Brompton Hall School

Safeguarding and Child Protection Policy

1	Summary	Safeguarding and Child Protection Policy	
2	Responsible person	Laura Carr	
3	Accountable SLT member	Katie Troake	
4	Applies to	☒All staff ☒Support staff ☒Teaching staff	
5	Who has overseen development of this policy	Laura Carr- Director of Safeguarding, Attendance, Risk and Welfare.	
6	Who has been consulted and recommended policy for approval	Terry Johnson Chair of Trustees All other Trustees	
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1. Our strong safeguarding culture

1.1. Why it is important

Safeguarding is everyone's responsibility, and it is the duty of the school/trust to safeguard and promote the welfare of children. This is our core safeguarding principle.

In adhering to this principle we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children have equal rights to support and protection.

One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers and governors, all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.

This policy should be read alongside our other safeguarding policies, which are set out in Appendix two.

1.2. What it means for our pupils

We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to interagency plans which provide additional support to the child. Early Help offers support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in child protection or safeguarding issues will receive appropriate support.

Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among pupils, and we set a good example by conducting ourselves appropriately.

Identifying safeguarding and child protection concerns often begins with recognising changes in pupils' behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Challenging behaviour may be an indicator of abuse.

All of our staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.

All of our staff will put the child's best interests first and ensure children's wishes and feelings are considered when managing child protection issues.

All of our staff will ensure children do not feel that they are creating a problem by raising a concern.

2. Safeguarding legislation and guidance

2.1. This policy has been devised in accordance with the Department for Education's Statutory Guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2023). We comply with this guidance and the arrangements agreed with North Yorkshire local safeguarding partners. It is also based on the principles established by the following statutory legislation and guidance.

2.2. Department for Education's statutory guidance publications for schools and local authorities, including:

- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (2025)
- Designated teacher for looked-after and previously looked-after children (2018)
- Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty
- Data Protection Act (2018) and UK GDPR
- Prevent Duty Guidance (2023)
- NYSCP (safeguardingchildren.co.uk)
- PACE Code C 2019 – this reflects the 'Appropriate Adult' addition to Annex C of KCSiE 2023.

3. Introduction and aims

3.1. This policy applies to all adults, including volunteers, governors, working in or on behalf of the school. It will provide a framework for staff to meet their statutory duties and to ensure consistency of good practice.

3.2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

4. Keeping Children Safe in Education (KCSIE) DFE 2025

4.1. Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, and safety and well-being (see our related school safeguarding policies).

4.2. Safeguarding and promoting the welfare of children is defined as:

Safeguarding and promoting the welfare of children - defined for the purposes of this guidance as: ***'Working Together to Safeguard Children (2023)'***

- Providing help and support to meet the needs of children as soon as problems emerge

- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

4.3. **Child Protection** - Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

4.4. Children is defined as anybody under the age of 18 or 25 if a care leaver.

5. Our commitment

5.1. Brompton Hall is committed to ensuring the welfare and safety of all children in our school. We will protect and support our vulnerable children, children who need support through early help, children in need and children who have a child protection plan. All North Yorkshire schools, including Brompton follow the North Yorkshire Children's Safeguarding Partnership procedures. The school will, normally, endeavor to discuss all concerns with parents or carers about their child or children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures and in line with Part 2 of KCSIE). The school will, of course, always aim to maintain a positive relationship with all parents. This school's child protection policy is available publicly via our website and is available from the office or the DSL, if required.

6. School commitment and values

Key Contacts	
School Key Contacts	
Principal & DSL	Katie Troake
Executive Principal	Jo Fox
Executive Director of School Improvement	Claire Goodaire
Director of Strategic Safeguarding, Risk and Attendance	Laura Carr
Chair of Governors	Terry Johnson
Safeguarding Governor	Terry Johnson

Deputy Designated Safeguarding Lead	Sarah Nicholson
Wider Safeguarding Team	Sam Furbank
Wider Safeguarding Team	Lauren Frost
Designated Teacher (CLA)	Katie Troake
Mental Health Lead	Lauren Henderson

6.1. Brompton Hall School, Governors and Volunteers are committed to safeguarding and promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children are potentially at greater risk of harm or abuse eg those with Special Educational Needs and Disabilities and those living in adverse circumstances. We recognise that children who are abused may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

6.2. We will adopt a child-centred approach to our work, we will act in the best interests of our children, and we will ensure that everyone is aware of their safeguarding responsibilities.

7. Multi-agency working in North Yorkshire

7.1. Our schools work in partnership with the North Yorkshire Safeguarding Children's Partnership. Our school has a pivotal role to play in multi-agency safeguarding arrangements and contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2023'.

7.2. The three statutory safeguarding partners (North Yorkshire County Council, Health, and Police) have made arrangements to allow all schools and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. As a named and as a relevant agency, we are under a statutory duty to co-operate with the published arrangements.

8. North Yorkshire local authority key safeguarding contacts

Early Help Contacts	
North Yorkshire Council Children & Families Service: Early Help Locality Telephone Numbers	
Early Help East Scarborough, Whitby, Ryedale	01609 534852
Early Help West Harrogate, Craven, Knaresborough, Ripon	01609 534842
Early Help Central Hambleton, Richmondshire, Selby	01609 534829
Making a referral to the Multi-Agency Screening Team (MAST)	

Where there are **significant immediate concerns** about the safety of a child, contact the police on **999.** **If you believe the situation is urgent but does not require the police,** call **0300 131 2 131** to make a telephone contact. Outside of business hours (Monday – Friday / 9am-5pm) please still call **0300 131 2 131** to speak to the Emergency Duty Team. **Professional's Consultation Line** 01609 535070 is available between 10am and 4pm. Leave a voicemail if there is no response and you will be contacted as soon as possible. Link to online referral form - NYSCP	
For making a referral outside of North Yorkshire this online tool directs you to the relevant local children's social care contact number.	
North Yorkshire Police	
In an emergency call 999 / For all non-emergencies call 101Home | Police.uk (www.police.uk)	
Designated Officers for Managing Allegations (LADOs)	
Duty LADO contact details (consultations, new referrals, and urgent matters)	01609 798005 lado@northyorks.gov.uk LADO Notification Form LADO information and contacts
NYSCP Safeguarding Business Unit	
NYSCP Business Unit	01609 535123 nyscp@northyorks.gov.uk www.safeguardingchildren.co.uk
Children Missing Education	
Child Missing Education (CME) Co-ordinator -	01609 532477 or CME.Coordinator@northyorks.gov.uk
Mental Health Support	
CAMHS	The single point of access for the TEWV service (covering **all North Yorkshire** except Craven) is: **0300 0134 778**
	Craven: BDCT First response **0800 952 1181** 7 days a week, 24 hours
	Crisis Service Child and Adolescent Mental Health Service (CAMHS) crisis and liaison team 24 hours a day, seven days a week on freephone 0800 0516 171.
SEND Hub contacts	
	NYSENDHubs@northyorks.gov.uk

9. Roles and responsibilities

9.1. Designated safeguarding lead (DSL)

The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety) in the school. The DSL duties include:

- ensuring child protection policies are known, understood and used appropriately by staff

- working with the board of trustees and local governing body to ensure that the Trust's child protection policies are reviewed annually and that the procedures are reviewed regularly

- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters

- liaising with the Principal regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for children to have an Appropriate Adult in relevant circumstances

- acting as a point of contact with the three safeguarding partners

- making and managing referrals to children's social care, the police, or other agencies

- taking part in strategy discussions and inter-agency meetings

- liaising with the "case manager" and the designated officer(s) at the local authority if allegations are made against staff

- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements

- transferring the child protection file to a child's new school

9.2. Deputy designated safeguarding lead(s)

Our Deputy DSL(s) is/are trained to the same level as the DSL and support(s) the DSL with safeguarding matters on a day to day basis. The ultimate lead responsibility for child protection remains with the DSL.

9.3. Governing body

The Governing Body have a strategic leadership responsibility for safeguarding and will comply with their duties under the legislation and guidance. They will facilitate a whole school approach to safeguarding and ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development and that all systems, processes, and policies operate with the best interests of the child at their heart.

The Governing Body is responsible for all aspects of the implementation, maintenance and review of this policy and will ensure that staff will receive appropriate levels of training and support to undertake their roles as outlined in this policy and that a log of their training is maintained. Governors will ensure that all safeguarding related policies and procedures are transparent, clear and easy to understand for staff, visitors, pupils, parents and carers.

The Governing Body is responsible for ensuring the following:

- There are appropriate policies and procedures in place that promote child wellbeing and safeguarding including:
    - Child protection and safeguarding policy (this document)
    - Behaviour policy and anti-bullying policy and positive handling policy
    - Children with health needs who cannot attend school policy
    - Special Educational Needs and Disability (SEND) policy
    - Health and safety policy
    - Supporting pupils with medical conditions policy
    - Staff behaviour policy/code of conduct
    - Safeguarding response to children who go absent from education policy
    - Mental health policy
    - Whistleblowing policy
    - Mobile and smart technology policy
    - Policy on employment of ex-offenders
    - Low-level concerns procedures/Managing allegations against staff policy
    - Attendance policy
    - Suicide and self-harm policies
    - Procedures for managing child-on-child abuse.
    - Procedures for managing sexual harassment and sexual violence.
    - Educational visits policy
    - Recruitment and Selection Policy and Procedures
    - PSHE, including RSE/safeguarding curriculum policy
    - Policy on how long school registers will remain open and procedures for pupil absence
- These policies, along with Part 1, Part 5, and Annex B of KCSIE and information on the role and identity of the DSL is provided to all staff on induction. A proportionate and risk-based approach will be taken to the level of information that is provided to temporary staff, volunteers and contractors
- A designated teacher for looked-after and previously looked-after children is in place
- We have sought assurances that Child Protection Files are maintained in line with Annex C of KCSIE
- Appropriate Safer Recruitment Procedures are in place in line with Part 3 of KCSIE 2025, that adequate safer recruitment training has been undertaken and that procedures are embedded and effective
- The school holds more than one emergency contact number for each pupil (where reasonably possible)
- That appropriate risk assessments that keep children safe are in place with assurance that mitigations are followed
- This child protection and safeguarding policy reflects the whole school approach to child-on-child abuse, including child-on-child sexual violence and sexual harassment, regardless of whether or not this has been reported
- The child protection procedures are in accordance with government guidance and refer to the North Yorkshire multi-agency safeguarding arrangements

- These procedures reference online safety, including in relation to filtering and monitoring and special educational needs and disabilities discretely
- The school has appropriate safeguarding arrangements in place to respond to children who are absent from education, particularly for prolonged periods of time and/or on repeat occasions
- Staff safeguarding training (including online safety and also an appropriate understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) is integrated, regular, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning, particularly during induction
- All Governors receive appropriate safeguarding and child protection (including online) training that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding, that this training is regularly updated and that training records are maintained
- The school contributes to multi-agency working in line with Working Together to Safeguard Children and meets their statutory duty to co-operate and will act in accordance with the arrangements published by the Safeguarding Partnership
- That access is allowed to children's social care services from the host local authority, and where appropriate, a placing local authority, to conduct, or consider whether to conduct, a Section 17 (S17) or a Section 47 (S47) assessment
- That children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed
- That the school has an appropriate online filter system in place in order to safeguard children from potentially harmful and inappropriate online material whilst accessing school technology and that the school does all they reasonably can to limit children's exposure to the above risks from the school's IT system
- That online access is routinely and rigorously monitored by all staff in addition to the monitoring that is carried out to check that the school's filtering system is working and fit for purpose
- That the DSL is a member of the School Leadership Team (SLT), is adequately trained to carry out their role and is provided with adequate time to fulfil their role. Furthermore, the governing body is responsible for ensuring that role of the DSL is explicit in the individual's job description and that their job description is in line with KCSIE 2025 Annex C
- This policy is reviewed annually (as a minimum) and updated if needed and made available publicly via the school website

Additionally, the chair of governors is responsible for receiving concerns/allegations about the principal or principal and agreeing any appropriate course of action for investigation. This includes liaison with the Local Authority Designated Officer (LADO) if the matter meets the criteria for being considered as an allegation.

9.4. Principal

The principal will support staff and governors to understand their individual roles and responsibilities by ensuring that:

- all safeguarding related policies and procedures approved by the governing body are fully implemented and followed by all staff, pupils, and visitors
- they liaise with the LADO and partner agencies in the event of allegations being made against a member of staff or volunteer other than themselves (this role sits with the chair of governors in the event of an allegation being made against themselves)
- they ensure all staff (including themselves) receive appropriate safeguarding and child protection training which is regularly updated
- they provide adequate support and resources for the DSL to be able to fulfil their role, including ensuring cover for this role should the named person be absent or away from school
- the curriculum that is in place supports children to understand how to keep themselves safe, including online
- they promote a strong, open and positive culture of safeguarding across the school

9.5. Venn Academy Trust

Venn Academy Trust board will ensure structures are in place so all children and young people are safeguarded across the Trust. Venn Academy Trust has a safeguarding trustee, Shelia Wallace-Marshall. Oversight of safeguarding effectiveness across the Trust sits with the Trust Board's Audit & Risk Committee.

Venn Academy Trust has a trust-wide Director of Safeguarding, Laura Carr. The Venn Director of Safeguarding is responsible for developing overarching safeguarding policies and ensuring compliance. The Director of Safeguarding will support the school based DSLS by leading the monitoring and reporting on safeguarding arrangements in all schools and leading the DSL networking group.

9.6. Designated teacher

Brompton Hall School has appointed a designated teacher Katie Troake who works with the Local Authority to promote the educational achievement of registered pupils who are looked after.

With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the appropriate training and the relevant qualifications and experience.

The Designated Teacher works with the Virtual School Head, who manages pupil premium plus for looked after children. The designated teacher works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school to meet the needs identified in the child's personal education plan. The designated teacher works with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

Virtual School Heads should champion the attendance, attainment and progress of children in kinship care. Brompton Hall will ensure kinship care is covered in staff training, including for the designated teacher and DSL.

9.7. Mental health lead

The mental health lead is responsible for creating a whole-school approach to supporting mental health and wellbeing by:

- Developing a whole-school approach to support mental wellbeing
- Promoting good mental health and emotional wellbeing for pupils and staff
- Ensuring clear processes to report mental health concerns
- Ensuring clear processes for managing mental health concerns
- Delivering appropriate training
- Liaising with the DSL where a mental health problem could indicate that a pupil has suffered or is at risk of suffering abuse, neglect, or exploitation

9.8. School leaders, staff and volunteers

All school staff are responsible for ensuring that they:

- Understand that where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately and know how to make a referral in the unlikely event that they are unable to speak with the DSL or deputy DSL
- Understanding that 'it could happen here' and remain vigilant to signs and indicators
- Know the systems in school which support safeguarding and ensuring that these are explained to them as part of staff induction.

This includes the:

- Child protection policy
- Behaviour policy
- Staff behaviour policy / code of conduct
- Safeguarding response to children who are absent from education, particularly on repeat occasions and / or for prolonged periods
- Role of the DSL (including the identity of the DSL and deputies)

- Have read and confirmed that they have received, read, and understood the school safeguarding policies and procedures for at least Part 1, Part 5, and Annex B of KCSIE 2025 (or Annex A, if appropriate)
- Have read and understood this policy and how it relates to KCSIE 2025
- Are aware of their local early help process and understand their role in it
- Are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (S17) and section 47 (S47) that may follow a referral, along with the role they might be expected to play in such assessments
- Know what to do if a child tells them he/she/they is/are being abused, exploited, or neglected
- Know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL and children's social care. Staff never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child
- Are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report
- Are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff will always determine how best to build trusted relationships with children and young people which facilitate communication
- Understand that they have a responsibility to provide a safe environment in which children can learn
- Are prepared and trained to identify and support children who may benefit from early help

10. Opportunities to teach safeguarding

10.1. Brompton Hall School teaches about safeguarding, including online safety and healthy relationships and recognises that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.

10.2. The safeguarding curriculum is considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education. In teaching these subjects we commit to ensuring that we comply with statutory guidance.

10.3. We recognise that school plays a crucial role in preventative education, in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny / misandry, homophobia, biphobia and sexual violence / harassment. We have a clear set of values and standards, these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of effective PSHE delivered by Jigsaw and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (particularly when considering the needs of children with SEND and other vulnerabilities).

10.4. Where we invite external organisations and / or visitors to enrich our safeguarding curriculum, we ensure that we review the educational value and age appropriateness of what they will deliver.

10.5. Our programme tackles safeguarding issues (at an age-appropriate stage) in line with KCSIE 2025 para 128-133 and the latest DfE guidance on Relationships, Sex, and Health Education.

11. Safeguarding children and young people

11.1 <u>Children who may be particularly vulnerable</u>

Some children are at greater risk of abuse. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice. To ensure that all of our pupils receive equal protection, we give special consideration to children who:

- Are vulnerable because of their race, ethnicity, religion, disability, gender identity or sexuality
- Are vulnerable to being bullied, or engaging in bullying
- Are at risk of sexual exploitation, forced marriage, female genital mutilation, or being drawn into extremism
- Live in chaotic or unsupportive home situations

- Live transient lifestyles or live away from home or in temporary accommodation
- Are affected by parental substance abuse, domestic abuse or parental mental health needs
- Do not have English as a first language

11.2 Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

11.3 Children missing education

Children missing education, particularly repeatedly, can be an indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.

We closely monitor attendance, absence and exclusions and our DSL will take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

12. Mental health

12.1. Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

12.2. All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

12.3. Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy.

13. Children who are lesbian, gay, bi or trans (LGBT)

13.1. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. Unfortunately, children who are LGBT, or are simply perceived to be LGBT, can be targeted by other children. The risk to these children can be compounded where children who are LGBT lack a trusted adult with whom they can be open.

13.2. Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them.

LGBTQ+ support & Children/Young people who are gender questioning

13.3 At Brompton Hall School the DSL understands how to support children/young people and families to access LGBTQ+ support through family and Youth Hubs. Children/Young people requiring additional support may access CAMHS provision or School Nursing services.

Brompton Hall School plays a vital role in supporting LGBTQ+ children/young people or those who are gender questioning
. We create an inclusive environment where all learners feel welcome and valued.

- The fact that a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm. However, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children are.
- However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.
- Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.
- LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and our school/setting will access the range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

The school will follow government guidance and legislation as it is released and will continue to work in partnership with families and agencies to ensure all children and young people feel supported and our LGBTQ+ community feel safe.

The school is aware that revised guidance on gender questioning is expected to be published this summer.

Useful links

Schools & colleges | Stonewall
Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

14 Harmful Sexual Behaviour (HSB)

14.1 At Brompton Hall School the DSL and DDSL and other relevant safeguarding staff have a knowledge and understanding of HSB and are aware of support that is available for children/young people displaying harmful sexual behaviours, and know that the extent of these behaviours range between concerning internet usage and lower-level sexualised language all the way to allegations and convictions of rape or sexual assault.

14.2 Where there are concerns around HSB, staff will seek advice where appropriate and report to Children's Social Care and the Police. The school will also consult the Brooke Traffic Light tool and the Hackett Continuum to identify and respond to Harmful Sexual Behaviours.

Useful links
Lucy Faithfull Foundation - Preventing child sexual abuse
Stop It Now - Preventing child sexual abuse
Home - Shore
Eliminating Child Sexual Abuse Online | Internet Watch Foundation IWF
Harmful Sexual Behaviour

14. Child-on-child abuse

14.1. Child-on-child abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. It is more likely that boys will be perpetrators of child on child abuse and girls' victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

14.2. All staff should be clear about the school's policy and procedures for addressing child on-child abuse and maintain an attitude of 'it could happen here'.

14.3. Child on child abuse can take many forms, including:

- Physical abuse such as shaking, hitting, biting, kicking or hair pulling
- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Sexual violence and harassment such as rape and sexual assault or sexual

- Comments and inappropriate sexual language, remarks or jokes causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- Upskirting, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm

- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) including pressuring others to share sexual content

- Abuse in intimate personal relationships between peers (also known as teenage relationship abuse) - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse

- Initiation / hazing – used to induct newcomers into sports teams or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond

14.4. Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

14.5. All staff recognise that that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

14.6. All staff are trained to recognise that children are capable of abusing other children (including online). We expect all staff to read Part 5 of KCSIE 2025 to ensure that they have a secure understanding of the types of abuse that can occur, including harmful sexual behaviour between children.

14.7. This child protection and safeguarding policy is accompanied by procedures that identifies how we will address child-on-child abuse and minimise the risk of this occurring by:

- Implementing a curriculum that teaches children about healthy relationships and positive influences in an age-appropriate way and signposts children as to what to do if they think they are in an unhealthy relationship or need to address negative influences

- Ensuring that there are systems in place for children to confidently report abuse, knowing their concerns will be treated seriously which are well promoted, easily understood and easily accessible

- Having clear processes of how allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with Part 5 of KCSIE 2025

- Having clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported

- Training staff to recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place (and probably is) and is simply not being reported
- Making clear our zero-tolerance approach to abuse, in line with Part 5 of KCSIE 2025
- Recognising that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously

15. Investigating allegations

15.1. All allegations of child-on-child abuse should be passed to the DSL immediately who will investigate and manage the allegation as follows:

- Gather information - children and staff will be spoken with immediately to gather relevant information
- Decide on action - if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this child protection and safeguarding policy
- Inform parents - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted
- Recorded – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing, kept confidential and stored securely on the school's child protection and safeguarding systems and/or in the child's separate child protection file. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome

15.2. Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2025.

15.3. Children can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL in accordance with this policy. To ensure children can report their concerns easily, the school has the following system in place for children to confidently report abuse:

- Staff are trained in how to promote a culture in the school where children feel confident and able to share any concerns / worries they may have

- Children are taught with whom and how they can share any concerns they have and know that that they will be listened to and taken seriously

15.4. Supporting those involved. Our staff reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Our staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.

15.5. Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

15.6. The support required for the pupil who has been harmed will depend on their particular circumstance and the nature of the abuse. The support we provide could include counselling and mentoring or some restorative justice work.

15.7. Support may also be required for the pupil that caused harm. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. The consequences for the harm caused or intended will be addressed.

16. Serious violence

16.1. All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

16.2. All staff are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

17. Dangerous Dogs

17.1 At Brompton Hall School we are aware of the Dangerous Dogs Practice Guidance and the definition of dangerous dogs as follows:

The Dangerous Dogs Act (1991) prohibits persons from having in their possession or custody dogs belonging to types bred for fighting, enables restrictions to be imposed in relation to other types of dogs which present a serious danger to the public and makes further provision for securing that dogs are kept under proper control.

More information can be found here - https://dscp.org.uk/dscp_-_dangerous_dogs_practice_guidance_leaflet_-_pdf/

17.2 At Brompton Hall School any member of staff who becomes aware of a dog that could be prohibited or considered dangerous should use the **Assessing Dogs which may pose a risk to children checklist**.
dogs_pose_risk_ch_risk_assess.docx (live.com)
We will also collect the following information:

- The dog's name and breed.
- The owner's details.
- The reason for keeping the dog and information about other family members, particularly young children.

This information will then be shared with the Police and/or the Children's Social Care without delay.

17.2 Where there is a report of a child/young person having been injured by a dog (or exposed to the risk of injury/significant harm either directly due to the dog's behaviour or indirectly due to the dog's impact on hygiene in the home) a referral to Children's Social Care will be considered. In deciding whether to make a referral, consideration will be given to:

- The nature of the injuries.
- The circumstances of the attack / incident.
- Whether the parents or dog owner sought medical advice.
- Whether the dog has previously shown any aggression; and
- What action does the pet owner have taken to prevent a recurrence of any attack.

If staff have reason to believe that a dog in the household is prohibited or presents a risk to a child/young person, the Police and/or Children's Social Care will be contacted immediately.

Useful links:

14865_proof_4LR_WEB.pdf (bluecross.org.uk)
Dog Help and Advice | Dogs Trust
Pet advice | Battersea Dogs & Cats Home
Safe and Sound Award Scheme | Dog training | The Kennel Club

18. Child criminal exploitation (CCE) and child sexual exploitation (CSE)

18.1. Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the

threat of violence. This power imbalance can be due to a range of factors, including:

- Age
- Gender
- Sexual identity
- Cognitive ability
- Physical strength
- Status
- Access to economic or other resources

18.2. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

19. Child criminal exploitation (CCE)

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

19.2. Children can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.

19.3. Children involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

19.4. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

19.5. CCE Indicators can include children who:

- Appear with unexplained gifts or new possessions
- Associate with other young people involved in exploitation
- Suffer from changes in emotional well-being
- Misuse drugs or alcohol
- Go missing for periods of time or regularly return home late
- Regularly miss school or education or do not take part in education

20. Child sexual exploitation (CSE)

20.1. CSE is a form of child sexual abuse which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.

20.2. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

20.3. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

20.4. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

21. CSE indicators

21.1. The above indicators can also be indicators of CSE, as can children who:

- Have older boyfriends
- Suffer sexually transmitted infections or become pregnant

21.2. We include the risks of criminal and sexual exploitation in our health education curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.

21.3. Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's physical and emotional health.

21.4. All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL. Staff must always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.

22. County lines

22.1. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

22.2. County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out at paragraph 10.1 of this policy.

22.3. Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out at 13.3 and 13.4 of this policy, with the main indicator being missing episodes from home and/or school.

22.4. Additional specific indicators that may be present where a child is criminally exploited include children who:

- Go missing from school or home and are subsequently found in areas away from their own home
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- Are found in accommodation with which they have no connection or in a hotel room where there is drug activity

- Owe a ‘debt bond’ to their exploiters
- Have their bank accounts used to facilitate drug dealing
- Have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim.

22.5. All staff are aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

23. Sharing nudes and semi-nudes

23.1. Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple’s AirDrop.

23.2. The term ‘nudes’ is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’. Other terms used in education include ‘sexting’, ‘youth produced sexual imagery’ and ‘youth involved sexual imagery’.

23.3. The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- Children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- Children and young people digitally manipulate an image of a young person into an existing nude online
- Images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

23.4. All incidents involving nude or semi-nude images will be managed as follows:

- The incident will be referred to the DSL immediately and the DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children involved

- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a child at risk of harm
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm we will refer the matter to the police and/or children's social care

23.5. The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in December 2020 - UKCIS advice 2020. The school will have regard to this advice when managing these issues.

24. Online safety

24.1. It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate and effective filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk. These filtering and monitoring systems are reviewed regularly to ensure their effectiveness.

24.2. These filtering and monitoring systems block harmful and inappropriate content, and we take care to ensure that they do not unreasonably impact on teaching and learning. The systems are reviewed regularly (at least annually) to ensure their effectiveness, and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our pupils.

24.3. We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe.

24.4. We will also inform parents and carers of what we are asking children to do online, including the sites they need to access, and with whom they will be interacting online.

24.5. Online safety risks can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content such as pornography, fake news, misogyny, self-harm, suicide, radicalisation and extremism
- Contact: being subjected to harmful online interaction with other users such as peer to peer pressure and adults posing as children or young adults to groom or exploit children
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images and online bullying

- Commerce: risks such as online gambling, inappropriate advertising, phishing or financial scams

- Our students are growing up in a world where information is increasingly disputed, as are the overarching narratives that information sits within. The current geopolitical situation provides ongoing fuel for highly contested, often binary debates which people want to make sense of through compelling accounts, explanations that speak to the reality of their daily lives, and suggestions for future action that allow them to believe they have control over their own lives.

- 2025 research by the Pears Foundation (1) suggests that this problem is best tackled, at least in part, by schools, identifying that "Adolescents may be particularly susceptible to conspiracy theories due to high social media usage, developmental factors, and social isolation. Adolescence is a period during which critical thinking skills are still developing, and many young people turn to social media as their worldviews begin to take shape. However, research specifically exploring adolescent belief in conspiracy theories is limited. Teachers report that conspiracy theories are disruptive in school environments, finding them a form of disruption that teachers are uniquely unprepared to handle."

  The research also found that there are significant differences in the sources that young people and adults (school staff and parents) use to receive news and search for information, and therefore differences in the sources that inform their world views, with young people tending to use less traditional channels, such as TikTok with this potentially being driven by its accessibility and immediacy.

  Resources:

- (1) Commission into countering online conspiracies in schools – Pears Foundation (2025) - https://counteringconspiracies.publicfirst.co.uk/Commission_into_Countering_Online_Conspiracies_in_Schools.pdf

24.6. All staff are aware of these risk areas and should report any concerns to the DSL.

25. Handheld devices and cameras

25.1. Personal devices are only to be used by staff when on a designated break away from the pupils. At all other times, personal devices are to be switched off.

25.2. School devices are only to be used by staff for work purposes. Photographs and videos of the pupils are only to be taken on school devices.

25.3. Images of the pupils will only be used in accordance with our Data Protection Policy.

26. Online information security, filters, access and monitoring

26.1. Brompton Hall School has appropriate filters in place to reasonably limit exposure to risks from the use of school's or college's technology. In applying appropriate controls, we consider the number of and age range of our children, those who are potentially at greater risk of harm and how often children are accessing technology. Filtering is monitored routinely to ensure that it is working in line with the factors outlined above. This is recorded and shared with governors. The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty.

26.2. Staff are trained to understand their role in ensuring that they remain vigilant to the risks associated with accessing technology within school and understand their role in monitoring pupil use as part of their role as much as is reasonably possible.

26.3. The governing body commits to ensuring that appropriate filters and monitoring systems are in place, without "over blocking" to avoid unreasonable restrictions as to what children can access to use technology effectively to support their learning.

26.4. The governing body have reviewed the Department of Education filtering and monitoring standards and Cyber Security standards for Schools and Colleges and ensured that what needs to be done to meet this standard has been implemented.

26.5. The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

26.6. Brompton Hall School will apply the appropriate level of security protection and procedures in place, in order to safeguard our systems, staff and children. These arrangements will be reviewed periodically to ensure their effectiveness and to keep up to date with evolving cyber-crime technologies.

26.7. Brompton Hall will carry out an annual review of our approach to online safety, including the use of AI and filtering and monitoring. This will consider and reflect the risks our children face.

27. Artificial intelligence (AI)

27.1. Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources.

27.2. ChatGPT, Microsoft Copilot and Google Gemini are generative AI tools, built on large language models (LLMs). LLMs are a category of foundation models trained on large amounts of data, enabling them to understand and generate human-like content.

27.3. Brompton Hall School recognises that AI has many uses, including enhancing teaching and learning and in helping to protect and safeguard pupils. However, AI also has the potential to facilitate abuse (e.g. through bullying and grooming), allowing for false accusations to be made against other pupils or staff (e.g. through the use of 'deepfakes') and/or expose pupils to harmful content. We will respond to any misuse of AI in line with this policy and our anti-bullying, online safety and behaviour policies.

27.4. Safety is our main priority when deciding whether to use generative AI in our setting. Any use of generative AI by staff and pupils will be carefully considered and assessed, evaluating the benefits and risks of use in its education setting. Brompton Hall uses the appropriate DfE guidance and policy for AI including Generative artificial intelligence (AI) in education, Using AI in education settings: support materials - GOV.UK and Using AI in education: support for school and college leaders - GOV.UK

28. External monitoring of safeguarding, including Ofsted inspections

28.1. The governing body is aware of the Ofsted Education Inspection Framework and the guidance to inspectors on inspecting safeguarding and commit to ensuring that internal safeguarding procedures are in line with the requirements laid out within this guidance.

28.2. The governing body will seek to explore opportunities for external monitoring of the school's safeguarding processes and expect all staff to engage positively with any external safeguarding monitoring that the school chooses to commission.

29. Domestic abuse

29.1. The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear or experience the effects of abuse.

29.2. Domestic abuse is 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. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial and emotional abuse.

29.3. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.

29.4. Children can witness and be adversely affected by domestic abuse in their home life. Children seeing, hearing and experiencing its effects can have an impact on children. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long term impact on their health, well-being, development, and ability to learn.

29.5. Where police have been called to a domestic abuse incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child.

29.6. All staff are aware of the impact domestic abuse can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

30. Honour-based abuse

30.1. So-called ‘honour-based’ abuse (HBA) encompasses actions taken 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.

30.2. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take.

30.3. If staff are concerned that a child may be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead.

31. Female genital mutilation

31.1. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.

31.2. FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child may be at risk of FGM or who has suffered FGM, they should speak to the designated safeguarding lead. Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personal report the matter to the police as well as informing the designated safeguarding lead.

32. Forced marriage

32.1. 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. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse.

32.2. Forced marriage is illegal. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

32.3. Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

32.4. Forced marriage is not the same as arranged marriage, which is common in many cultures.

32.5. If staff are concerned that a child may be at risk of forced marriage, they should speak to the designated safeguarding lead.

33. Radicalisation and extremism

33.1. Extremism is defined as the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to: negate or destroy the fundamental rights and freedoms of others; or undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve the results in (1) or (2).

33.2. Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism.

33.3. If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to the designated safeguarding lead.

At Brompton Hall School we recognise that all schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. All DSL/DDSL and Senior Leaders at ***(insert setting details here)*** have familiarised themselves with Prevent duty guidance: Guidance for specified authorities in England and Wales (publishing.service.gov.uk) and are aware of local procedures for making a referral.

From information provided through the annual Counter Terrorism Local Profile, we recognise that there are some emerging issues that are particularly relevant to education settings:

- A rising number of young people becoming involved in terrorism-related offending.
- The impact of gore and exploitation content on young people's susceptibility to radicalisation.
- The role of online spaces, including platforms such as Terror-gram, gaming communities, and emerging technologies like 3D printed firearms.
- Risks related to Violence Fixated Individuals.

All staff have access Prevent training and know how to recognise and respond to any behaviour that could link to radicalisation/extremism. Any concerns will be reported using the appropriate safeguarding procedures.

Useful links
Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training
https://educateagainsthate.com/
http://preventforfeandtraining.org.uk/
Managing risk of radicalisation in your education setting - GOV.UK
The Prevent Duty | LGFL
Controlling access to school premises - GOV.UK
Designated Safeguarding Lead Handbook - Educate Against Hate

33.4. Prevent Referrals training is designed to make sure that when a concern is shared about a vulnerable individual that may be being radicalised that the referral is robust, informed and with good intention. The Channel awareness course offers an introduction to the Channel process outlining the objectives

of the Channel programme, the working process, roles and responsibilities and sharing key learning and best practice.

33.5. All of our schools have a Prevent Risk Assessment which identifies risks aligned with the Local Counter Terrorism Profile.

34. Staff / pupil relationships

34.1. Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.

34.2. We provide our staff with advice regarding their personal online activity, and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.

34.3. Our Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

35. Safeguarding concerns or allegations about any staff, volunteers, or contractors

35.1. If a safeguarding concern or allegation is made about a member of staff, supply staff, contractor or a volunteer, or relates to incidents that happened when an individual or organisation was using the Trust premises for the purposes of running activities for children our set procedures must be followed. Our Safer Recruitment Policy can be accessed here: Policies-Venn Academy Trust and the full procedure for managing such allegations or concerns are set out in Part Four of Keeping Children Safe in Education 2024.

35.2. Safeguarding concerns or allegations made about staff who no longer work at the school will be reported to the police.

35.3. Brompton Hall School has procedures in place to manage any safeguarding concerns (no matter how small) and provides training to staff so that they understand their responsibility to demonstrate professional curiosity and challenge.

35.4. Concerns and allegations that may meet the harm threshold will be addressed as set out in Section one of Part 4 of KCSIE and in line with local NYSCP procedures.

35.5. All allegations about staff, volunteers and/or contractors should be reported without delay to the principal and the Director of Safeguarding Where there is a conflict of interest in reporting the matter to the Principal, this should be reported directly to the local authority designated officer(s) (LADO).

35.6. Where the Principal is the subject of an allegation, the report should be made directly to the chair of governors.

35.7. Part 4 of KCSIE sets out the definition of an allegation:

Where it is alleged that a person who works or volunteers with children has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or possibly committed a criminal offence against or related to a child, and/or behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or behaved or may have behaved in a way that indicates they may not be suitable to work with children
- Concerns that do not meet the harm threshold against staff including supply staff and volunteers and contractors (known as Low Level Concerns) will be addressed as set out in Section 2 of Part Four of KCSIE and in line with trust policies. Brompton Hall School will record any low-level concerns and analyse patterns and trends to identify if the low level concern does increase concerns and may meet the harm threshold
- The governing body is aware that there is a legal duty in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned and failure to refer when the criteria are met is a criminal offence

36. Whistle blowing if you have concerns about a colleague

36.1. It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the Principal, unless the complaint is about the Principal, in which case the concern should be reported to the chair of governors. Our policy sets out where and to whom staff can report any whistleblowing concerns.

36.2. Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

36.3. The school's whistleblowing code Policies-Venn Academy Trust allows staff to raise concerns or make allegations and for an appropriate enquiry to take place.

37. Staff and governor / trustee training

37.1. All staff undergo safeguarding and child protection training (including Prevent online safety, which includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction. This training is regularly refreshed. Induction and training is in line with any advice from the safeguarding partners.

37.2. All staff receive additional safeguarding and child protection training via weekly emails or reading, scenario discussion in staff meetings, e-bulletins, contextual updates, or knowledge checks,) as required, and at least annually, to ensure that all staff have the relevant skills and knowledge to safeguard children effectively. Additionally, we ensure that our training includes a focus

on relevant aspects of Section 3 of the EYFS Framework, including relevant content for children aged 0-5, at least biennially and then additionally whenever EYFS statutory guidance is updated.

37.3. The designated safeguarding lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The designated safeguarding lead (and any deputies) also undertake Prevent awareness training.

37.4. A safeguarding training log is held in the school recording the training that has been undertaken by the DSL, all staff, volunteers, contractors and other third parties and governors. This log is monitored and updated regularly.

37.5. New staff and volunteers receive a briefing during their induction which covers this Child Protection and Safeguarding policy and our staff code of conduct, how to report and record concerns and information about our Designated Safeguarding Lead and deputy DSLS.

37.6. Our governors/trustees receive appropriate safeguarding and child protection (including online) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole trust approach to safeguarding. Online training is updated every three years, with ongoing focused training, including updates to KCSIE delivered at least annually.

37.7. Our safeguarding governor/trustee receives additional training to empower them to support and challenge the Designated Safeguarding Lead and support the delivery of high quality safeguarding across the trust.

38. Safer recruitment

38.1. The governing body and our senior leadership team are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with Keeping Children Safe in Education 2024 and the local safeguarding partner arrangements.

38.2. All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.

38.3. We ensure that our volunteers are appropriately checked and supervised when in school. We check the identity of all contractors working on site and request DBS checks where required by Keeping Children Safe in Education 2024. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

38.4. When using supply staff, we will obtain written confirmation from supply agencies or third party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

38.5. The school maintains a single central record of recruitment checks undertaken. Our Safer recruitment policy and procedures can be accessed here Policies-Venn Academy Trust.

39. Site security

39.1. Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times. Different coloured lanyards will be used which children and staff are all clear as to which Lanyard denotes a visitor is safe to be in the school unsupervised.

40. Identifying children and young people who may need early help

40.1. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. Some early help is provided through "universal services", such as education and health services. They are universal services because they are available to all families, regardless of their needs.

40.2. Other early help services are coordinated by a local authority and/or their partners to address specific concerns within a family and can be described as targeted early help. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services.

40.3. Early help may be appropriate for children and families who have several needs, or whose circumstances might make them more vulnerable. It is a voluntary approach, requiring the family's consent to receive support and services offered. These may be provided before and/or after statutory intervention (Working Together to Safeguard Children 2023).

40.4. Brompton Hall School will support local organisations and agencies to work together to support families within the early help service and will:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help which considers the needs of all members of the family
- Ensure good ongoing communication, for example, through regular meetings between practitioners who are working with the family
- Co-ordinate and / or provide support as part of a plan to improve outcomes. This plan will be designed together with the child and family and updated as and when the child and family needs change
- Engage effectively with families and their family network, making use of family group decision-making to help meet the needs of the child

41. Identifying children and young people who are suffering or likely to suffer significant harm

41.1. Our staff understand that behaviours linked to issues such as drug taking and/or alcohol misuse, unexplained and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can indicate that children are at an increased risk of harm.

41.2. Our requirements of staff are aligned to para 19-28 of KCSIE 2025, to ensure that:

- All staff understand abuse, neglect or exploitation
- All staff are aware of indicators of abuse, neglect or exploitation to assist in the early identification of abuse, neglect or exploitation
- All staff are aware that harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others, for example, all forms of domestic abuse
- If staff are unsure, they understand that they must speak to the designated safeguarding lead, or deputy

- All staff are aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy)

- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments

- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse, neglect or exploitation in situations outside their families

- All staff are aware that technology is a significant component in many safeguarding and wellbeing issues

41.3. In all cases, if staff are unsure, they must always speak to the designated safeguarding lead (or deputy) who will follow the child protection procedures. Where a child is suffering, or is likely to suffer from harm, the DSL will complete a referral to the local authority children's social care team (and if appropriate the police).

42. Supporting children and young people potentially at greater risk of harm

42.1. We ensure that all staff understand that whilst all children should be protected, we also recognise that some groups of children are potentially at greater risk of harm, including those with a social worker. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health, we ensure that all staff understand the full impact of this and are trauma informed in their approach to all children.

42.2. Furthermore, for children potentially at risk of further harm, we commit to:

- Working with the Local Authority and other statutory and non-statutory partners to make decisions in the best interests of the child's safety, welfare, and educational outcomes

- Taking swift and decisive action where there are early indicators of potential harm such as, responding to unauthorised absence or children absent from education where there are known safeguarding risks

- Ensuring appropriate and swift sharing of information with partners in line with information sharing legislation

- Promoting the welfare of our children potentially at greater risk of harm in a holistic way (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services)

43. Child protection procedures

43.1. Recognising abuse

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education 2021 refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

43.2. Taking action

Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child, if necessary, call 999
- Complete a record of concern (on CPOMS) and report your concern to the DSL as soon as possible
- Share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family

42.3 If you are concerned about a pupil's welfare

Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour has changed, their appearance has changed, or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are OK.

If the pupil does reveal that they are being harmed, staff should follow the advice below.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or being threatened, which could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child.

42.4 If a pupil discloses to you

If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- Remain calm and not overreact
- Allow them to speak freely
- Not be afraid of silences
- Not ask investigative questions

- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Not automatically offer physical touch as comfort
- Let the pupil know that in order to help them they must pass the information on to the DSL
- Tell the pupil what will happen next
- Complete a record of concern (on CPOMS) and notify the DSL as soon as possible
- Report verbally to the DSL immediately even if the child has promised to do it by themselves

42.5 Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified.

43 Referral to children's social care

43.3 The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

44 Reporting directly to child protection agencies

44.3 Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the Designated Safeguarding Lead, the deputies, the head teacher or the chair of governors are not available, and a referral is required immediately.

45 Confidentiality and sharing information

45.3 Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the Designated Safeguarding Lead, Principal or chair of governors.

46 Sharing information

46.3 The DSL will normally obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for deciding to do so.

46.4 Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.

46.5 Information sharing decisions will be recorded, whether or not the decision is taken to share.

46.6 The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Data Protection Officer.

47 Storing information

47.3 Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. It will be stored and handled in line with our internal Data Retention Policy.

47.4 Our Data Protection Policy, and associated privacy notices are available on the trust website and are available to pupils and parents on request.

48 Looked after children

48.3 The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

49 Care leavers

49.3 The DSL has details of the Local Authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

50 Children who have a social worker

50.3 Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

51 Work experience

51.3 The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with statutory guidance.

52 Children staying with host families

52.3 The school may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible.

52.4 Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our Designated Safeguarding Lead will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils understand who to contact should an emergency occur, or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

52.5 Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

53 Private fostering arrangements

53.3 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

53.4 Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will tell the DSL and the school will notify the local authority of the circumstances.

54 The use of 'reasonable force'

54.3 <u>The use of 'reasonable force' to safeguard children</u>

'Reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed.' The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. We will ensure that our staff are trained in positive handling to ensure that they are able to undertake this role safely and in line with government guidance.

The school does not have a 'no contact' policy as this can leave staff unable to fully support and protect their pupils and students. The school adopts policies, which allow and support the staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances including consideration of whether the child has Special Educational Needs or Disabilities (SEND), mental health or with a medical condition. These decisions will also align with our duties under the Equality Act 2010 and the Public Sector Equality Duty and align with the statutory guidance Use of reasonable force in school.

We consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty and makes reasonable adjustments, and by planning positive and proactive behaviour support, seeks to reduce the occurrence of challenging behaviour and the need to use reasonable force.

54.4 Use of restrictive physical intervention

The school has a Restrictive Physical Intervention Policy which details situations were pupils may need to be held if there was a danger to their life or the life of another pupil or staff member. De-escalation techniques will always be used in the first instance. All staff who need to use RPI are trained in Team Teach training at the appropriate levels. After any RPI detailed records are kept including the voice of the child and the specific details of the hold.

55 Use of school or college premises for non-school / college activities

55.3 Where we hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe.

55.4 When services or activities are provided by the school, under the direct supervision or management of our school staff, our arrangements for child protection will apply. However, where services or activities are provided separately by another body, we will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. We will apply this regardless of whether or not the children who attend any of these services or activities are children on our school roll or attend our college. We will ensure that safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this will lead to termination of the agreement.

55.5 Where schools receive an allegation relating to an incident that happened when an individual or organisation was using their school premises running activities for children, they should follow their safeguarding policies and procedures, including informing the LADO.

56 Alternative provision and children at risk of exclusion

56.3 Brompton Hall recognises that the cohort of pupils in Alternative Provision often have complex needs, and we are aware of the additional risk of harm that our pupils may be vulnerable to. We will have regard for DfE statutory guidance for commissioners of Alternative Provision and will work to local protocols.

56.4 When considering use of exclusion or suspension Brompton Hall is mindful of the exclusions and suspensions guidance and aware of the potential negative impact of exclusion on mental health and safeguarding risk of being excluded from school. We will consider the preventative measures to exclusion outlined in para 32-52 of 'Suspension and permanent exclusion for academies and pupil referral units in England, including pupil movement Guidance for schools, academies, and pupil referral units in England August 2024'.

56.5 We recognise that all pupils have a legal right to full-time education. We will only use a part-time timetable in exceptional circumstances once all other support / interventions have been attempted to enable a pupil to attend on a full-time basis. We will liaise with other services before making this decision. We will not use a part-time timetable as a solution to behavioural problems and or as a sanction as we recognise this is illegal. We will review part-time timetables on a regular basis and where they are not having the desired impact of improving school attendance we will bring the part-time timetable to an end. If a child is due to attend a particular session as part of the agreed part-time timetable and does not attend, we will record this as unauthorised absence and carry out our welfare checks in line with our standard processes and in line with Working together to improve school attendance (applies from 19 August 2024).

56.6 We recognise that parents can request flexi-schooling but that parents do not have a legal right to flexi-school. Any flexi-schooling requests will be considered by the Principal who will consider the benefits and risks of the agreement, not only to the child's education, but also the child's welfare and wellbeing. The Principal will also consider the current attendance of the individual and record absence in line with Working together to improve school attendance (applies from 19 August 2024).

56.7 Where concerns have previously been raised around attendance, this is identified as a risk and the Principal may refuse the request on this basis.

57 Children absent from education

57.3 We understand that children absent from education, particularly for prolonged periods and / or on repeat occasions, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, sexual exploitation and child sexual and criminal exploitation – particularly county lines. We will respond to children absent from education, support identifying such abuse and also helps prevent the risk of them going absent in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where going absent from education may increase known safeguarding risks within the family or in the community.

58 Elective home education (EHE)

58.3 We recognise that many home educated children have an overwhelmingly positive learning experience and expect the parents' decision to home educate be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

58.4 We will inform the Local Authority of all deletions from their admission register when a child is taken off roll and will work with key professionals work to coordinate a meeting with parents/carers where possible. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational need or a disability, and/or has a social worker and / or is otherwise vulnerable. Where a child has an Education, Health and Care Plan local authorities will need to review the plan, worker closely with parents and carers.

59 Children requiring mental health support

59.3 We recognise that the school has an important role to play in supporting the mental health and wellbeing of their pupils and recognise that Mental Health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

59.4 We will ensure that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems and there is an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of our pupils.

59.5 Brompton Hall School has a senior mental health lead, they are supported in their role and have access to senior mental health leads' training.

60 Extra familial harm – (contextual safeguarding)

60.1 **All** staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. **All** staff, but especially the DSL and our deputies should consider whether children are at risk of abuse or exploitation in situations outside their families. It is important that schools provide as much information as possible so that assessments can consider any harm in contexts outside the home. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, sexual abuse, serious youth violence and County Lines.

60.2 Staff should recognise that children with SEN, disabilities and certain health conditions can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN, disabilities and certain health conditions can be more prone to peer group isolation and disproportionally impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

60.3 It is ***not*** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL or in their absence with the person who deputies prior to any discussion with parents.

61 Children with special educational needs or disabilities (SEND) or certain health issues

61.1 Brompton Hall School ensures that the Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs

- Communication barriers and difficulties in managing or reporting these challenges; and Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the school or the consequences of doing so

61.2 There will be close liaison between the DSL and the leader with the oversight for SEND where there are any reports of abuse involving children with SEND.

61.3 We ensure that the Child Protection Policy reflects and addresses these additional challenges, and the school or college considers extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Appendix 1 – categories of abuse

Four categories of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, 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.

Indicators of physical abuse

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- An injury that is not consistent with the account given
- Symptoms of drug or alcohol intoxication or poisoning
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Emotional abuse

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

Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes him/herself in negative ways
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Inappropriate emotional responses, fantasies
- Self-harm
- drug or solvent abuse
- Running away
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis

Sexual abuse

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 is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Aggressive behaviour including sexual harassment or molestation
- Reluctance to undress for PE or swimming
- Anal or vaginal discharge, soreness or scratching
- Bruises or scratches in the genital area
- Reluctance to go home
- Refusal to communicate
- Depression or withdrawal
- isolation from peer group
- Eating disorders, for example anorexia nervosa and bulimia
- self-harm
- substance abuse
- acquire gifts such as money or a mobile phone from new ‘friends’

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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)
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Indicators of neglect

The following may be indicators of neglect:

- Constant hunger or stealing, scavenging and/or hoarding food
- Frequent tiredness
- Frequently dirty or unkempt
- Poor attendance or often late
- Poor concentration
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones or to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing,
- caring for siblings
- The child is left at home alone or with inappropriate carer

KCSIE 2024 acknowledges that exploitation was not adequately represented as a form of abuse therefore Exploitation has been added through the document.

Appendix 2 - related safeguarding policies and procedures

5. Code of conduct-Trust wide policy
6. Restrictive Physical Intervention- School based policy
7. Behaviour-School based policy
8. Personal and intimate care- School based policy
9. Complaints procedure-Trust wide policy
10. Anti-bullying-School based policy
11. Safe working practice - Professional and Personnel Relationships- School based policy
12. Whistleblowing-Trust wide policy
13. SEN- School based policy
14. Recruitment and selection-Trust wide policy
15. Grievance and disciplinary-Trust based policy
16. Data Protection Policy- Trust based policy
17. Parent and pupil privacy notice-Trust wide policy
18. Unregulated Alternative Provision Policy- Trust wide

Policy references

This policy references;

- The Education Act 2002 (sections 157 / 175)
- Section 157 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to the proprietors of independent schools, including academies and city technology colleges
- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to local education authorities and the governors of maintained schools and Further Education Colleges
- NYSCP- North Yorkshire Safeguarding children partnership
- Working Together to Safeguard Children 2023
- Keeping Children Safe In Education
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- *What To Do If You Are Worried A Child is Being Abused* 2015
- Recommendations from national and local Serious Case Reviews:
- Statutory framework for the early years foundation stage (publishing.service.gov.uk)
- *Sexual Violence and sexual harassment between children in schools and colleges DfE 2021*
- Sections 26 & 29 of the Counter Terrorism Act 2015
- Sections 1 and 5B of the Female Genital Mutilation Act 2003 & Section 70 of the Serious Crime Act 2015
- Section 3 of the Domestic Abuse Act 2021