

# **BRENTSIDE HIGH SCHOOL**

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LEARNING AND ACHIEVING TOGETHER

## **Child Protection Policy**

Ratified by Governors	November 2023
Review date	November 2024
SLT responsible	SGn

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### **Policy Statement and Principles**

This policy is one of a series in the school's integrated safeguarding portfolio and has been updated in light of the DfE guidance "Working Together to Safeguard Children" and "Keeping Children Safe in Education Summary September 2023". The school's core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance safer children make more successful learners
- representatives of the whole-school community of students, parents, staff and governors will be involved in policy development and review
- policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

### **Safeguarding Statement**

Brentside High School recognises that the welfare of the child is paramount and takes seriously its moral and statutory responsibility to safeguard and promote the welfare of the students in its care. The school believes that all children and young people have the right to grow up in a safe and caring environment, which includes the right to protection from all types of abuse and the right to effective support, protection and justice.

The students in the school's care have the right to expect adults in positions of responsibility to do everything possible to foster these rights. They have the right to be safeguarded from harm or exploitation whatever their:

- race, religion, first language or ethnicity
- gender or sexuality
- age
- health or disability
- political or immigration status.

All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

Students and staff involved in child protection issues will receive appropriate support.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the local safeguarding children board (LSCB).

### **Policy Aims**

- to provide all staff and governors with the necessary information to enable them to meet their child protection responsibilities
- to ensure consistent good practice
- to demonstrate the school's commitment with regard to child protection to students, parents and other partners
- to contribute to the school's safeguarding portfolio.

### **Terminology**

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18th birthday.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### **Context**

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school.

There is strong evidence to show that more than 10 per cent of children are likely to suffer some form of abuse. Due to their day-to-day contact with students, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

### **Roles and responsibilities**

#### **Designated Safeguarding Lead (DSL)**

All schools must nominate a senior member of staff to coordinate child protection arrangements. The local authority maintains a list of all designated safeguarding leads (DSLs) for child protection. There must be a deputy DSL to act in his/her absence.

<b>Designated Safeguarding Lead (DSL)</b>	Irenie Mertzelos
<b>Deputy Designated Safeguarding Lead</b>	Andrea Lane
<b>Deputy Designated Safeguarding Lead</b>	Sarah Gent
<b>Deputy Designated Safeguarding Lead</b>	Charlotte Hames

#### **The DSLs:**

- are appropriately trained
- act as a source of support and expertise to the school community
- have an understanding of LSCB procedures
- keep written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file
- refer cases of suspected abuse to children's social care or police as appropriate
- notify children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensure that when a student with a child protection plan leaves the school, their information is passed to their new school and the student's social worker is informed
- attend and/or contributes to child protection conferences
- coordinate the school's contribution to child protection plans
- develop effective links with relevant statutory and voluntary agencies
- ensure that all staff sign to indicate that they have read and understood part one of the latest version of Keeping Children Safe in Education (appendix 10); the school's child protection policy

and the school's Code Ethical of Practice (appendix 6)

- ensure that the child protection policy is updated annually
- liaise with the nominated governor and Headteacher as appropriate
- keep a record of staff attendance at child protection training
- make the child protection policy available to parents

The deputy designated safeguarding leads are appropriately trained and, in the absence of the designated safeguarding lead, carry out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSLs, the deputies will assume all of the functions above.

The governing body ensures that the school has:

- a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the Headteacher, receive child protection training, with refresher training at three-yearly intervals. The DSL should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The governing body should also ensure that sufficient of its members have been adequately trained in safe recruiting to enable adequate governor involvement in recruiting senior staff.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.

The Headteacher:

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSLs and deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- ensures that students' safety and welfare is addressed through the curriculum.

### **Good practice guidelines**

To meet and maintain the school's responsibilities towards students, standards of good practice need to be established and maintained.

Good practice includes:

- maintaining an attitude of 'it could happen here'
- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour

## Child Protection Policy

- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the student's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.

### **Abuse of trust**

All school staff should be aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

The school's Code of Ethical Practice sets out the school's expectations of staff (see Appendix 6).

### **Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

### **Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support students and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact.
- where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest

- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in the school's whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory and voluntary agencies.

### **Complaints procedure**

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, using sarcasm or humiliation as a form of control, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the Headteacher and governors. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

### **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code (Appendix 9) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the chair of governors.

### **Staff who are the subject of an allegation**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended in the best interest of all parties.

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the chair of governors.

Local Authority procedures on managing allegations of abuse by member of staff are detailed in Appendix 7.

### **Staff training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the Headteacher and governors will receive training that is updated at least every three years and the DSLs (and deputies) will receive training updated at least every two years, including training in inter-agency procedures. Supply staff and other visiting staff will be given the school's Visiting Staff Information Booklet which contains summary information about child protection (see Appendix 2).

### **Safer recruitment**

Brentside High School endeavours to ensure that 'safe' staff are employed by following the guidance in *Safeguarding Children and Safer Recruitment in Education* together with the local authority and the school's individual procedures. Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including their current employer and at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity, qualifications and right to work in the UK
- complete a DBS check
- be interviewed

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

### **Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, the school's own child protection policy and procedures apply. If other organisations provide services or activities on the school site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When Brentside students attend off-site activities, we will check that effective child protection arrangements are in place.

### **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect students we will:

- seek their consent for photographs to be taken or published (for example, on the school website or in newspapers or publications)
- seek parental consent
- use only the student's first name with an image
- ensure students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken of them.

### **e-Safety**

Most students will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

The school's e-safety policy explains how we try to keep students safe in school. Cyber-bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through the school's anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home. A short factsheet to help parents and students understand the possible risks can be found at Appendix 4.

The school will follow the local authority's guidelines set out in Appendix 5 following an e-safety incident.

## **Recognising abuse**

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

### **Indicators of abuse and neglect (the following text has been abstracted from Keeping Children Safe in Education)**

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

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

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

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

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

### **Specific safeguarding issues**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- upskirting
- sexual violence and sexual harassment;

- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

### **Serious violence**

Staff should also be aware of the indicators that children may be at risk from, or are involved in, serious violent crime. These may include:

- Increased absence from school
- Changing friendships, or forming friendships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or assault, or unexplained injuries
- Significant change in wellbeing
- Unexplained gifts or possessions

### **Contextual safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

### **Indicators of abuse – what you might see**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons 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.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, 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
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work

- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

### **Impact of Abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

### **Taking Action**

Key points to remember for taking action are:

- report your concern to the DSL by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- record your concern
- seek support for yourself if you are distressed.
- If the emergency services are required, call Patrol and request immediate help

Appendix 1 provides the procedure for reporting a concern.

### **If you suspect a student is at risk of harm**

There will be occasions when you suspect that a student may be at risk, but you have no ‘real’ evidence. The student’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the student the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the student if they are alright or if you can help in any way. If the student does begin to reveal that they are being harmed you should follow the advice in the section ‘If a student discloses to you’.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated safeguarding lead.

### **If a student discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a student talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the student may think that you do not want to listen, if you leave it till the very end of the conversation, the student may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the student:

- allow them to speak freely

- remain calm and do not over react – the student may stop talking if they feel they are upsetting you 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’
- do not be afraid of silences – remember how hard this must be for the student
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this
- at an appropriate time tell the student that in order to help them you must pass the information on
- do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong
- tell the student what will happen next. The student may agree to go with you to see the designated safeguarding lead. Otherwise let them know that someone will come to see them before the end of the day
- report verbally to the designated safeguarding lead
- write up your conversation as soon as possible on the record of concern form and hand it to the designated safeguarding lead
- seek support if you feel distressed.

### **Notifying parents**

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children’s services.

### **Referral to Children’s Services**

The DSL will make a referral to Children’s Services if it is believed that a student is suffering or is at risk of suffering significant harm. The student (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.

### **Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school’s anti-bullying procedures where necessary. However, there will be occasions when a student’s behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

### **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated safeguarding lead, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they should refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and students on request.

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Services, Police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead (DSL), the deputy DSLs, the Headteacher and chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety.

### **Related safeguarding portfolio policies/procedures**

- Physical Intervention policy
- Praise and Complaints Procedure
- Anti-bullying
- Whistleblowing Policy
- SEN Policy
- Missing Children Procedure
- Safer Recruitment Policy
- Procedure for Managing Allegations Against Staff
- Staff Discipline
- Grievance and Disciplinary

# Child protection and safeguarding: COVID-19 addendum

## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Irenie Mertzelos	safeguarding@brentsidehigh.ealing.sch.uk
Deputy DSL	Sarah Gent	safeguarding@brentsidehigh.ealing.sch.uk
Deputy DSL	Andrea Lane	safeguarding@brentsidehigh.ealing.sch.uk
Headteacher	Charlotte Hames	info@brentsidehigh.ealing.sch.uk
Local Authority Designated Officer (LADO)	ASV	asv@ealing.gov.uk
Chair of governors	Liz Ball	info@brentsidehigh.ealing.sch.uk

## 1. Scope and definitions

This addendum applies during the period of return following school closure due to COVID-19.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's definition of 'vulnerable children' includes those who:

- Are assessed as being in need, including children:
  - With a child protection plan
  - With a child in need plan
  - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
  - On the edge of receiving support from children's social care services
  - Adopted
  - At risk of becoming NEET ('not in employment, education or training')
  - Living in temporary accommodation
  - Young carers
  - Considered vulnerable at the provider and LA's discretion

## 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times
- It is essential that unsuitable people do not enter the school workforce or gain access to children
- Children should continue to be protected when they are online

### **3. Reporting concerns**

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

### **4. DSL (and deputy) arrangements**

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

### **5. Working with other agencies**

We will continue to work with children's social care and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

### **6. Monitoring attendance**

We will monitor our attendance register daily. We will also continue to submit the Department for Education's daily online attendance form, until no longer asked to do so.

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers (SAWO/SAFE worker)
- Notify their social worker, where they have one (SAWO/SAFE worker)

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

## **7. Peer-on-peer abuse**

We will continue to follow the principles set out in Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

## **8. Concerns about a staff member or volunteer**

We will continue to follow the principles set out in Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency for the duration of the COVID-19 period, in line with government guidance.

## **9. Contact with vulnerable students**

During school closure, a named keyworker (usually the SAFE worker) has at least weekly telephone contact with children who have a social worker, and other children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

If we can't make contact, we will contact the social worker or the safer school's officer

## **10. Safeguarding all children**

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on students' mental health that are also safeguarding concerns, and act on concerns immediately by contacting the DSL or [safeguarding@brentsidehigh.ealing.sch.uk](mailto:safeguarding@brentsidehigh.ealing.sch.uk)

### **10.1 Children returning to school**

The DSL (or deputy), Year Leaders, SAFE workers and SAWO will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before the child returns.

If this is the case the DSL (and deputy) or key worker will be given more time to support staff and children regarding new concerns (and referrals as appropriate)

Staff and volunteers will be alert to any new safeguarding concerns as they see students in person.

### **10.2 Children at home**

The school will maintain contact with children who are not yet returning to school. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary, they will use personal phones, but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families

- Seeming more withdrawn during any class check-ins or video calls

## **11. Online safety**

### **11.1 In school**

We will continue to have appropriate filtering and monitoring systems in place in school.

### **11.2 Outside school**

Where staff are interacting with children online, they will continue to follow our existing code of ethical practice and IT acceptable use policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support if appropriate.

### **11.3 Working with parents and carers**

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

Information will be available on the school website.

## **12. Mental health**

### **12.1 Children returning to school**

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

### **12.2 Children at home**

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

## **13. Staff recruitment**

### **13.1 Recruiting new staff and volunteers**

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures and Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the [DBS](#). New staff must still present the original documents when they first attend work at our school.

Similarly, temporary measures allow right to work checks to be carried out by verifying scanned documents on a video call. If we need to take this approach, we will follow [Home Office and Immigration Enforcement guidance](#). We will continue to do our usual checks on new volunteers and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DSB check, in accordance with Keeping Children Safe in Education.

### **13.2 Staff 'on loan' from other schools**

We do not have any at present and have no intention to have any. Should the need arise, we will assess the risks of staff 'on loan' working in our school and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

## **14. Safeguarding induction and training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

### **14.1 New and 'on loan' staff induction**

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

### **14.2 DSL training**

The DSL (and deputy) may not be able to take part in training during this period. If this is the case, the DSL (and deputy) will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The DSL (and deputy) will do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups. Ms Gent and Ms Mertzelos have attended regular DSL meetings organised by the local authority during lockdown which has enabled them to keep up to date with the local and national developments.

## **15. Keeping records of who's on site**

We keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We continue to keep our single central record up to date.

We use the single central record to log:

- Everyone working or volunteering in our school, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

## **16. Children attending other settings**

We do not have any students attending other settings and we have no intention for them to do so. Should the need arise, we will make sure the receiving school is provided with any relevant welfare and child protection information. Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- › The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- › The child's EHC plan, child in need plan, child protection plan or personal education plan
- › Details of the child's social worker
- › Details of the virtual school head

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

## **17. Monitoring arrangements**

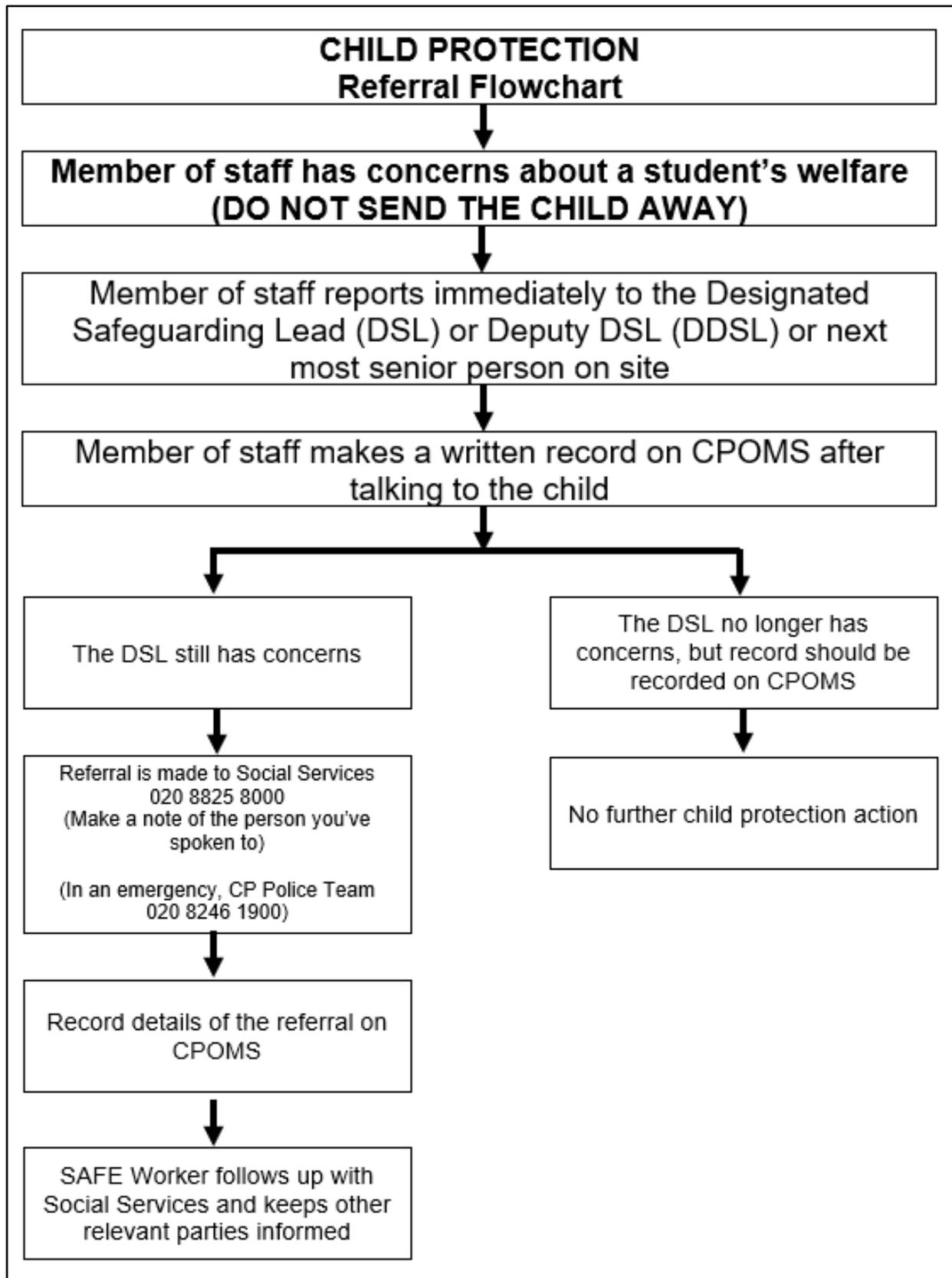
This policy will be reviewed by the DSL regularly and updated as necessary.

## **18. Links with other policies**

This policy links to the following policies and procedures:

- › Child protection policy
- › Staff code of ethical practice
- › Online safety policy
- › Praise and Complaints Procedure
- › Anti-bullying
- › Whistleblowing Policy
- › SEN Policy
- › Missing Children Procedure
- › Safer Recruitment Policy
- › Procedure for Managing Allegations Against Staff
- › Staff Discipline
- › Grievance and Disciplinary

**Appendix 1 Child Protection Flow Chart**



## Appendix 2 Dealing with Child Protection

# CHILD PROTECTION

Procedure for dealing with suspected child abuse. If a child makes a disclosure to you, or you suspect abuse, then report it **immediately** to the Designated Safeguarding Lead for Child Protection (DSL) or Deputy DSL.

<b>Designated Safeguarding Lead</b>	Irenie Mertzelos
<b>Deputy Designated Safeguarding Lead</b>	Andrea Lane
<b>Deputy Designated Safeguarding Lead</b>	Sarah Gent

If the DSP or the Deputy DSPs are absent, report it to the most senior member of staff on the day.

Remember: **If in doubt... report!**

If a child discloses to you, the important dos and don'ts are...

Do reassure the child	Don't question, just listen
Do accept the information freely	Don't look shocked
Do give the child space and time	Don't make judgements
Do tell the child that you must pass on the information	Don't make promises
Do act quickly	Don't involve anyone
Do make a written record as soon as possible after taking the child	Don't agree to keep the disclosure confidential
Do seek support if you need it for yourself	<b>Do not send the child away</b>
Do keep the child with you	

## THE CHILD MUST NOT BE QUESTIONED IN DETAIL

The safety and welfare of the child are of paramount importance and must override **ALL** other considerations.

- It is the role of all of us to clarify issues – not to establish certainty.
- It is the role of police and Social Services to investigate.
- We must take care not to ask questions which are not relevant to our role and responsibility for the child, and which may also prejudice any action.
- The police or others may wish to talk about any offence someone may have committed.

**Appendix 3 Essential Contacts****Essential Contacts**

<b>Name and role</b>	<b>Contact details</b>
School Designated Safeguarding Lead	Irenie Mertzelos
Deputy Designated Safeguarding Lead	Andrea Lane
Deputy Designated Safeguarding Lead	Sarah Gent
Headteacher	Charlotte Hames
Nominated Governor	Richard Costella
Children's Service (24 hours per day)	020 8825 8000
Asst. Director Safeguarding and Support	020 8825 5177
Head of Access & Pupil Welfare, School Service	020 8825 5501
Child Protection Advisers	Duty Team: 020 8825 8930
CAMHS	020 8354 8160
Police Child Protection Team	020 8246 1910
NSPCC (for adults refer to)	0808 800 5000
NSPCC (helpline aged 18 or under)	0800 11 11
Ealing's Children's Integrated Response Service (ECIRS)	020 8825 8000
LA Child Protection	020 8825 8268 /9332/9316/6404
Local Authority Designated Officer (LADO)	020 8825 8930

## Appendix 4 Internet and Mobile Phone Safety

### Internet and Mobile Phone Safety

Mobile phones and computers are a part of everyday life for many children and young people. Used correctly, they are an exciting source of communication, fun and educational but used incorrectly, or in the wrong hands, they can be threatening and dangerous.

#### The risks include:

- cyber-bullying, where hurtful texts or emails are sent to children
- children accidentally or deliberately accessing violent or sexually explicit websites, either on a computer or a mobile phone
- paedophiles talking to children by mobile phone or online and enticing them to engage in sexual conversations, photographs, video or actual meetings.

It probably is not practical to simply ban your child from using mobile phones and computers as they may well try to find a way of using them, perhaps at a friend's house or in an internet café. They also need to learn how to manage the risks. Younger children will be much easier to supervise and you will decide if and when they should begin to use these technologies.

#### Here are some tips to help you manage the risks:

- try to put the computer in a family room where it will be easier for you to supervise your child's online activity
- ensure that your child knows they should never give their full name, address and contact details to people they chat to on the internet
- gently explain that some people they talk to on the internet may not be who they say they are and might say or do unpleasant or hurtful things
- investigate whether the 'parental controls' available from some internet service providers will be helpful
- consider installing software that can filter out inappropriate material
- talk to your child about their internet use. Ask them which sites they enjoy most, and why. Show you are interested, while understanding their need for some privacy
- impress on your child that they can talk to you if they are worried about something that has happened during their internet use
- make it very clear that your child must never arrange to meet someone they have chatted to online without your permission. Their new "friend" might well be a local young person of a similar age, but they might not.

#### For further advice and information, visit:

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Child Exploitation and Online Protection Centre: [www.ceop.gov.uk](http://www.ceop.gov.uk)

Stop It Now! [www.stopitnow.org.uk](http://www.stopitnow.org.uk)

#### You may be alerted to question your child's online activity if they are:

- spending more and more time on the internet
- being secretive - reluctant to talk about their internet activity, closing the screen page when you are close by
- spending less time with the family, or giving up previous hobbies and interests
- losing interest in their schoolwork, regularly failing to complete homework
- starting to talk about 'new friends' that you have not met and who do not visit your home
- overly possessive of their mobile phone or computer – perhaps overreacting if someone picks it up or asks to borrow it

## Child Protection Policy

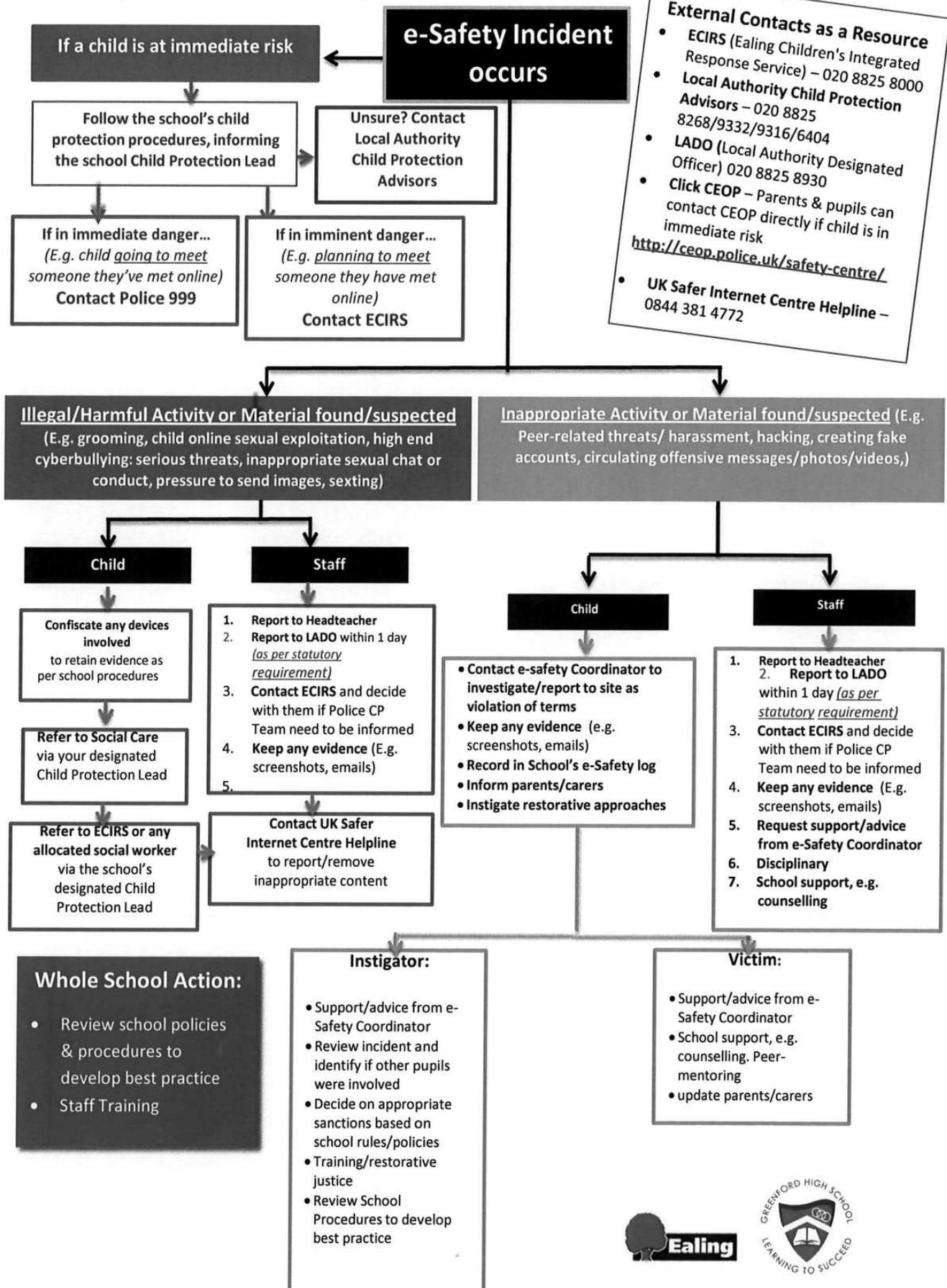
- showing fear or discomfort when their phone rings, or quickly turning it off without answering
- undergoing a change in personality that you cannot attribute to any obvious cause

Remember that none of these signs prove that your child is at risk in any way, but if you notice anything that confuses or worries you, try to talk things over with them. They may well tell you to stop fussing. They may be laid back. In any case, think about their demeanour and attitude as well as what they say.

If you are still concerned, contact one of the helping agencies listed in this information.

Appendix 5 Staff Response to an E-Safety Incident of Concern

Staff Response to an E-Safety Incident of Concern:



## Appendix 6 Code of Ethical Practice

### Code of Ethical Practice

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our students.

#### All school staff must:

- place the safety and welfare of students above all other considerations;
- treat all members of the school community, including students, parents, colleagues and governors with consideration and respect;
- adhere to the principles and procedures contained in the policies including safeguarding and teaching and learning policies;
- treat each student as an individual and make adjustments to meet individual need;
- demonstrate a clear understanding of and commitment to non-discriminatory practice;
- recognise the power imbalances between students and staff, and different levels of seniority of staff and ensure that power and authority are never misused;
- understand that school staff are in a position of trust and that sexual relationships with a student, even over the age of 16, may be an offence;
- be alert to, and report appropriately, any behaviour that may indicate that a student is at risk of harm;
- attend/pay attention to the school's communication vehicles, including the staff bulletin and staff briefings;
- encourage all students to reach their full potential;
- never condone inappropriate behaviour by students or staff (e.g., anything that is illegal/unprofessional/unacceptable in the context of an educational environment including peer on peer abuse);
- take responsibility for their own continuing professional development;
- refrain from any action that would bring the school into disrepute;
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice;
- only use physical restraint or block a student's path when a student is at risk of endangering themselves or another person;
- report to the police (through the DSL) where they discover that FGM appears to have been carried out on a girl under 18;
- not socialise or have personal relationships with students under any circumstances;
- only communicate with students via the school email account or Satchel One so that communication can be monitored;
- ensure that they use privacy settings on their personal social media accounts to ensure that they cannot be accessed by students; the privacy settings should be updated regularly;
- either during or out of work hours, not initiate, follow, or approve to be a 'friend' of learners whilst on any internet social/community networking, chat or blog sites. *Such sites, for example, may include Facebook, YouTube, Instagram, any chat room, etc. or similar;*
- not give personal gifts or favours of any nature. Any gifts from students must be disclosed to your line manager;
- not get emotionally or personally involved in a student's issue but keep the relationship at a professional level at all times, keeping a record of any issue verbatim;
- ensure they have read and understood the latest Keeping Children Safe in Education guidance document published by the DfE;
- if working 1:1 with a student, inform a colleague (in particular if out of school hours), keep the door open and sit on the opposite side of the desk to the student).

I have read and understood the above statement.

Staff name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

## Appendix 7 Managing Allegations

### **For the purposes of: Managing Allegations of Abuse by Members of Staff Support for Staff who are the Subject of an Allegation Support for Reporters of an Allegation**

Brentside High School refer to 'Keeping Children Safe in Education, Statutory Guidance for Schools and Colleges September 2023' for guidance and processes.

#### **Managing Allegations of Abuse by Members of Staff**

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- The allegation should be reported to the Headteacher immediately unless the allegation is about the Headteacher in which case it should be reported to the Chair of Governors. If the Headteacher is unavailable, staff should advise the most senior member of staff who is available and contact the Education Department's Senior Officer for Child Protection.

#### Initial consideration

- The Local Authority Designated Officer will discuss the matter with the Headteacher and where necessary obtain further details of the allegation and the circumstances in which it was made. The Headteacher should not investigate the allegation at this stage. The discussion should also consider whether there is evidence or information that establishes that the allegation is false or unfounded.
- If the allegation is not patently false and there is cause to suspect that a student is suffering or is likely to suffer significant harm, the Local Authority Designated Officer will immediately refer to children's social care and ask for a strategy discussion in accordance with the Working Together to Safeguard Children to be convened straightaway. In those circumstances, the strategy discussion should include the Local Authority Designated Officer and the Headteacher. The school and the Education Service 'Senior Officer' for Child Protection should be invited to the strategy meeting.
- If there is not a cause to suspect that 'significant harm' is an issue, but a criminal offence might have been committed, the Local Authority Designated Officer should immediately inform the police and convene a similar discussion to decide whether a police investigation is needed. That discussion also involve the school and any other agencies involved with the child.

#### Action following initial consideration

- Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it. In such cases, if the nature of the allegation does not require formal disciplinary action, the Headteacher should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.
- Where further investigation is required to inform consideration of disciplinary action, the Headteacher and SLT should discuss who will undertake that with the Local Authority Designated Officer. In some settings and circumstances it may be appropriate for the disciplinary investigation to be conducted by a person who is independent of the school. In any case, the investigating officer should aim to provide a report to the employer within 10 working days.
- On receipt of the report of the disciplinary investigation, the Headteacher and Chair of Governors should consult the Local Authority Designated Officer and decide whether a disciplinary hearing is needed within two working days. If a hearing is needed, it should be held within 15 working days.

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- In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, the Headteacher and Chair of Governors should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.
- The Local Authority Designated Officer should continue to liaise with the school to monitor progress of the case and provide advice or support when required or requested.

## Case subject to police investigation

- If a criminal investigation is required, the police will aim to complete their enquiries as quickly as possible, consistent with a fair and thorough investigation, and will keep the progress of the case under review. They should at the outset set a target date for the reviewing progress of the investigation, charge the individual with an offence, or close the case. Wherever possible the review should take place no later than four weeks after the initial action meeting and the decision is to continue to investigate the allegation, dates for subsequent review should be asset at that point. (It is open to the police to consult the CPS about the evidence that will need to be obtained in order to charge a person with an offence at any stage).
- If the police and/or CPS decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a court, the police should wherever possible aim to pass all information they have which may be relevant to a disciplinary case to the employer within three working days of the decisions. In any case in which the children's social care has undertaken enquiries to determine the child or children are in need of protection, any information obtained in the course of those enquiries which is relevant to the disciplinary case should be passed to the school.
- If the person is convicted of an offence, the police should also inform the employer straight away so the appropriate action can be taken.
- If on conclusion of the case the school ceases to use the person's services, or the person ceases to provide his or her services, the school should consult the Local Authority Designated Officer about whether a referral to the DFE is required. If a referral is appropriate the report should be made within a month. See Appendix 10 of 'Safeguarding Children and Safer Recruitment in Education' for the guidance on reporting individuals to the Secretary of State. School should consult their HR advisors throughout these procedures.

For names and numbers of key personnel, see Appendix 3 of the school's Child Protection Policy.

## **Support for Staff who are the Subject of an Allegation**

If an allegation relating to possible child abuse is made against you, standard procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, but misunderstandings can and do happen.

Allegations may occur because a member of staff has made a mistake, failed to follow guidelines, is inexperienced or because their actions have been misinterpreted by witnesses.

Even so, we must accept that some professionals do pose a serious risk to students and we are required to act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

If an allegation is made about you that suggests you have:

## Child Protection Policy

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates you are unsuitable to work with children.

You can expect:

- the Headteacher to make a very short inquiry only to ascertain that the allegation is not patently false
- the Headteacher to discuss the allegation with the named allegations officer in the local authority and a decision to be made on how to proceed
- to be informed by the Headteacher when an allegation has been made – the timing of this will depend on whether the police need to conduct enquiries prior to meeting you to discuss the allegation
- to be advised to contact your union or professional association and to consider requesting that they accompany you to meetings
- to be allocated a senior member of staff to be your link person to ensure you are kept informed of developments within the school
- to be given the opportunity to answer the allegation and call witnesses
- to be offered advice about welfare support, employee assistance or counselling services, should you request it
- for any investigation to continue, even if you tender your resignation and leave the school
- the record of the allegation and other documentation, for example, minutes of meetings to be given to you
- for any decision regarding suspension to take into account the possible alternatives to suspension
- for disciplinary and or child protection procedures to be closely followed and for unnecessary delays to be avoided
- for records to be kept on your confidential file
- to be given support to return to school if you were suspended and it is agreed that you should return to work
- where an allegation is thought to be malicious, for action to be taken to prevent a reoccurrence.

Brentside High School have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

Care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of the child involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, staff should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed but the parents or carers of the child should be told the outcome in confidence.

Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in Section 141F of the Education Act 2002.

## **Support for Reporters of an Allegation**

Staff who are concerned about the behaviour of a colleague towards a student or students are undoubtedly placed in a very difficult situation. You may worry that you have misunderstood the situation and you will wonder whether a report could jeopardise a colleague's career.

You must remember that the welfare of the child is paramount. The school's whistleblowing procedure enables you to raise concerns or allegations in confidence and for a sensitive inquiry to take place. All concerns or poor practice relating to possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

The poor practice information sheet in this file gives some examples of the types of conduct that might concern you. When you report a concern of this nature, you can expect:

- your concern to be taken seriously
- your identity to remain confidential (if this is your wish), unless you are required to act as a witness in court proceedings
- to be protected as far as possible from victimisation or harassment
- for an initial inquiry to take place to identify and action necessary
- children's social care and police to be involved if the concern relates to abuse or neglect or the commission of a crime
- written confirmation within the timescales given in the whistleblowing procedures that your concern has been received and is being dealt with
- to be notified in writing of the decision of the initial inquiry. The decision could be that no action is required, internal disciplinary procedures are initiated or referral to children's social care and/or police has been made
- to be informed of the final outcome, subject to constraints of confidentiality and legal advice.

Reporting to the Headteacher should always be your first step. However, if you genuinely believe that your concern has not been taken seriously or that the Headteacher will not act on your concern, you can consider speaking to someone outside the school. This could be your union or professional association, a local authority officer, a solicitor or the police.

Statutory protection for employees who 'whistleblow' is provided by the Public Interest Disclosure Act (PIDA) 1998. The PIDA protects employees against victimisation if they make a protected disclosure within the meaning of the Act.

Concerns should be made in good faith – they should be genuine concerns and not false, malicious or simply intended to annoy or harass. If your concern relates to your own terms and conditions of service, or your treatment by a manager or colleague, you should use the school's grievance procedure, not the whistleblowing procedure.

## Appendix 8 Children Missing In Education

### School and Local Authority Procedures

#### Introduction

If at any time staff have concerns about a student's welfare, and, consider that a student may be, or is, suffering significant harm, they must follow established student protection procedures which take precedence over Children Missing in Education procedures.

You should first discuss the case with the Designated Senior Person (see appendix 3 for contact details). Information must be systematically recorded, and copies of correspondence saved.

#### Dealing with Absence and Irregular Attendance

Students who are poor or irregular attenders are in many cases more likely to be vulnerable and some will become children missing in education. Poor and irregular attendance must be discussed with the School Welfare/Attendance Officer.

**First day contact:** phone the parent/carer and all additional contact numbers if unable to get in touch with parents/carers. Make a record of calls made, time, date and conversations.

School administrative staff or support staff should contact parents/carers on any day a registered student is absent without explanation, including in cases where the student skips lessons after registration. By contacting the parent/carer, the school also ensures that the parent/carer is aware that the student is not in school enabling the parent/carer to take steps, where necessary, to establish the student is safe.

Government guidance on attendance can be found at:  
<https://www.gov.uk/school-attendance-absence/overview>

#### Leavers

#### Registers and Student Registration Regulations

The Student Registration Regulations apply to **all** schools. The only circumstances in which a registered student can be deleted from the school register are outlined in Regulation 8 of the Education (Student Registration) (England) Regulations 2006 as amended by the Education (Student Registration) (England) (Amendment) Regulations 2016.

When the circumstances of a student absent from school are not known, both the school and Local Authority must carry out a 'reasonable enquiry' as detailed in the following School Procedures and Attendance Worker Procedures. Please see the latest Government School Attendance Guidance (November 2016): <https://www.gov.uk/government/publications/school-attendance>.

The following summary of the regulations and guidance is not comprehensive but is relevant to children missing or at risk of missing education.

<b>Grounds for deleting a student of compulsory school age from the school admission register set out in the Education (Student Registration) (England) Regulations 2006, as amended</b>	
1	8(1)(a) - where the student is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that

	arrangements have been made for the student to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the student should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a student at another school.
3	8(1)(c) - where a student is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the student is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) - in the case of a student granted leave of absence in accordance with regulation 7(1A), that — (i) the student has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the student is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the student is.
7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and —  (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the student is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the student is.
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the student will return to the school at the end of that period.
10	8(1)(j) - that the student has died.
11	8(1)(k) - that the student will cease to be of compulsory school age before the school next meets and— (i) the relevant person has indicated that the student will cease to attend the school; or (ii) the student does not meet the academic entry requirements for admission to the school's sixth form.
12	8(1)(l) - in the case of a student at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a student of the school.
13	8(1)(m) - that he has been permanently excluded from the school.

14	8(1)(n) - where the student has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.
15	8(1)(o) where— (i) the student is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the student; and (iii) those charges remain unpaid by the student's parent at the end of the school term to which they relate.

**Regulation 12** Schools must provide the Local Authority with the details of students who fail to attend regularly or have 10 days of continuous unauthorised absence. It requires schools to inform the Local Authority of the following as soon as they become aware of the circumstances and before the deletion from the register is made. New statutory guidance (Children Missing Education Statutory Guidance for local authorities September 2016) now also requires schools to report to the local authority all in-year joiners and leavers.

**Home Education:** parents must advise the school in writing that they are withdrawing the student to educate them at home or other than at school. Notification should be sent to Debby Legg, Behaviour Service Data and Support Team Manager [DLegg@ealing.gov.uk](mailto:DLegg@ealing.gov.uk).

**Permanent Exclusions:** Notification should again be sent to [exclusions@ealing.gov.uk](mailto:exclusions@ealing.gov.uk).

**Student has ceased to attend** and no longer lives within travelling distance of the school. The school is to determine the new address and the name/locality of the new school. If the information is unobtainable, you must advise Children Missing Education [cme@ealing.gov.uk](mailto:cme@ealing.gov.uk) who will carry out further checks and refer on to the appropriate local authority.

#### **Transfer of Student Data Electronically**

Section 5 (5) of the Education (Student Information) (England) Regulations 2005 places a duty on schools to transfer student data electronically (the Common Transfer File, CTF) via S2S when a student moves to a new school within 15 days.

The Department for Education has a secure internet site School to School (S2S) for the electronic transfer of information (CTFs) when a student moves school. Failure to meet this duty is a criminal offence and could lead to prosecution.

Training and ongoing advice is provided by Fiona Bradley [FBradley@ealing.gov.uk](mailto:FBradley@ealing.gov.uk).

All leavers must therefore be accounted for on S2S by one of three options:

- Admitted to a new school in the maintained sector- the transfer of student data using the CTF will be carried out and confirmed with the new school.
- Moving abroad, into private provision or to be educated at home- will be entered on the Lost Student Database as MMMMMMMM.
- Leavers with unknown destination- entered on the Lost Student Database as XXXXXXXX. This should be done after the school and Attendance Worker have completed the Reasonable Enquiry Form and made a referral to Children Missing Education.

- In exceptional cases it may not be considered appropriate to pass on details of a student's history to a new school. Each case would need to be judged on its merits in consultation with relevant parties. Examples include a family fleeing domestic abuse or a family in a witness protection programme. Further guidance can be found at:  
<https://www.gov.uk/government/publications/common-transfer-file-16-specification>.

### **Leavers Protocols for Schools**

**Planned Absence:** Parents are always asked and expected to inform the school in advance of any planned absence. This should be included in the school's attendance policy.

**Planned Leaving:** When a school becomes aware that a student is leaving, it is helpful and may save time later, if the parent can be asked to clarify this and be given the Leaving School Form to complete. Parents may be given a school compliments slip to hand in to any new school so contact can be made.

### **Reasonable Enquiry Procedure for Unplanned Leavers and No-shows**

These procedures do not replace any safeguarding or student protection procedures or guidance but are to be used in conjunction with them. In line with the duty on all Children's Services Authorities to safeguard the welfare of students (s.11 of the Children Act 2014), both the school and the Local Authority will put in place procedures designed to track the whereabouts of the student and to record that they have completed these procedures. These procedures apply only when contact has not been possible with the family and/or explanation provided is not reasonable or satisfactory.

#### **When a reasonable enquiry should be carried out:**

- Any student on a school roll who ceases to attend and the destination school and forwarding address is not yet known.
- Students on a pre-admission list/register for Reception or Year 7 who do not arrive on the expected start date.
- Students have not returned after a school/term-time holiday.

### **Vulnerable Groups:**

Some students' who experience certain life events are more at risk of missing education. These include, but are not limited to:

- Young people who have committed offences
- Living in women's refuges
- Homeless families (living in temporary accommodation, B&B, house of multiple occupancy)
- Young runaways
- Long term medical or emotional problems
- Statement of special educational needs or Education Health and Care Plan (EHCP)
- Unaccompanied asylum seekers
- Refugees and asylum-seeking families
- Immigrant families, who are not yet established in the UK and may not have a fixed address
- Looked after Children
- Families with Gypsy, Roma and Traveller background
- Privately fostered
- Young carers
- Transient families
- Teenage mothers

- Permanently excluded from school and move
- Excluded illegally
- History of poor attendance
- Risk of sexual exploitation, of 'honour'-based violence (including forced marriage and female genital mutilation and radicalisation)
- Involved with gangs

### **Assessing Vulnerability:**

If there is any doubt about the vulnerability of a student, consult your school's DSP. Vulnerability must be reassessed regularly as it may increase depending on new information or lack of information, and the passage of time itself may lead to increased concern.

Consider the following:

- Is there a history of domestic violence?
- Is this very sudden and unexpected behaviour?
- Has the student gone missing without their family?
- Are there health, religious or cultural reasons to believe the student is at risk? For example, forced marriage, female genital mutilation)
- Have there been suspicions in the past concerning this student and family which together with the sudden disappearance are worrying?

If yes, then refer to police and Ealing Children Integrated Response Service (ECIRS) in line with current Local Safeguarding Children's Board procedures.

If the student is subject to a Student Protection Plan or looked after by the Local Authority, inform the allocated social worker.

The following may also assist judgement in making a referral:

- Have there been recent life events within the family which in light of this sudden disappearance may be significant? For example, changes in household, births or deaths, divorce, redundancy
- Any significant incident in school? For example, bullying or disputes with staff
- Have there been suspicions in the past which together with the sudden disappearance are worrying?
- Have there been any concerns about the student associating with significantly older young people or adults?

If yes to these questions, the school must exercise judgement to decide action, speed of response and need to use the Local Safeguarding Children Board procedures. Referral as appropriate may be made to the police, ECIRS, School Attendance Worker. Advice can be sought from ECIRS on 020 8825 8000.

### **Reasonable Enquiry- School Actions Checklist**

In the case of a student being absent without explanation (including Year 7 pre-admission list and in-year admissions offered a start date), schools must log their actions (letters, emails, phone calls, decisions). This can be done using the Reasonable Enquiry Form found within this document and on the EGFL CME page.

**Day 1:**

- Assessment of vulnerability.
- First day calling to the parent and other contacts to establish the cause of absence and when the student is likely to return.
- Email the parents if you have an email address.
- Seek information from staff (subject tutors, form tutor, other staff who may have had contact with the student), students, other parents and other schools if student has siblings attending other schools, to try and determine the family circumstances as they may know, for example, if the family were intending to move or go on holiday
- Where concerns exist and there is no reasonable explanation or contact, consider escalating to a higher level to the School Attendance Lead or the designated CP Lead.
- All students with an unauthorised absence who are looked after by the Local Authority or are currently open to Social Care, should be referred to the school's CP Lead.

**Day 3:**

- Best Practice is to send a letter and email again on the third day of absence if still unable to contact the family by phone and they have not responded to messages left.

**Day 10:**

If no response to letters, phone messages or emails within a week, the school must notify the Local Authority School Attendance Service and copy CME, providing a copy of the Reasonable Enquiry Form, who will then make further checks:

- Refer to the School Attendance Officer, copying in Frank Jenkinson (School Attendance Service Manager) - the Safer Schools Officer should conduct a home visit if required.

If the family are thought to be abroad or have not returned from leave, then a letter should be sent to the 'Occupant' at the last known address which may elicit further information.

Reasonable Enquiry Forms will be updated and passed to the CME Officer who will undertake further checks.

**Day 20:**

After all reasonable checks have been conducted, matters may be resolved or sufficient information gathered to consider removing the student from the school roll. While it is the school's decision to remove a student from their school roll, they must indicate which of the fifteen legal reasons under the Education (Student Registration) (England) Regulations 2006 the student is being removed from the school roll.

Once removal from roll, the School Administrator must upload the student's CTF on the S2S database entering XXXXXXXX into the destination field (students with no known destination) so any new school will be able to make contact.

Letter to be sent to last known address informing that student is being removed from the school roll and Children Missing Education have been notified at the Local Authority. Keep a copy of the letter in the student file.

**Contacting the Children Missing Education: CME Officer:** School Attendance Service

**Email:** [cme@ealing.gov.uk](mailto:cme@ealing.gov.uk)

**Contact:** 020 8825 5040

**Address:** Children Missing Education, Perceval House, 2/NE/3, 14 – 16 Uxbridge Road, Ealing, W5 2HL

## Letters and Forms

These letters are templates and can be amended as required.

### School's Reasonable Enquiry Letter to be sent on third day of an unauthorised absence:

*Brentside High School Headed Paper*

Parent Name  
Or Occupier or Landlord  
Address

Date

Dear Parent (or Occupier or Landlord),

STUDENT name.....Dob.....

Your child last attended school on ..... and we have not heard from you, nor been able to contact you or your emergency contact numbers by phone, to find out the reason for absence and likely return date.

Please can whoever receives this letter (the parent, friend, occupier or landlord) contact the school as a matter of urgency to tell us what the situation is.

Please inform us if the family have moved, or gone away or on holiday; and let us have their new address or their phone numbers so we can establish contact; or give us details of any relatives or friends who may be able to assist. If the child is attending a new school then please let us know.

Brentside High School and the Local Authority are required to carry out enquiries to find a child who stops attending school. If we do not receive an adequate reply to this letter within one week we are required to advise the Local Authority. An Attendance Worker will visit the home and may contact social services and/or the Police in the course of their enquiries.

Your child's absence is being marked unauthorised and we will be considering removing his/her name from the school roll if the absence continues.

Thank you for your co-operation.

Yours sincerely,

Headteacher  
Cc. pupil file  
School Attendance Worker

**School's Reasonable Enquiry Letter to be sent around the thirteenth day of unauthorised absence:**

*Brentside High School Headed Paper*

Parent Name  
Or Occupier or Landlord  
Address

Date

Dear Parent (or Occupier or Landlord),

STUDENT name.....Dob.....

Your child last attended school on ..... And we have not heard from you, nor been able to contact you or your emergency contact numbers by phone to find out the reason for absence and likely return date. We have also not received a response to a letter sent to your home address asking for information. Your home has been visited and enquiries carried out. We have now notified the Local Authority that your child may be missing education.

As further information has not been forthcoming and your child has now had at least 13 days of unauthorised absence and you appear to no longer reside at the above address, I am writing to advise you that your child's name will be removed from the school roll unless you get in touch within one week of the date of this letter.

If you return, then you may need to obtain a new school place for your child. You will have to apply through your home Local Authority.

Yours sincerely,

Headteacher

Cc. Pupil file

School Attendance Worker

Children's Social Care (for information if appropriate)



## LEAVING SCHOOL FORM FOR PARENTS

**IF LEAVING THIS SCHOOL, PLEASE COMPLETE THIS FORM AS FULLY AS POSSIBLE AND RETURN IT TO THE SCHOOL OFFICE.**

Why you must complete this form:

- **Your current school is expected to transfer information to the new school.**
  - The School and Local Authority have a duty to track your child's education provision.
  - If you fail to provide details to either the school/local authority, further checks will be carried out to determine your child's new educational provision which may include contacting Social Services and the Police.

**These checks are undertaken in the interest of safeguarding and to ensure every child is receiving a suitable education as legally required by the Education Act 1996.**

SCHOOL AND PUPIL DETAILS	
SCHOOL NAME:	
PUPIL NAME:	
PUPIL DATE OF BIRTH:	
DATE PUPIL WILL LEAVE SCHOOL:	

CONTACT DETAILS OF PARENT/CARER WITH WHOM CHILD WILL BE LIVING	
NAME:	
CURRENT ADDRESS:	
TELEPHONE NUMBER:	
EMAIL:	
<p>If your child will not be living with a parent/guardian please give details of the person who will be responsible for their care below. Please also check the link below to see whether this qualifies as a Private Fostering arrangement that must be registered with Ealing:</p> <p style="text-align: center;"><a href="https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=uDwWv33gjtU">https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=uDwWv33gjtU</a></p>	
NAME OF PERSON WHO WILL BE CARING FOR YOUR CHILD/REN:	
RELATIONSHIP TO YOU:	
ADDRESS:	
TELEPHONE NUMBER	
EMAIL ADDRESS	

DETAILS OF ANY SIBLINGS WHO ARE MOVING WITH YOU THAT DO NOT ATTEND THIS SCHOOL			
Please ensure you have also filled in a Leaving School Form for them at the school they attend.			
Name:		Name:	
Date of birth:		Date of birth:	
School they attend:		School they attend:	

Please provide any other information if appropriate. Please use an extra sheet if needed.

**DETAILS OF NEW ADDRESS AND SCHOOL – MUST BE COMPLETED**

<p><b>NEW ADDRESS DETAILS</b></p> <p><i>If you are moving out of the UK please bring in a copy of your travel documents</i></p>	<p><b>FULL ADDRESS:</b></p>	
	<p><b>POST CODE</b></p>	
	<p><b>COUNTRY:</b></p>	
	<p><b>DATE CHILD IS LEAVING THE UK:</b></p>	
<p><b>NEW SCHOOL DETAILS</b></p> <p><i>If you have applied for or accepted a new school place in your new area, if you are not sure of the details yet, you must let school know as soon as possible.</i></p>	<p><b>NAME:</b></p>	
	<p><b>FULL ADDRESS:</b></p>	
	<p><b>POSTCODE:</b></p>	
	<p><b>TELEPHONE:</b></p>	
	<p><b>EMAIL:</b></p>	
<p><b>SCHOOL APPLICATION DETAILS</b></p> <p><i>If you have not yet been allocated a new school place for your child, please fill in these details.</i></p>	<p><b>SCHOOL, BOROUGH OR COUNTY COUNCIL APPLICATION WAS SUBMITTED TO:</b></p>	
	<p><b>DATE APPLICATION WAS SUBMITTED:</b></p>	

**IF YOU ARE REMOVING YOUR CHILD TO ELECTIVELY HOME EDUCATE THEM YOU MUST INFORM THE SCHOOL IN WRITING.**

**PLEASE BE AWARE THAT ANY CHILD WHO LEAVES SCHOOL WITHOUT PROVIDING DETAILS OF THEIR NEW SCHOOL PLACE, OR OTHER SUITABLE, FULL TIME EDUCATION PROVISION, WILL BE REFERRED TO THE CHILDREN MISSING EDUCATION OFFICER AT THE LOCAL AUTHORITY.**

**EXTRA CONTACT DETAILS- PLEASE COMPLETE**

*We will only contact them if we need information and cannot contact you about your child's new school. Please choose a friend or relative who you will be staying in touch with and who is contactable.*

<b>FRIEND/RELATIVE NAME:</b>	
<b>RELATIONSHIP TO YOU:</b>	
<b>TELEPHONE MUBER/S:</b>	
<b>EMAIL:</b>	

**I CONFIRM THAT THE INFORMATION SUPPLIED ON THIS FORM IS ACCURATE TO THE BEST OF MY KNOWLEDGE:**

<b>PARENT NAME:</b>	
<b>SIGANTURE:</b>	
<b>DATE:</b>	

**SCHOOL USE ONLY**

**Leaver's Checklist**

<b>Date form completed:</b>		
<b>Form checked/exit interview conducted by:</b>		
<b>Date confirmed on roll at new school:</b>		
<b>CTF &amp; Physical files sent to:</b>		
<b>Date CTF sent:</b>		
<b>Date physical files sent via secure delivery:</b>		
<b>Safeguarding files sent:</b>	<b>Yes</b>	<b>N/A</b>
<b>SEN files sent:</b>	<b>Yes</b>	<b>N/A</b>

**When checking this form/conducting an exit interview please consider the following points:**

- Have the parents/carers filled in the new address & new school sections of the Leaving School Form? If not, why not?
- Will the pupil be living with their parent/guardian? If not, does this qualify as a Private Fostering arrangement? Please check at:  
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=uDwWv33gitU>
- Are all members of the family moving? If not, are both parents/carers in agreement regarding the move?

Child Protection Policy

- Are the family leaving the UK? Have they provided travel documents to evidence this?
- What are the family doing with their current property?

**Please remember that you must complete a Reasonable Enquiry Form and report all children who leave without a destination school/verified school application to the Children Missing Education Officer.**

# Children missing education (CME) Reasonable enquiry form



If at any time, there are safeguarding concerns for the child, a referral must be made immediately to

ECIRS@ealing.gov.uk

## Completing your referral

A pupil is CME if:

- 1) They have been absent for ten school days, and you have not been able to contact their family in that time to establish their whereabouts.
- 2) They appear to be of statutory school age and have no education provision.
- 3) They have left and your enquiries have not been able to secure the following information within ten school days of their last attendance:
  - a) Their new address (if they have moved).
  - b) The contact details of the parent they will be living with (or the full details of the adult responsible for their care if they will not be living with their parent/s).
  - c) The name and address of their new school.
  - d) Confirmation they have been admitted to their new school.

All information is required for every leaver, whether they have moved within the UK or have moved abroad.

Full information on the CME process can be found on the [Children Missing Education \(CME\) page on EGFL](#).

For CME queries or further guidance please call 020 8825 5517.

## Referral checklist

### Referral is ready to submit:

- ✓ Home visit has been completed.
- ✓ All enquiries have been completed.
- ✓ The pupil is a child missing education in Nursery to Year 11.
- ✓ The pupil has been absent for 10 school days, and you cannot contact the pupil/family
- ✓ The pupil has left and your enquiries have not established the required information for leavers (see above), within ten school days of their last date of attendance.

### Referral is not ready to submit

- ✗ Home visit not completed. Please be aware that your referral will not be accepted if the home visit has not been completed
- ✗ Some enquiries are yet to be completed.
- ✗ The pupil is over statutory school age (please refer them to Connexions)
- ✗ Pupil is absent but you are still in contact with the family please speak to your Link Attendance Officer
- ✗ Pupil has left but is living within travelling distance of your school (a maximum of 45-minute journey for primary school pupils; 75-minutes for high school pupils depending on the individual circumstances and the difficulty of the journey)

## What else to send

- Any communication with parents regarding absence/lack of education provision, or other documents that may provide background or useful information
- A registration certificate is not required, but the last date of attendance must be provided

## How to submit your referral via Gateway

If you are submitting this referral from a school and are happy you have completed the required enquiries, please upload this form and any supporting information via Gateway. If you do not have a Gateway account do check with your SENCo if you are unsure. Contact [ealingeducationICT@ealing.gov.uk](mailto:ealingeducationICT@ealing.gov.uk) to set one up. Your account must be linked to a personal school email address, not a generic/ team school admin.

## How to submit your referral if you do not have access to Gateway

- If you are not submitting your referral from a school, or your school does not have access to Gateway please send your reasonable enquiry form to [cme@ealing.gov.uk](mailto:cme@ealing.gov.uk) via secure email. Referrals must not be sent via email if access to Gateway is available.
- The subject of the email must contain the school's name and the initials of the child/ren being referred. If you do not have access to a secure email system, please password protect your form and contact us separately with the document password.

### Reason for referral

<b>Whereabouts unknown</b> absent for ten school days and unable to contact family	<input type="checkbox"/>
<b>No destination school</b> has left and has no destination school/no confirmed school application submitted to new Local Authority	<input type="checkbox"/>
<b>Long-term, unauthorised absence abroad with no evidenced return date</b> - pupil is known to be abroad, letters 1 and 2 directed by the <a href="#">Abroad Off-Rolling Guidance</a> have been sent. Upload these with the reasonable enquiry form. This will be held as attendance issue. If the school does take the decision to remove the pupil from roll inform the <a href="#">CME Officer</a> and <a href="#">Link Attendance Officer</a> by email.	<input type="checkbox"/>
<b>No school place/school place unknown</b> -child you are aware of that appears to have no school place, e.g. a sibling who doesn't appear to go to any school	<input type="checkbox"/>

### Pupil information

<b>Last date of attendance</b>	
<b>Pupil forename</b>	
<b>Pupil surname</b>	
<b>Date of birth</b>	
<b>Year group</b>	
<b>Ethnicity</b>	
<b>Current/previous address including postcode</b>	
<b>Any new addresses including postcode</b>	
<b>Details of new school if applicable/known</b>	

### Contact information

	Parent 1	Parent 2	Emergency/Other Contact
<b>Forename</b>			
<b>Surname</b>			
<b>Phone number/s</b>			
<b>Email address</b>			
<b>Address if different to pupil</b>			

### Siblings at other schools

Sibling's name	Name of school

### Enquiries that must be completed by the school before submitting a referral to CME

Days 1-3 of absence or from last date of attendance for known leavers

Attempts to communicate with parent/s and emergency contact/s

### Calls

Date	Result

**Texts or WhatsApp messages or via school platforms to pupil or parents**

Date	Result

**Emails**

Date	Result
	Send as PDF with referral
	Send as PDF with referral
	Send as PDF with referral

**Letters and forms - (Exceptional Leave Request Form, Abroad Off-rolling letters 1 and 2**

Date	Result
	Send as PDF with referral
	Send as PDF with referral
	Send as PDF with referral

**Attempts to get in touch with other relevant contacts. Call/s, messages, and emails to emergency contact/s**

Date	Result
	Send as PDF with referral
	Send as PDF with referral
	Send as PDF with referral

**Contact made with other agencies; social worker involved with family etc...**

Date	Result
	Send as PDF with referral
	Send as PDF with referral
	Send as PDF with referral

**Days 3-10 of absence or from last date of attendance for known leavers**

Other enquiries that must be made:

	Date completed	Result
Check with pupil's friends		
Check with any other parents that you know to be friends of the pupil's parent/s		
Send letter to address/es of both parents (if appropriate). Template letter available on <a href="#">EGFI</a>		
Contact the school's Link Attendance Officer to request a Council Tax check		
Contact admissions team of new local authority or county council to confirm if an application was submitted for pupil/s, if you know where they have moved to.		

**Enquiries that must be completed by the school before submitting a referral to CME Home visit**

Must be completed by day 10 of last attendance, at the latest.

**Please be aware that your referral will not be accepted if a home visit has not been completed.** Please refer to your school's home visits policy/guidelines before completing a visit.

Date completed	
Anyone home?	
Where did the neighbours say they are?	
Post piled up?	
Bins full?	
Estate agent's sign outside?	

**Contextual and safeguarding information**

	Yes	No	Relevant information
Does the pupil have a social worker or other support worker? <i>Enter social worker/support worker's name and contact details</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there any other safeguarding concerns or vulnerabilities? <i>Please detail any concerns or vulnerabilities eg; domestic abuse, financial hardship, mobility, housing issues etc.</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the pupil subject to a Private Fostering arrangement? <i>If yes, enter date ECIRS were informed <a href="#">Please check the Private Fostering guidance at Ealing Families Directory.</a></i>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the pupil an asylum seeker or refugee? <i>If yes, provide details of any organisations supporting them</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Is the pupil a persistent absentee? <i>If yes, provide percentage attendance</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Does this absence follow a holiday the school were aware of? <i>If yes, provide dates you expected child to be absent and whether the absence was authorised</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Has the pupil had any previous long absences? <i>If yes, provide details</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Has there been any breakdown in relationships between the pupil and their peers or the school and their family? <i>If yes, provide details</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Has the pupil had any difficulties in school? <i>If yes, provide details</i>	<input type="checkbox"/>	<input type="checkbox"/>	

**Any other relevant information**

Any information that may help us locate pupil/s or understand the context of their extended absence:

## Appendix 9 Whistleblowing Policy

# WHISTLEBLOWING POLICY

### Introduction

Brentside High School is committed to delivering a high-quality education service to its students and expects high standards from their staff and contractors. In order to maintain those high standards a culture of openness and accountability is vitally important. The aims of this policy are threefold: -

- To encourage staff to raise concerns about malpractice within the School without fear of reprisal.
- To reassure staff that concerns will be taken seriously.
- To provide information about how to raise concerns and explain how the Governors and the Local Authority (LA) will respond.

### Scope of the Policy

This policy applies to all School employees and former employees, agency staff and contractors engaged by the School. There is a separate procedure for students and parents to raise concerns about school related issues.

### What is whistleblowing?

In practical terms, whistleblowing occurs when a concern is raised about danger or illegality that affects others. As the person blowing the whistle you will not necessarily be directly affected by the danger or illegality. Consequently, you will not necessarily have a personal interest in the outcome of any investigation into your concerns. This is different from a complaint or grievance. If you make a complaint or lodge a grievance, you are saying that you personally have been poorly treated. This poor treatment could involve a breach of your individual employment rights or bullying, and you are entitled to seek redress for yourself.

### Blowing the Whistle on Malpractice

Malpractice covers a wide range of concerns. The types of activity that should be disclosed include but are not limited to the following: -

- The physical, emotional or sexual abuse of students or staff.
- Financial maladministration.
- Unauthorised use of school funds.
- Fraud and corruption.
- Failure to comply with legal obligations.
- Endangering of an individual's health and safety.
- Damage to the environment.
- A criminal offence.
- Failure to follow financial and contract procedure rules.
- Showing undue favour to a contractor or a job applicant.
- Miscarriages of justice.
- Deliberate concealment of information relating to any of the above.

Staff should raise their concerns with the Headteacher, Deputy Headteacher, the Chair of Governors or the LA as soon as any suspected malpractice becomes apparent. Remember that the earlier you raise concerns the easier it will be to take action. You (the whistleblower) are a witness to events, not a complainant and so you do not need to wait for proof of malpractice before raising concerns.

### Contact Details:

Headteacher	Charlotte Hames
Deputy Headteacher	Sarah Gent
Chair of Governors	Liz Ball

When reporting a concern, you should provide as much information and detail as possible. In particular you should provide the full names of the people involved or who know about what is happening, including any relevant documentation. This will help the investigator to focus on the main issues quickly.

There will be some cases where it is not appropriate for you to raise concerns with your Headteacher/Governor, for example where you suspect your Headteacher/Governor already knows about the malpractice and appears to be 'turning a blind eye', or where you suspect your Headteacher/Governor may be involved. In those cases, you may alternatively raise the matter with the following if, for whatever reason, you are unable to raise your concerns with one of the above:

Financial Services - Ealing Council Audit, 0208 825 5000

Ealing Council operates a 24-hour fraud hotline, tel: 0800 328 6453 (free call) where information can be left anonymously.

Initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. You will be advised whether an investigation takes place or not. When making a decision the Headteacher and or Governing Body will consider whether continuing with an investigation is in the public interest.

### **Advice and Support**

The School recognises that staff may wish to seek advice and support from their professional association or trade union before blowing the whistle and you are strongly advised to do so. They may also accompany you at any meetings.

### **Confidentiality**

The School understands that you may be reluctant to come forward with information about the wrongdoing of a colleague or manager or indeed at all. As such, the School recognises that whistleblowers may wish to raise concerns in confidence. If you (the whistleblower) make a request for the matter to be kept confidential then your identity will not be revealed without discussing the matter with you first.

### **Anonymous Allegations**

You are encouraged to give your name when raising concerns. A concern expressed anonymously is much less powerful and is often more difficult to investigate. The decision whether to investigate an anonymous allegation will be made by the Headteacher and/or the Chair of Governors. When making this decision they will take into account the seriousness of the issues raised, the credibility of what is being said and the likelihood of confirming the allegation from other sources.

### **Protection for the Whistleblower**

All concerns raised under this procedure will be treated seriously and a decision made about whether or not an investigation is appropriate. Depending upon the nature of the matter it may be referred to the external auditor or the police. The person to whom you reported your concern will be responsible for keeping you informed about the progress of the investigation and the action, which has been taken, although you may not be told the outcome. In some cases, the investigation may result in criminal or disciplinary proceedings. If this happens you may be invited to give a written statement or give evidence at a hearing. The Headteacher and Governors will support you in this process and ensure that you are clear about what will happen.

The Headteacher and Governors will not tolerate harassment or victimisation and will take action to protect you if you have raised a concern in good faith. Any employee who is found to have victimised or harassed an employee who has raised a concern will face disciplinary action.

### **Allegations not made in Good Faith**

Concerns that are raised frivolously, maliciously, for personal gain or where they are known to be untrue may result in disciplinary action or, in the case of agency staff, the termination of the agency contract.

### **Blowing the Whistle Outside the School**

In certain circumstances it may be appropriate to raise concerns outside the School to the appropriate 'prescribed regulator'. This should only be done where you are raising a genuine concern in good faith and where you believe the information is true, i.e. more than just suspicion. You are advised to discuss your concerns with a legal advisor, professional association, trade union before reporting them outside the School or LA.

Examples of prescribed regulators are set out below:

- Department for Education
- The Audit Commission
- The Standards Board for England
- Information Commissioner
- Environment Agency
- Health and Safety Executive
- Commissioner of the Inland Revenue
- General Social Care Council
- The Commission for Social Care Inspection
- National Care Standards Commission

Provided the disclosure is reasonable in all the circumstances and is not made for personal gain, the preconditions are that you:

- reasonably believed that you would be victimised if you raised the matter internally within the School;  
or
- reasonably believed that the matter would be 'covered up' and there is no prescribed regulator; or
- you have already raised the matter internally or with a prescribed regulator

### **Complaints, Grievances and Members**

This policy should not be confused with other policies that exist for dealing with complaints or grievances. Employees who are aggrieved about their own employment situation should consider whether to use the grievance procedure after having discussed the matter with their immediate manager and/or their trade union representative.

### **Reviews and Operation of this Policy**

The Governors have overall responsibility for the operation of this policy. (This policy has to be formally adopted by the Governors and may be reviewed from time to time).

This policy will be circulated to all staff.

Headteacher and Governors to sign to confirm all staff have been given a copy of this policy.

Headteacher: Charlotte Hames	Signed		Date	
Chair of Governors: Liz Ball	Signed		Date	
Chair of F&GP:	Signed		Date	