by the DSL.

Cybercrime: criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer).

Cyberdependent crimes include;

* Unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded
* Denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
* Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransom ware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Brook 6th Form and Academy use IMPERO to monitor and track all staff and students that have signed into the Academy network. This is monitored by the DSL throughout the Academic day, alongside the support from Partnership Learning. All students have been made aware of this monitoring system and that if a laptop has been brought from home, then the student complies with the Academy’s policy once they have logged on to the network running.

**Safer Recruitment, Selection and Pre-Employment Vetting**

Our single central record (SCR) records information on the checks carried out on staff and volunteers. Copies of these checks, where appropriate, will be located in individuals’ personnel files. We follow the guidance from Keeping Children Safe in Education (2024) and best practice, as outlined below.

When appointing new staff, we will:

* Verify a candidate’s identity, including checking the name on a birth certificate where this is available
* View (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
* Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
* Verify the candidate’s mental and physical fitness to carry out their work responsibilities
* Verify the person’s right to work in the UK
* If the person has lived or worked outside the UK, make any further checks the school or college consider appropriate
* Verify professional qualifications, as appropriate
* Ensure a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the secretary of state
* Seek two references, including from the current employer, before interview and ask specific questions about the suitability of the candidate to work with children
* Undertake a digital screening of potential candidates prior to interview.

Preventing unsuitable people from working with children and young people is essential to keeping children safe. Rigorous selection and recruitment of staff and volunteers is a key responsibility of the Principal and the governing body.

The Academy will ensure that at least one member of any recruitment panel has undertaken safer recruitment training.

The Principal and nominated governor for safeguarding will ensure Brook 6th Form and Academy adopts recruitment procedures that help deter, reject or identify people who might abuse children.

All staff will go through an online check with regards to social media via their employment checks by entering their name on Google and seeing what is present. Staff will be asked to indicate their social media platforms used and checks will be made during the application process.

A single central record of checks will be maintained and reviewed regularly by the Governing body.

**Records and monitoring**

Our Academy is clear about the need to record any concern held about a child/ren within our Academy. Child protection records will be kept separate from the main pupil records and in a locked cabinet. The records will only be shared on a need-to-know basis.

The Academy uses CPOMS to record concerns regarding children and is tracked and monitored at all times by the DSL and the Deputy DSL.

**GDPR**

It is essential for staff to understand that the Data Protection Act 2018 and GDPR legislation do not prevent the sharing of information for the purpose of keeping children safe. In cases of safety and risk, information will be shared with the relevant professions for safeguarding purposes.

We will obtain written consent from parents/carers, or pupils aged 18 and over, for photographs and videos to be taken of pupils for communication, marketing and promotional materials.

When we need parental consent, we will clearly explain how the photograph and/or video will be used to both the parent/carer and pupil.

Uses may include:

* Within Academy on notice boards and in, brochures, newsletters, etc.
* Outside of Academy by external agencies such as the Academy photographer, newspapers, campaigns
* Online on our Academy website or social media pages
* Consent can be refused or withdrawn at any time. If consent is withdrawn, we will delete the photograph or video and not distribute it further.

When using photographs and videos in this way we will not accompany them with any other personal information about the child, to ensure they cannot be identified.

**Extended Academy’s and lettings –the use of Academy premises by other organisations.**

Where services or activities are provided separately by another body using the Academy premises, the Governing Body will seek written assurance that the body concerned follows safer recruitment procedures and has appropriate policies and procedures in place in regard to safeguarding children.

**Responsibilities of the Principal**The Principal will:

Ensure that the Designated Safeguarding Lead is at Senior level to be able to take their leadership responsibility for safeguarding.

Ensure that the safeguarding policies and procedures are fully implemented and followed by all staff.

Ensure that resources are allocated to enable the designated safeguarding lead and other staff to attend strategy discussion, inter-agency meetings, contribute to assessments etc.

Be responsible for receiving allegations against staff and volunteers. The Principal will consult the Local Authority Designated Officer (LADO) to ensure that the matter is dealt with in an objective and transparent manner. All investigations will be dealt with in accordance with the part 4, Keeping Children Safe in Education September 2024.

**Responsibilities of the Designated Person for Safeguarding Children**

* Take lead responsibility for safeguarding and child protection.
* Ensure our CP policy is known, understood and used appropriately.
* As part of Core child protection training, to ensure all new staff are trained and competent with using the electronic Child Protection and On-Line Monitoring System (CPOMS).
* That any deputies are trained to the same standard as the designated safeguarding lead.
* Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the Designated Safeguard Lead. This responsibility must not be delegated.
* The Designated Safeguarding Lead and any deputies must liaise with the local authority and work with other agencies in line with Working together to safeguard children.
* During term time the Designated Safeguarding Lead and or a deputy must always be available (during Academy hours) for staff in the Academy to discuss any safeguarding concerns.
* To ensure that they and any deputies undergo training to provide them with the knowledge and skills required to carry out the role. The training must be updated every two years.
* To update their knowledge and skills, (for example via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.
* Ensure that the policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
* Ensuring all cases of suspected abuses are referred to appropriate children’s social services.
* Support staff who make referrals to children services refer cases to channel programme as appropriate and support staff who make referrals.
* Ensure that the Academy safeguarding policy and training reflect local concerns.
* Ensure reception staff are trained in checking DBS of visitors and that correct coloured lanyards are distributed. Purple for up to date DBS, red for no DBS clearance. Black for permanent / long term supply staff.
* Ensure all cases which concern a staff member are managed as per statutory guidelines.
* Liaise with the police in cases when a crime may have been committed.
* Ensuring that all records are kept confidentially and secure.
* Understand and local protocols for assessment and the LSCB’s threshold document along with supplying information as requested by the LSCB.
* Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
* Ensure that an appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings. Contributing to the Framework for Assessments process, and provide a report which has been shared with the parents.
* Liaise with the Principal regarding safeguarding/CP issues, especially on going enquires under section 47 and police investigation to arrange with the Principal adequate and appropriate cover arrangements.
* Ensure that all staff receive basic child protection training annually.
* All permanent staff to undertake on-line Child Protection training course
* Ensure that all volunteers and supply teaching staff are made aware of the CP procedures.
* Ensure our child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of our Academy in this.
* Attend appropriate training every two years.
* Undertake prevent awareness training.
* Providing, with the Principal, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, Academy staff and governors.
* Link with Barking & Dagenham LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
* Obtain access to resources and attend any relevant or refresher training courses, at least annually to allow them to understand and keep up with any developments relevant to their role.
* Encourage a culture of listening to children and taking account of their wishes and feelings among all staff, in any measure the Academy may put in place to protect them.
* Ensure that when a student leaves our Academy the child protection file is transferred to the new Academy or college as soon as possible. This must be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
* Review, plan and implement the filtering and monitoring systems in place within the Academy and ensure they meet national standards.

**Responsibilities of the teaching and non-teaching staff in the Academy (including volunteers)**

Everyone who comes into contact with children and their families has a role to play in safeguarding children

* All staff must comply with Academy policies and procedures on behaviour management and the staff code of conduct.
* All staff must read, understand, sign and comply with the Academy’s safeguarding policy including government legislation: Keeping Children Safe in Education (Part 1).
* The Teacher Standards 2012 state that teachers, including Principals, must safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
* All staff have a responsibility to provide a safe environment in which children can learn.
* All Academy staff and volunteers have a responsibility to identify children who may be in need of extra help or who are struggling, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
* In addition to working with the Designated Safeguarding Lead, staff members should be aware that they may be asked to support social workers to take decisions about individual children.
* All Staff members must undertake basic child protection training annually.
* All Academy staff members must be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
* All staff members must maintain an attitude of “it could happen here” where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the interests of the child.
* If staff members have concerns about a child, they must raise these with our designated CP lead the same day, both electronically on CPOMS and in person via a face to face conversation.
* Where the situation of abuse involves staff members, this needs to be passed to the Principal in the first instance. If the Principal is not available, then this must be passed to the DSL.
* Where possible, there should be a conversation with the Designated safeguarding lead to agree a course of action, although any staff member can make a referral to children’s social care.
* The Designated Safeguarding Lead will usually decide whether to make a referral to children’s social case. If a decision is made by the Designated Safeguarding Lead NOT to make a referral the staff member can discuss this further and if not in agreement the staff member can refer their concerns to children’s social care directly.
* If at any point, there is a risk of immediate serious harm to a child a referral must be made to children’s social care and/or the police immediately. Anyone can make this urgent referral.
* If anyone other than the Designated Safeguarding Lead makes the referral they must inform the designated safeguarding lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.
* If after a referral the child’s situation does not appear to be improving the Designated Safeguarding Lead (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.
* If early help is appropriate the designated safeguarding lead must support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
* If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children’s social care if the child’s situation doesn’t appear to be improving.
* If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the **police**.
* All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

**Confidentiality**

We recognise that all matters relating to child protection are confidential.

The Designated Safeguard Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or well-being or that of another child.

We will always undertake to share our intention to refer a child to Children’s Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

There are 7 key reasons **not to tell a parent** (suspicions are enough)

1. Allegation or sexual abuse by someone in the family
2. Delay caused by seeking consent is detrimental to child’s welfare and need to make a

referral

1. Concerns about forced marriage
2. Concerns that parent may be fabricating or inducing illness in a child
3. Concerns of organised/ritualistic abuse
4. It would place the child at further risk or significant harm
5. If the staff member is concerned that they themselves will be harmed

Such events must be recorded and should be signed by a witness.

Physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

**Supporting Staff**

We recognise that staff working in the Academy who have become involved with a child who has suffered or 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 Safeguarding Lead and to seek further support. This could be provided for all staff through appropriate persons such as; the Principal, Occupational Health, and/or a named teacher/trade union representative.

**Allegations against staff – Specified in part 4 Keeping children safe in education September 2024**

All staff must be made aware of the Academy’s behaviour/discipline policy and the staff code of conduct, with reference to professional boundaries. All Academy staff should take care not to place themselves in a vulnerable position with a child.

If staff members have concerns about another staff member then this must be referred to the Principal. Where there are concerns about the Principal this must be referred to the chair of governors, staff may consider discussing any concerns with the Academy’s designated safeguarding lead and make any referral via them.

We understand that a student 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 Principal or DSL if the Principal is not present. This includes historical abuse allegations against any member of staff including those who may have left employment.

The Principal/DSL will discuss the content of the allegation with the local authority designated officer. If unavailable, the matter should be discussed with the local authority designated officer (LADO) before the matter is discussed with the member of staff concerned.

If an allegation made to a member of staff, concerns the behaviour of the Principal, the person receiving the allegation will immediately inform the Chair of Governors (contact details at the front of this policy document) who will consult the local authority designated officer without notifying the Principal.

Contact can be made directly with the local authority officer (contact numbers are at the front of this policy) if the chair of governors is unavailable.

The Academy will follow the same procedures if the space is rented out to other organisations and our staff are present. In all areas, the LADO will be contacted for these organisations.

**What to do if you have concerns about our safeguarding practice**

All staff and volunteers must raise concerns about poor or unsafe practice and potential failures in the Academy’s safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

**Allegations of abuse made against other children – Child on Child abuse & Sexual Violence and Sexual**

Brook 6th Form and Academy takes a zero-tolerance approach to child – on - child abuse.

**Harassment between children**

Staff must recognise that children are capable of abusing their peers. Brook 6th Form and Academy recognises that abuse is abuse and is never tolerated or passed off as ‘banter’ or ‘as part of growing up’.

Sexual violence and sexual harassment and child on child abuse can manifest itself in many ways. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence, bullying (including cyber bullying), gender based violence/sexual assaults and sexting. It is important to note that both child on child abuse and sexual violence or harassment can occur between children of any sex. Victims of sexual violence or harassment are likely to find this extremely distressing. This too, can occur both on and off line. It is important to note that:

* Although not exclusive, girls are more likely to be the victims of this form of abuse;
* Children with SEND can be particularly vulnerable.
* Upskirting – ‘is typically taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or alarm.’ As of April 2019, this is now a criminal offence.

**Any act of child on child abuse, sexual violence or sexual harassment is not acceptable and will not be tolerated. This includes ensuring that reports of this nature are not dismissed as “banter”, “boys being boys”, “part of growing up” or “just having a laugh” (KCSIE 2024)**

It is expected that all child on child abuse incidents and sexual violence or sexual harassment incidents are followed up swiftly and robustly by the appropriate members of staff including the Academy police officer if appropriate. Accounts should be taken and appropriate support and sanctions identified, and put in place. Unless there are exceptional circumstances parents/carers or both victims and perpetrators should be informed.

Any child or young person can notify any member of staff regarding any elements of child on child abuse and this will be followed up by the Designated Safeguarding Lead.

Brook 6th Form and Academy recognizes that if there are no reported cases of child on child abuse this does not mean that it does not happen in within the Academy and as such staff should be aware all of the time.

**Bullying / Cyber bullying**

Our procedures on the prevention and management of bullying are set out in the Anti-Bullying Policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding for children

Our anti-bullying policy also deals with bullying through the use of communication technology.

**Racist Incidents**

Our procedure on dealing with racist incidents are set out in a separate Equal Opportunities policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

**Child Sexual Exploitation**

Students who are identified to be at risk or involved in child exploitation will be referred to Children’s Social Services.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of 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 wellbeing
* Children who misuse drugs and alcohol;
* Children who go missing for periods of time or regularly come home late; and
* Children who regularly miss Academy or education or do not take part in education.

**Female Genital Mutilation (FGM)**

This form of abuse involves mutilation by way of female circumcision, excision or infibulations. It causes long term mental and physical suffering, difficulty in giving birth, infertility and even death.

FGM is illegal in the UK and all staff have a mandatory reporting duty. If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must personally report this to the **police**. For any known or suspected cases, please report to the safeguarding lead. We shall follow our mandatory reporting process map appendix 6a.

**Honour Based Violence**

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and must be handled and escalated as such. If in any doubts staff must speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

**Domestic Violence and abuse**

Domestic abuse is defined 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.” This abuse may be psychological, emotional, physical, sexual and/or financial. Domestic Violence and abuse, or the witnessing of this can have a serious impact on young people. Indicators of this can include:

* Children becoming withdrawn;
* Children nervous / anxious around loud noises or shouting;
* Children with physical marks through the abuse or self-harm;
* Children becoming aggressive;
* Children displaying anti-social behaviour;
* Children lacking concentration in lessons; and
* Children showing signs of depression.

Staff must understand that if a child is present during any domestic abuse, then they will be regarded as being suffering from domestic abuse as well and normal safeguarding protocols will ensue.

Staff must report any disclosure or concerns with regards to domestic violence and abuse to the safeguarding team. The NSPCC has provided further information with regards to this on <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

**Preventing Radicalisation**

At Brook 6th Form and Academy we recognise that preventing our students from radicalisation is a safeguarding issue.

It is important for us to be constantly vigilant and remain fully informed about this issue. Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise.

All adults working at Brook 6th Form and Academy (including visiting staff, volunteers’ contractors, and students on placement) are required to report instances where they believe a young person may be at risk of harm, linked to radicalisation, to the Child Protection team.

The Child Protection Lead or team member will contact the PREVENT Team and the MASH team as appropriate to seek further advice and guidance. The Academy will notify parents of these concerns if this course of action is appropriate. The Academy will speak with the young person about the concern if judged appropriate. If the concern raised poses an immediate risk 999 will be called.

As with any child protection referral, staff are made aware of their right to refer a concern to the appropriate external agency if they are concerned the Child Protection Lead or Team has decided not to refer a concern to PREVENT or MASH.

We will actively support PREVENT and the MASH Team or any multi-agency interventions in any support deemed necessary, including attending a channel panel, and they deliver regular assemblies through the academic year on issues pertaining to Prevent and Safeguarding. We are also committed to working with relevant external agencies to provide support for pupils who may have had family members arrested for suspected terrorist activities.

As part of wider safeguarding responsibilities staff will be alert to:

* Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of Academy such as in their homes or community groups, especially where pupils have not actively sought these out.
* Graffiti symbols, writing or art work promoting extremist messages or images
* Pupils accessing extremist material online, including through social networking sites
* Distributing extremist literature and documentation
* Parental reports of changes in behaviour, friendship or actions and requests for assistance
* Partner Academys, local authority services and police reports of issues affecting pupils in other Academys or settings
* Pupils voicing opinions drawn from extremist ideologies and narratives
* Use of extremist or ‘hate’ terms to exclude others or incite violence
* Intolerance of difference, whether secular or religious or, in line within our community cohesion and equal opportunity policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
* Attempts to impose extremist views or practices on others
* Anti-Western or Anti-British views

**Searching of Students**

There may come a time that it is necessary to search a student if we believe that they have in their possession illegal substances or anything that can harm another member of the Academy or member of public. If this is necessary, the student will be placed in the Reflection Room and a member of the SLT will contact the Police Liaison Offer. When the Police Liaison Officer is present, the student will be asked if there is anything upon their person that could harm anyone in the building.  Parents will be contacted to notify of any searching that has taken place. The Police Liaison Officer will conduct the search and the member of SLT will supervise at all times. Only the bags will be searched and student will be required to empty their pockets in our presence. If a student refuses to comply, then the Academy will wait for a member of the family to attend to supervise. All information will be recorded on CPOMS.

**Training**

Whole Academy in-service training on Safeguarding will be organised for staff and governors. Members of the Child Protection team will attend training courses as necessary. All staff need to be aware of a government website[http://educateagainsthate.com/](http://which)  which provides training resources.

Information is provided to staff as part of our safeguarding training programme (PREVENT) to allow staff to identify possible changes in student behaviour that may suggest the student has become influenced by extremist ideology. This may include changing their style of dress, particularly in the 6th form, loss of contact with traditional groups of friends, using insulting or derogatory language to describe groups opposed by extremists or evidence the student may have recently joined a gang in the local community.

Staff training will also provide staff with information on factors that may make young people want to be radicalised, i.e. – status, identity, sense of belonging, neglect in the family, re-dress some form of injustice, excitement, adventure, political motivation, moral motivation, family / other friends involved in extremist activities. Training will also focus significantly on the possible impact of extremist views on the young person once they have been radicalised, i.e. – over-identification so that extremist views become the norm, development of an ‘us and them’ thinking and dehumanising the perceived enemy. Channel provide training which can be found through:

<http://course.ncalt.com/Channel_General_Awareness/01/index.html>

Safeguarding training reinforces the message that staff must never attempt impose their political or religious views and beliefs on students under any circumstances. The Academy will use appropriate systems to deal with any member of staff trying to use their position of trust to influence the views of young people at The Brook 6th Form and Academy.

**Use of External Agencies and Speakers**

At Brook 6th Form and Academy we encourage the use of external agencies or speaker to enrich the experiences of our learners. Workshops may be delivered by the PREVENT team to all targeted year groups in the Academy.

Our Academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

* Any messages communicated to pupils are consistent with the ethos of the Academy and do not marginalise any communities, groups or individuals.
* Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
* Activities are matched to the needs of pupils.
* Activities are carefully evaluated by the Academy to ensure that they are effective

We recognise, however, that the ethos of our Academy is to encourage learners to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

**Children with Special Educational Needs and Disabilities**

Children with special educational needs (SEND) and disabilities can face additional safeguarding

challenges. Governing bodies and proprietors must ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

* assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
* children with SEND and disabilities can be disproportionally impacted by things like bullying-without outwardly showing any signs; and
* communication barriers and difficulties in overcoming these barriers.

**Pupils with Medical Needs**

Our procedures for dealing with the medical needs of its pupils is set out in a separate policy and has regard to:

Supporting pupils at Academy with medical conditions (DfEE April 2014, updated August 2017).

There is no legal duty for Academy staff to administer medication to pupils and the staff who do so act in a voluntary capacity. Staff who provide medication, will be appropriately trained and be provided with all relevant information about the pupil’s needs. No pupils under 16 will be given medication without his or her parent’s/career’s consent.

**Looked After Children**

The Principal will ensure that a member of staff is appointed as a Designated Teacher for LAC.

The designated person for LAC will ensure that the DSL has details of the child’s social worker and the name of the virtual Academy head in the authority that looks after the child.

The education staff will contribute to the ‘in care reviews’ and/or case conferences of children who are subject of a child protection plan and to the Personal Education Plan.

The LAC Co-ordinator will ensure that the Academy has details or the child’s social worker the name of the virtual Academy head in the authority that looks after the child.

Virtual Academy heads receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. At Brook 6th Form and Academy our designated teacher will work with the virtual Academy head to discuss how that funding can be best used to support the progress of looked after children in the Academy and meet the needs identified in the child’s personal education plan.

The designated person for looked after children in the Academy is: The Deputy Designated Safeguarding Lead: **Ann-Christine Odonkor**

[Ac.odonkor@brooksixthform.com](mailto:Ac.odonkor@brooksixthform.com)

Extension: 210108

Private fostering – if we believe one of our students is provided with care and accommodation by someone to whom they are not related in that person’s home the DSL must be informed and the CS alerted to ensure a check can be carried out by the local authority.

Special Guardianship – This is an order that appoints a person or persons to be a child’s special guardian. The court makes special guardianship orders for a variety of reasons. Further information can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/586406/Special Guardianship\_Statutory\_Guidance\_20\_January\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/586406/Special_Guardianship_Statutory_Guidance_20_January_2017.pdf)

Adoption – Adoption refers to the legal process in which adults can become non-biological parents. Further information on the statutory guidance for adoption can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/270100/adoptio](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270100/adoption_statutory_guidance_2013.pdf)  [n\_statutory\_guidance\_2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270100/adoption_statutory_guidance_2013.pdf)

**Absent Children**

We will ensure that we are robust in our response to children missing education, as well as being absent from the Academy, particularly if they are repeatedly missing. We will be aware of possible abuse, neglect and sexual exploitation, and seek advice as appropriate.

We will ensure support is in place for those who have been identified as low attendees, truants both internal and external.

The law requires all Academy’s to have an admission register and, with the exception of Academy’s where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

We will inform the local authority if any pupil who is going to be removed from the admission register where the pupil:

* has been taken out of Academy by their parents and the Academy has received written notification from the parent they are being educated outside the Academy system e.g. home education;
* has been certified by the Academy medical officer as unlikely to be in a fit state of health to attend Academy before ceasing to be of compulsory Academy age, and neither he/she nor his/her parent has indicated the intention to continue to attend the Academy after ceasing to be of compulsory Academy age;
* are in custody for a period of more than four months due to a final court order and the

We will inform the local authority of any pupil who fails to attend the Academy regularly, or has been absent without the Academy’s permission for a continuous period of 10 Academy days or more, at such intervals as are agreed between the Academy and the local authority.

Measures are in place with the Safeguarding Team and the Local Authority of LBBD with regards for all students who are absent from education. Regular meetings are held with the Local Authority, students and parents where a student is at risk of becoming a Persistent Absentee, whereby they have missed more than 10% of their education in an academic year. Referrals through to the MASH Team are made with regards to students absent from education on a regular basis.

**Criminal Exploitation & County Lines**

County Lines is the use of children for criminal exploitation. This is ‘a geographically widespread form of harm’ (KCSIE 2024) and criminal activity can include the use of children for drug networking, often exploiting young people to carry substances and potentially money from urban areas to suburban and rural areas including market and seaside towns (KCSIE 2024). It is important to note that this can affect both males and females under the age of 18 and that they can still be being exploited despite this activity appearing to be consensual. County lines can and often does involve force, threats of violence and/or threats of a sexual nature towards the young person and is ‘typified by some form of power imbalance in favour of those perpetrating the exploitation’ (KCSIE 2024). All country lines concerns must be reported to the safeguarding team. Key indicators of county lines include:

* Children who appear with unexplained gifts or new possessions;
* Children who associate with other young people involved in exploitation;
* Children who have links with ‘olders’ or unknown adults;
* Children who use over sexualised language or behave in an over sexualised manner;
* Children who suffer from changes in emotional well-being;
* Children who misuse drugs and alcohol;
* Children who appear to be ‘grooming’ other young people;
* Children who go missing for periods of time;
* Children who regularly come home late or arrive to Academy late; and
* Children who regularly miss Academy or education or do not take part in education.

**Whistle-blowing**

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they must speak to the Principal or the chair of governor.

All staff are expected to read the policy and adhere to it.

General guidance can be found at-Advice on whistleblowing

TheNSPCC whistleblowing helpline [i](https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline)s available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email:help@nspcc.org.uk.9

**Forced marriage**

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 and 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 disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Staff can contact the Forced Marriage Unit if they need advice or information.

Contact: 020 7008 0151 or email:fmu@fco.gov.uk

**Mental Well-Being, Self-Harming & Suicidal Behaviour**

Positive well-being is essential for pupil progression in Academy. Often there are indicators that pupils will need support in order to maintain positive a state of mind. Increasing pressure/stress and changes in lifestyle, including increased social media, often impact on pupil well-being. Some of the signs/indicators that may be exhibited include:

* Change in attendance/punctuality
* Fluctuating mood swings
* Concerning changes in appearance/hygiene
* Signs of self-harm or self-injury
* Decrease in ability to engage in learning
* Isolating themselves from others
* Showing signs of stress/anxiety (ie: panic attacks, overly anxious about progress or complete disinterest...)
* Fluctuations in weight

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm, and must always be taken seriously. They may also be indicative of psychological or emotional disturbance triggered by physical, sexual and / or emotional abuse or chronic neglect which may also constitute significant harm. If a child says or writes anything of this nature, please raise concerns via safeguard software immediately.

Any concerns must be passed onto the Designated Safeguarding Lead, who will ensure appropriate support is identified.

**Sexually Active Children**

**Children under 13 years**

Under the Sexual Offences Act 2003, children under the age of 13 are considered to be of insufficient age to give consent to sexual activity. Penetrative sex with a child under 13 is classed as rape. Where a member of staff is concerned that a child is involved with penetrative sex or other intimate sexual activity, there will be reasonable cause to suspect that a child, whether girl or boy, is suffering or is likely to suffer significant harm. The Designated Safeguarding Lead will refer the child to LA children’s social services.

**Children 13 to 16 years**

Sexual activity with a child under 16 is also an offence. In every case of sexual activity involving a child aged 13 to 15, professionals should consider, with the Academy’s safeguarding Designated Safeguard Lead, whether they should initiate a discussion with other agencies about the risk of harm to the child and whether a referral should be made to LA children’s social care. (Refer to appendix 4 for an assessment of risk).

If there are concerns that a Child/young person is at risk of being groomed for sexual exploitation, the case must be referred to LADO.

**Young Carers**

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (a parent, grandparent, sibling).

Many young carers may experience:

* Social isolation;
* A low level of Academy attendance;
* Some educational difficulties;
* Impaired development of their identity and potential;
* Low self-esteem;
* Emotional and physical neglect;
* Conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the child’s needs will be considered, using the Common Assessment Framework.

**Supporting vulnerable pupils.**

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. We will try to ensure that Brook 6th Form and Academy provides a stable and secure place for all pupils through the development of policies and procedures that encourage self-esteem, and self-motivation, good behaviour and education achievement.

**The Academy community will therefore:**

Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.

Ensure that opportunities are explicitly used to promote the well-being of our students, this will include; RSHE Assemblies, Tutor Activities and information shared via the TV Screens around the Academy.

Ensure that all children know that they can approach any adult in Academy if they are worried or in difficulty (youth workers, mentors – all staff).

Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. For example, RSHE and the Pastoral Curriculum.

**Parental Involvement**

It is important that parents/carers understand the Academy’s responsibility to:

* Safeguard and promote the welfare of children
* Share information and work in partnership with other agencies when there are concerns about a child’s welfare.

In general, the staff will seek to discuss any concerns about a child’s welfare with the family and, where possible, seek their agreement to making referral to children’s social care. However, there are certain occasions when it is not appropriate to inform parents/carers of a referral to children’s social services (full list on page 13).

We will provide a parent/carer information section on our website to inform parents/carers of our policy and key information on child protection/safeguarding.

**Framework –** Key documents, which inform this policy, are:

**Promoting the education of looked after children February 2018;**

[**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/ file/683556/Promoting\_the\_education\_of\_looked-after\_children\_and\_previously\_looked-after\_children.pdf**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf)

**Looked after Children’s Policy;** [**https://fluencycontent2-Academywebsite.netdna-ssl.com/FileCluster/Eluteccomp/MainFolder/Primary/Policies/New-web-2017/Looked-After-Children-Policy-July-2017---JHI.pdf**](https://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/Eastburycomp/MainFolder/Primary/Policies/New-web-2017/Looked-After-Children-Policy-July-2017---JHI.pdf)

**Keeping children safe in education, September 2024;**

<https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf>

This document contains information on what Academy and colleges must do and sets out the legal duties with which Academy and colleges must comply. Academy’s and colleagues must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means we must comply with it unless exceptional circumstances arise. Section 1 of this document must be read alongside the Academy safeguarding policy.

**Working Together to Safeguard Children, Department for Education July 2023**

<https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf>

Sets out how individuals & organisations should work together to safeguard and promote the welfare of children, and protect them from harm.

**Equality Act 2010; updated June 2015**

**The London Child Protection Procedures, LSCB, 2010; updated March 2017**

**What to do if you are worried a Child is being Abused - DfES March 2015. Advice for**

**practitioners;**

[**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_dat a/file/419604/What\_to\_do\_if\_you\_re\_worried\_a\_child\_is\_being\_abused.pdf**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

**The Counter Terrorism and Security Act February 2015**

**Serious Crime Act 2015 Mandatory reporting of Female Genital Mutilation**

**Upskirting Legislation**: <https://www.gov.uk/government/news/upskirting-know-your-rights>

Criminal Exploitation of children and vulnerable adults: County Lines guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/741194/H](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf?_ga=2.196972463.286065765.1566985864-1225516177.1563437109) OCountyLinesGuidanceSept2018.pdf?\_ga=2.196972463.286065765.1566985864-1225516177.1563437109

**Local Authority contact information (September 2024)**

Children’s Services - [childrenss@lbbd.gov.uk](mailto:childrenss@lbbd.gov.uk)

Local Authority Designated Official (LADO) and Safeguarding Lead for Education Telephone

020 8227 3934 – Mike Cullern, [mike.cullern@lbbd.gov.uk](mailto:mike.cullern@lbbd.gov.uk)

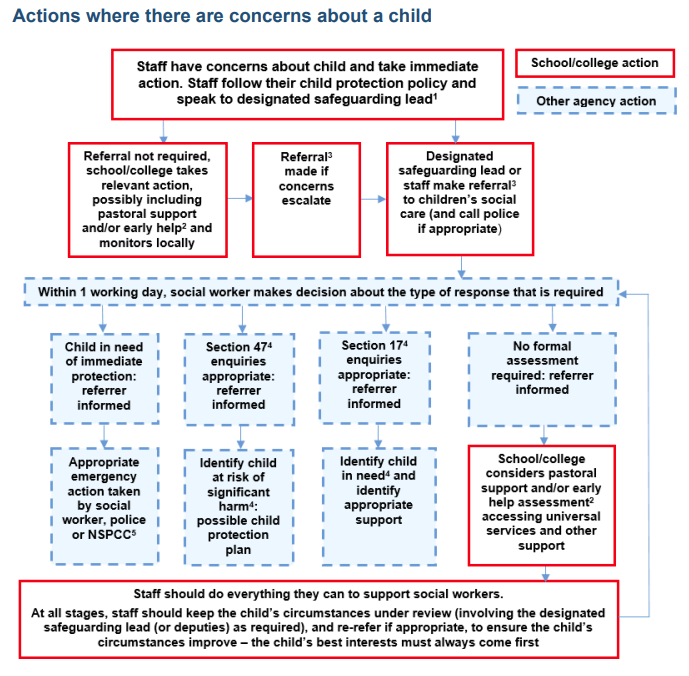
Child Protection &Child in Need referrals  <https://www.lbbd.gov.uk/child-protection-and-reporting-concerns-about-children>

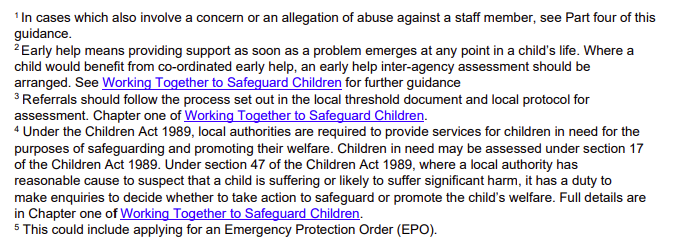
Duty Service; Telephone 020 8227 3811, [childrenss@lbbd.gov.uk](mailto:childrenss@lbbd.gov.uk)

Out of Hours Emergency Duty Team; 0208 594 8356

Prevent Team Lead – Thomas Llewellyn-Jones -  [Thomas.Llewellynjones@lbbd.gov.uk](mailto:Thomas.Llewellynjones@lbbd.gov.uk) 0208 227 5214

Prevent Education Officer – Shelina Khatun – [shelina.khatun@lbbd.gov.uk](mailto:shelina.khatun@lbbd.gov.uk) 0208 227 3217





1. Keeping Children Safe in Education [↑](#footnote-ref-1)