



Brookfield School Safeguarding & Child Protection Policy 2025 – 2026

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Section I. Introduction & Context

I. Our principles, beliefs and philosophy

Brookfield School recognizes its role in safeguarding children as our primary concern. Nevada state law considers all school staff ‘mandated reporters’ who must report all allegations of abuse that are shared with them. Brookfield School staff adhere to the following basic principles to maintain their safety in fulfilling this responsibility for our students:

- A child’s welfare is paramount, and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender, or culture.
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich, broad curriculum that equips them to stay safe.
- Every adult in school must protect the students with/for whom we work.
- We work with parents/guardians and/or other professionals to protect our students.
- Our guiding principle throughout is always to act in the best interest of all students.

II. Aims and objectives

Our school aims to:

- Provide a world-class, safe, happy environment for students to thrive and learn.
- Outline the systems and processes we all take to ensure students remain safe at school.
- Raise awareness to all staff of safeguarding/child protection issues and define their roles and responsibilities in reporting possible cases of abuse.
- Identify students who are suffering or likely to suffer harm.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Establish effective procedures for staff/volunteers or third-party individuals who encounter any issues related to child protection/safeguarding.
- Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection through clear policies.

III. Accountability and ownership

This policy will be endorsed and adopted at the highest levels in our school. This policy is to be applied to any partner organization or agency that has unsupervised access to children and young people through its work in our school and any contracted organization working on our school site.

IV. Definitions

Safeguarding: Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care, and enabling every student to have the optimum life chances and successfully transition from their time at Brookfield School.

Child Protection: Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm because of abuse or neglect.

Purpose of Policy: If our school's preventative work around safeguarding issues is not appropriate or extensive enough, students identified as being a concern may move to be identified as at risk of significant harm. Employing outside agencies or support may be necessary to best serve such a child. Although other factors outside the school's control may influence a child, the policy aims to work proactively to avoid this as much as possible.

Section II. Rationale

I. Principles and expectations

This policy outlines the principles and expectations that all staff and the school must adopt. It describes the steps to meet our commitment to safeguarding students at all levels: classroom, athletic fields, extracurricular spaces, and the school. Brookfield's policy for safeguarding is grounded in the following principles:

- The best interests of children must be the primary concern in decision-making about them.
- Children have the right to get and share information if it is not damaging to them or another child.
- Children have the right to think and believe what they want and to practice their religion.
- Children have the right to be protected from hurt and mistreatment, physically and mentally.
- The school, as an agency, should take every measure to protect children from sexual exploitation and abuse.
- The school as an agency should take all measures to ensure that children are not abducted, sold, or trafficked.
- Children should be protected from any activity that takes advantage of them or could harm their welfare and development.
- No one is allowed to punish children cruelly or harmfully.

II. Section Related documents

This overarching safeguarding/child protection policy should be read with Brookfield School's Health & Safety plans, the Brookfield School Faculty Handbook and Family Handbooks, the Brookfield School Intimate Care Policy, and the Brookfield School Physical Intervention Policy.

Section III. Organizational & Individual Responsibilities

I. Senior Leadership Team Responsibilities

The Head of School and Site Directors recognize their ultimate responsibility to ensure that Brookfield School and its staff understand and follow the guidance provided by this and all other safeguarding-related policies.

The Senior Leadership Team is responsible for the following:

- Ensure that all staff and volunteers follow this policy and procedures across the school.

- Ensure that the school's culture facilitates concerns being raised and handled sensitively.
- Ensure that safeguarding is addressed through the curriculum.
- Ensure the school site is secure.
- Customize this policy and make amendments as necessary for Brookfield School each school year.
- Ensure that local mapping of legislation, guidance, and supportive agencies is undertaken and added to the school's customized version of this policy.
- Only deploy staff with unsupervised contact with children, where safe recruitment procedures have been followed.
- Maintain a record of all staff training on safeguarding and child protection. This training record should be inspected during any audit and reflect the renewal timescales identified in this policy.

All staff are responsible for reporting to the Senior Leadership Team any concern they have about the safety of any child in their care. The Senior Leadership Team's responsibility is to decide what to do next and then take appropriate action.

II. Responsibilities of all staff

All staff who have unsupervised contact with children are responsible for the following:

- Ensure they are familiar with and follow this safeguarding policy and all other safeguarding-related policies (e.g., Health & Safety Manuals, Faculty Handbook, Family Handbooks, Intimate Care Policy, Physical Intervention Policy)
- Be subject to safe recruitment processes and checks before starting at the school (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed).
- Be alert to signs and indicators of possible abuse.
- Listen to and take seriously the views and concerns of children.
- Record any concerns and report these to Senior Leadership Team.
- Follow the procedures this document outlines when/if concerned about any child.
- Support students, staff, or other adults who have concerns or are the subject of concerns to act appropriately and effectively in instigating or cooperating with any subsequent investigation process.
- Undertake appropriate child protection/safeguarding and safe recruitment training (and refresher training as required by Brookfield School).
- All staff and volunteers need to recognize that if their behavior inside or outside the workplace breaches the Brookfield School code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or criminal matter.
- All staff who have occasional or supervised contact with children (including staff from partnering or third-party agencies) are responsible for the following:

- Undergo a safeguarding briefing/induction related to their role, understand what is required of them if they have concerns, and know to whom they should report.
- Provide written confirmation to demonstrate that, where appropriate, all partner groups or third-party agency staff members have been safely recruited with appropriate checks undertaken and that a safeguarding briefing (appropriate and tailored according to their role with children and level of involvement) has been provided to these staff members before they begin their role at Brookfield School.
- If staff or volunteers are constantly supervised, the recruitment checks may not need to be as rigorous, but it is for the Senior Leadership Team to assess this risk, not individual members of staff or partner organizations/third-party agencies.
- When partner organizations/third-party agencies do not have their own safeguarding or child protection policy, Brookfield School will provide a copy of its policy and ask the staff of said partner organizations or agencies to read and follow these procedures. These requirements must be part of any contractual agreement.
- Follow the guidance always laid down in this policy.
- Be provided with guidance on appropriate safe working practices.

Section IV. Training & Support

I. Training

Brookfield School accepts the responsibility to ensure that:

- All school staff and volunteers are provided with appropriate general safeguarding training upon joining the organization and then at least every three years. This training will be available through Brookfield School, and other online platforms, as well as face-to-face events.
- Staff and volunteers are supported and have the necessary skills to recognize and take appropriate action regarding at-risk or potentially at-risk students.
- All staff and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if concerned about a student.
- Appropriate staff are trained in safe recruitment. This safe recruitment training must be renewed every five years.
- Training for new starters must be complete before any new employee can have unsupervised contact with students.
- Any student who has or is suffering from any form of harm will receive support.
- Once agreed with any investigating authority (if involved), students can be offered direct support to an outside agency's involvement. Brookfield School is responsible for holding information about local, regional, or national bodies that may be able to offer direct support in these circumstances.

II. Support

- Brookfield School also recognizes the importance and duty of care to our staff when

reporting and responding to abuse. The administration can broker appropriate external support or counseling for any staff member affected by a safeguarding issue.

- Please remember that you should never investigate any suspected abuse unless you are specifically asked to do so. This can be highly specialized work and interfere with a criminal investigation if required and appropriate under local laws.

Section V. Forms of Abuse

I. Four main types of abuse

There are a significant number of ways that students may be exposed to risk and danger. All require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself as direct harm to a child or by a failure to take action to protect a child who is at risk of or already suffering harm.

The more commonly referred to types of abuse are:

- 1.) Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning, scalding or otherwise causing harm to a child.
- 2.) Emotional abuse: the persistent maltreatment of a child such as causing severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved or valued only insofar as they meet another person's needs.
- 3.) Sexual abuse: involves forcing or enticing a child to take part in sexual activities, whether the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the Internet.
- 4.) Neglect: is the persistent failure to meet a child's basic physical or psychological needs, which is likely to seriously impair the child's health or development.

II. Specific forms of abuse

While the four main categories of abuse are the four mentioned above, abuse itself can take many forms involving one or more of these areas. Brookfield School staff need to know what to look for and what actions to take when concerned about any of these issues (or any other concerns).

- 1.) Female genital mutilation (FGM): FGM is child abuse and a form of violence against women and girls and, therefore, should be dealt with through the procedures set out in this document where possible. FGM is potentially damaging to children both emotionally and in terms of health issues. We recognize that this is a cultural practice in some countries and is not always seen as abusive. While not condoning the practice, we must be aware of its sensitivities and always act in the student's best interests.
- 2.) Forced marriages (FM): A forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g., threats, physical violence, or sexual violence) or emotional and psychological pressure (e.g., if someone is made to feel like they're disgracing their family). This differs from an arranged marriage, where both parties consent. As with FGM and some other cultural practices, we need to be aware of the cultural sensitivities but always act in the student's best interests.

However, the school procedures must be followed in the same way as for any other

safeguarding or child protection matter.

III. Brookfield School Child Abuse Policy

Nevada statutes define child abuse and neglect as physical or mental injury of a non-accidental nature, sexual abuse, sexual exploitation, or negligent treatment or maltreatment of a child by a person responsible for the welfare of the child under circumstances which indicate that the child's health or welfare is harmed or threatened with harm. Child abuse also includes, but is not limited to, sex trafficking and/or encouraging a child to solicit for, or engage in, prostitution. Abuse or neglect of a child also includes abuse or neglect caused by a person who is an employee of or volunteer for a public school and who is not responsible for the welfare of the child.

1. All Brookfield School employees and volunteers who know, or have reasonable cause to believe, that a child may have been abused or neglected are required to:
 - a. Contact the Child Abuse and Neglect Hotline (833-900-SAFE) as soon as possible, but not later than 24 hours after they know or have reasonable cause to believe that a child may have been abused or neglected, to report the suspected case of child abuse or neglect;
 - b. Contact the school administrator or designee (after calling the Child Abuse and Neglect Hotline)
2. All employees or volunteers who know, or have reasonable cause to believe, that a child may have been subjected to corporal punishment in violation of NRS 392.4633 or 394.366 by another employee of, or volunteer for, a public school or private school are required to report the corporal punishment to the Child Abuse and Neglect Hotline as soon as possible, but not later than 24 hours after they know or have reasonable cause to believe that the child has been subjected to corporal punishment. The employee or volunteer must also contact the school administrator or designee (after calling the Child Abuse and Neglect Hotline).
3. The child abuse and neglect reporting requirements set forth in Section II also apply to any adult person who is employed by an entity that provides organized activities for children.
4. Immunity from civil or criminal liability is provided under the law to those making child abuse or neglect reports in good faith. School administration also may not discipline an employee for making a child abuse or neglect report in good faith.
5. School personnel and volunteers do not have responsibility or authority for determining whether protective care is needed. Child Protective Services will determine if protective care is needed in accordance with Child Protective Services' policies.
 - a. Administrators, school personnel, and volunteers shall **not** notify parents or guardians of reports to Child Protective Services regarding suspected abuse or neglect, which may have occurred outside of school hours. In the event that a parent or guardian contacts administrators, school personnel, or volunteers regarding a report of suspected abuse or neglect, inquiries shall be referred to Child Protective Services and the local law enforcement agency as applicable.
6. Any school employee who violates this regulation shall be subject to discipline in accordance with school policy, administrative procedures, law. Volunteers may be subject to revocation

or termination of their ability to have access to students at school. In addition, any person who knowingly and willfully violates the provisions of Nevada Revised Statute 432B.220 regarding the reporting of child abuse or neglect is guilty of a misdemeanor for the first violation and a gross misdemeanor for each subsequent violation. Any person who willfully violates Nevada Revised Statute 432B.280 regarding the confidentiality of child abuse or neglect reports and investigations is guilty of a misdemeanor.

CHILD ABUSE RESOURCE:

Child abuse and neglect Hotline: 833-900-SAFE

National Domestic Violence Hotline 800-799-7233

National US Child Abuse Hotline 800-422-4453

IV. Self-Harm/Suicidal Ideation:

Suicidal Ideation (SI), often known as suicidal thoughts or ideas is a broad term used to describe a range of contemplations, wishes, and preoccupation with death and suicide. There are two kinds of suicidal ideation: passive and active. Passive SI refers to when a person wishes they were dead or that they could die, but the person does not have a specific plan on how to do it. Active SI is not only thinking about suicide but having the intent to die by suicide and having a specific plan on how to do it. All suicide ideations should be taken seriously. Some worry that asking about suicide is more likely to make it happen, but asking the question is very important. For children who have difficulty admitting they need help, this sends the message that caregivers care about them and that asking for help is ok. While asking is the best first step, there are potential signs to look for. These include:

1. Isolation from friends and family, problems eating or sleeping, mood swings, reckless behavior, drop in grades, talking about feeling hopeless, giving away personal belongings, talking about being a burden or not belonging, talking about suicide or wanting to die, or writing or drawing about suicide.
2. Some risk factors may make some people more vulnerable to suicide ideation. These include a family history of suicide or mental health struggles, bullying, and access to things like firearms and substances.

Self-harm can take several physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. Therefore, whatever the reason, it should be taken seriously. The exact reasons why children and young people decide to hurt themselves are not always easy to work out. They might not even know exactly why they do it, but there are links between depression and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure, being emotionally abused, grieving or having relationship problems with family or friends. The feelings that these issues bring up can include low self-esteem, low confidence, loneliness, sadness, anger, numbness, and lack of control in their lives. Young people will sometimes go to great lengths to cover self-harm scars or injuries and/or they will explain any indications of self-harm as accidents. Some common themes may help staff identify concerns including:

1. Physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out).

2. Emotional indicators such as depression, sudden weight loss, drinking or drug-taking, or unusual eating habits and isolation or withdrawal. If staff suspect that a student is self-harming and/or having suicidal thoughts this must be referred to the Site Director who will consider the next steps and parent(s) will be contacted immediately by the Site Director. The school may require the family to take the student home and seek immediate help. The school may also require that a student have clearance from an appropriate mental health professional to return to school, including a support plan.

Suicide Prevention and Mental Health interventions

Brookfield School recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Senior Leadership Team or designees shall develop measures and strategies for suicide prevention, intervention, and postvention.

Such measures and strategies shall include, but are not limited to:

1. **Staff development** on suicide awareness and prevention for teachers, school counselors, and other employees who interact with students.
2. **Instruction to students** in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being.
3. **Methods for promoting a positive school climate** that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students.
4. **The provision of information to parents/guardians** regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.
5. **Encouragement for students to notify appropriate school personnel or other adults** when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.
6. **Crisis intervention procedures** for addressing suicide threats or attempts.
7. **Outside Counseling and other postvention strategies** for helping students, staff, and others cope in the aftermath of a student's suicide.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who feel bullied or a history of child abuse or maltreatment, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.

Staff Development

Suicide prevention training shall be provided to teachers and other employees who interact with students. Materials for training shall include how to identify appropriate mental health services within the community, and when and how to refer youth and their families to those services. Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who

are bereaved by suicide; students who feel bullied or a history of child abuse or maltreatment, students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors.
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal ideation.
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem solving ability, access to mental health care, and positive connections to family, peers, school, and community.
5. Instructional strategies promoting mental and emotional health. Creating and encouraging a patient and supportive classroom. The Teacher being proactive and asserting that bullying will not be tolerated. Most students want a change in their life, not really death.
6. Community resources and services.
 - a. 911
 - b. Crisis Support Services 24/7 Call Center call: 988
 - c. Rise Wellness Center 775-525-3400
 - d. Crisis Support Services of Nevada : 775-784-8090 or text #839863
 - e. National Suicide Prevention Lifeline: 800-273-8255
 - f. Mobile Outreach Safety Team (MOST) 775-328-2003

Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Develop coping and resiliency skills and self-esteem.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention.
5. Students and/or adults need to take suicide ideation seriously and take action to help the student.

Intervention

Students shall be encouraged to notify a teacher, principal, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal ideation shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary.
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

The Senior Leadership Team or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

For any student returning to school after a mental health crisis, the principal or designee and may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention

In the event that a student dies by suicide, or any death in our community, first the Senior Leadership Team should verify the suicide or death. The Senior Leadership Team or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Senior Leadership Team or designee shall consult with the parents/guardians regarding facts that may be divulged to other students.

Brookfield School Senior Leadership Team or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the school-designated spokesperson who shall not divulge confidential information. The school's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources. After any suicide or attempted suicide by a student, the Senior Leadership Team or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

School actions:

- Don't stop school
- Don't release information to everyone
- Don't glorify death and be cognizant of preventing suicide contagion
- Use a fact sheet when notify class or affected group and staff

V. Child Sexual Exploitation (CSE):

The sexual exploitation of children and young people under 18 can involve exploitative relationships where young people receive something in return for performing sexual acts. Exploitation of any student can occur on a face-to-face level or using technology, such as mobile phones or computers. In these situations, a student could be encouraged to send or post indecent images of themselves. In all cases, the person exploiting students does so by misusing their power over them. This power may come through age, physical strength and/or economic resources.

VI. Violence, intimidation and coercion are common in exploitative relationships.

Sexting: Sexting is when someone shares sexual, naked, or semi- naked images or videos of themselves or others or sends sexually explicit messages. Sexting may also be referred to by students as trading nudes, dirties or pic-for-pic. There are many reasons why a student may want to send a naked or semi-naked picture, video or message to someone else:

- Joining in because they think that 'everyone is doing it'
- Boosting their self-esteem
- Flirting with others and testing their sexual identity
- Exploring their sexual feelings
- To get attention and connect with new people on social media

They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent. Students often do not realize that creating and sending these images is potentially a criminal act. Ideally, we would not want to treat these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting.

The above-listed forms of abuse are not to be considered as an exhaustive list of all the potential forms of abuse that may harm a child and that staff may have to deal with. In any event of suspected abuse, the same protocol must be followed.

Section VI. Specific Safeguarding Issues

I. Internet safety

The growth in electronic media in everyday life and an ever-developing variety of devices create additional risks for children. Risks and dangers of being online include:

- Inappropriate content
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming)
- Grooming and sexual abuse
- Sharing personal information
- Gambling or running up debts
- Cyberbullying

Cyberbullying is an increasingly common form of bullying behavior and is most often related to social networks and mobile phones. Brookfield School believes the best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social and health education and our school counseling program. The school's curriculum includes appropriate and frequent opportunities to teach children how to recognize when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

II. Mobile phones, iPad, and other photographic devices

Our policy is that teachers must use a school device when taking or uploading pictures. Faculty and staff should not use personal devices to take pictures. The school issues a 'Publication Permission Form' each year for families to submit permission to include their child's picture in the yearbook, local newspapers, school newsletter, and school social media. All staff have access to this list and must adhere to the permissions always granted.

III. Photographs & Videos

It's important that children and young people feel happy with their achievements and have photographs and films of their special moments. Family and friends also want to share their children's successes when they have been part of a special event or activity. However, some children, parents, or carers may not be comfortable with images of themselves, or their children being shared. For example:

- If a child and/or their family have experienced abuse, they may worry about the perpetrator tracing them online.
- Children and families who choose not to have contact with certain people may decide to minimize their online presence.

It's important to be aware of child protection and safeguarding issues when photographing or filming children and young people. Organizations that are aware of the potential dangers and put appropriate measures in place can reduce the potential for misuse of images.

When on campus, please do not photograph or video any children other than your own unless you have received permission from the parent/guardian. This will help ensure a safe environment for all members of the community.

IV. Restrooms

We offer several restrooms across campus for both student and adult use. Adults, both staff and visitors, should never utilize a restroom designated for students. Students should never use a restroom that is for adults only. Violating this policy can result in termination of employment or removal from campus.

V. Allegations against staff or school volunteers

An allegation can be made against a staff member or volunteer. It is important that such allegations are treated seriously and that appropriate procedures are followed.

An allegation is different to a complaint and can be defined as follows:

- Where someone has behaved in a way that has harmed or may have harmed a child.
- Where someone has possibly committed a criminal offense against a child.
- Where someone has behaved in a way towards a child or children that would pose a risk to children.

If an allegation is made against a school staff member (or a volunteer), it will always be referred to and investigated by the Senior Leadership Team. If a criminal act has been committed, however, in which case the matter should be referred to the local authorities when appropriate. If a member of the SLT deems the allegation to be a safeguarding matter, then the administration shall be informed as soon as possible, and no longer than 24 hours. Human Resources must also be informed by contacting the HR Office as soon as possible and no longer than 24 hours. If it is felt after initial consultations that further inquiries are needed in the investigation, a staff member may be suspended. Suspension is maintained as a neutral act, not implying that the person is guilty of wrongdoing. It is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance any individual's interests with the need to keep children safe. Staff will reduce the possibility of an allegation by ensuring they know the expectations within Brookfield School's code of conduct for staff and volunteers.

VI. Whistleblowing

Brookfield School recognizes that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about colleagues' actions or attitudes. Appropriate concerns raised for the right reasons are protected disclosures, and even if proven to be unfounded, no action will be taken against the whistleblower. Malicious whistleblowing, however, will be seen as a potential disciplinary matter.

VII. Anti-bullying

Bullying is a safeguarding matter and, if left unresolved, can become a more serious child protection issue. Staff at every level will take seriously any concerns raised about the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviors. Bullying may involve either face-to-face interactions or the misuse of social media or technology. Concerns regarding bullying should be brought to the Site Director.

VIII. Children with special educational needs or other exceptionalities

All staff should recognize that children with special educational needs and disabilities can face additional safeguarding challenges. Depending on the nature of a child's special needs or disability, additional barriers can exist that make it more difficult to identify and recognize signs of abuse. For example, it is easy to assume that a child's mood, behavior, or any injury relates to their disability rather than the fact they may be suffering abuse. It should also be recognized that children with disabilities may be disproportionately impacted by behaviors such as bullying, but they may not show any outward signs. Communication difficulties can make it difficult for a child to indicate what's happening and, therefore, may make it very difficult to overcome such a barrier. Staff should be extra vigilant and report all concerns, avoiding making assumptions about the causes of any injury or behavior.

IX. Peer-on-peer abuse (allegations made by a child about another child)

Brookfield School recognizes that it is an unfortunate truth that children can abuse their peers. Where an allegation is made that one child may have abused another, this will always be taken seriously and dealt with as a safeguarding matter. Peer-on-peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse. Examples can include girls being touched/assaulted inappropriately by boys or boys themselves being subject to initiation violence.

This type of peer-on-peer behavior will not be tolerated.

Under no circumstance should an allegation that one child has possibly abused another be treated as

“just children being children” or “experimentation.” If the alleged actions are unwanted or involve minors who may not be able to give consent by their age or any disability, then this is potentially abusive, and the school procedures should be followed in the same way as for any other safeguarding or child protection matter.

X. Physical intervention/restraint

There may be times when adults in schools, during their school duties, must intervene physically to restrain students and prevent them from harming or causing harm to others. Such intervention should always be both reasonable and proportionate to the circumstances and the minimum necessary to resolve the situation.

The Head of School and/or Site Directors must require any adult involved in any such incident to report the matter to the Senior Leadership Team as soon as possible. The staff member must document the incident in full, giving a description and full account of the incident. Witnesses to the incident should be identified and spoken to when possible.

Footage from security cameras may need to be referenced and saved, as well as a record of the incident. When intervention has been required, a member of the SLT must debrief any students involved and allow them to describe the incident from their point of view. Written notes of this conversation should be kept, and the student checked for any injuries.

Parents/guardians must always be informed when an intervention has been necessary. Please refer to our Physical Intervention Policy for more detailed information.

XI. Safe recruitment and selection

Brookfield School will do all they can to ensure that everyone working with children in our school is suitable. To do this, all staff working in an unsupervised capacity with children or young people will be recruited using safe recruitment procedures.

Safe recruitment involves scrutinizing applicants through the interview process using a team and application forms, verifying identity and qualifications, obtaining appropriate references, and undertaking criminal background checks.

Section VII. Procedures for safeguarding

I. Initial concern

If staff suspect that any student in their care may be a victim of abuse or is at risk of abuse or other form of harm, they should not try to investigate. Instead, they should inform the administration about their concerns as soon as possible using the school’s “pink form” (Record of Concern Form).

Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share these concerns, which may later prove unfounded, than to hold onto information that may have helped protect a student from actual harm. In many cases, a student will not make a direct disclosure, but staff will be concerned because of a physical or emotional indicator. In these circumstances, staff should still use the Record of Concern Form. When a student makes any direct disclosure, the guidelines below, “Dealing with disclosure, reporting and further action,” should be followed.

II. Dealing with disclosure, reporting, and further action

Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Staff should always give this as a health warning before meeting with the child.

The following guidance is based on five key practices for all staff:

1. Receive

Always stop and listen to a child who wishes to speak confidently when possible. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say, "I can't stop now, but come and see me in my office at..." During any disclosure, try to listen, allow silence, and try not to show shock or disbelief.

2. Reassure

Try to stay calm, make no judgments, and empathize with the child. Never make a promise you can't keep. Give as much reassurance as possible and tell the child what your actions will be. Reassure the child that they are doing the right thing by telling you.

3. React

React to what the child is saying only in as far as you need to for further information. Don't ask leading questions. Keep questions open such as "Is there anything else you need to tell me?" Try not to criticize the alleged perpetrator as this may be a family member for whom the child may still have feelings.

4. Record

Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date, and place as well.

5. Report

When a child makes any disclosure, or when you have concerns for any reason, it is very important that the procedures outlined in this policy are followed. A full written/typed account of the concern must be made on the Record of Concern Form and given to the administration as soon as possible. Use the body map found at the end of this manual if necessary. If the staff member feels that a report must be made to Social Services, they will be responsible for making that report per Nevada state law. The administration will guide any individual through this process.

When a child has made a disclosure and alleges abuse, the Senior Leadership Team should be informed as soon as possible. The Senior Leadership Team will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. It is important that a full record of all the information and decisions made are recorded and stored confidentially. Upon submitting a Record of Concern Form, a teacher or other staff member should not converse with other individuals outside of the members of the SLT regarding the concern. Issues recorded on these forms are inappropriate topics of conversation for large groups of staff, and it is the

determination of the Senior Leadership Team as to who should be informed of the progress of any ongoing counseling, care of the child, or investigation.

The Senior Leadership Team is responsible for maintaining a current list of external agencies or professionals whom the school can contact for support during this process.

Section VIII. Record Keeping & Confidentiality

I. Record Keeping

All records of child protection concerns, disclosures, or allegations should be treated as sensitive information and kept together securely and separately from the child's general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child or to enable them to carry out their own duties, but it should not be shared more widely than that.

- Child protection records are held in a yellow folder in a secure filing cabinet accessible to our school's administrative team to ensure reasonable access.
- Records of any child disclosure should be dated and filed without future amendment.
- Child protection records should be separate from the general education file, but the child's general school record file should be marked to indicate that a child protection file exists (e.g., red star or something similar). All staff needing to consult a child's school file should be made aware of what the symbol means and who to consult if they see it.
- A child protection file should be started for an individual child as soon as the school is aware of any child protection concerns about that child. This may arise in several ways:
 - If a staff member raises a concern about the welfare or well-being of a child, this should be recorded in writing on a Record of Concern Form.
 - If information is forwarded to the school by a previous school attended by the child.
 - If the school is alerted by another agency of child protection concerns about that child.
- Members of staff should make a written/typed account of any concern they have regarding the welfare or well-being of a child using the school's pro forma. This record should be passed to the Senior Leadership Team immediately. Concerns that initially seem trivial may turn out to be vital pieces of information later. So, it is important to give as much detail as possible. A concern raised may not progress further than a conversation with the Senior Leadership Team but could also potentially lead to matters being dealt with through a legal system. If there hasn't been a specific incident that causes concern, try to be specific about what makes you feel worried.
- If any information is removed from a file, a dated note indicating who took it, why, and when should be placed.
- The record pro forma must include:
 - A record of the child's details: name, date of birth, address and family details
 - Date and time of the event/concerns
 - The nature of the concern raised
 - The action taken and by whom: name and position of the person making the record

- In the case of disclosure, remember the record you make should include:
 - As full an account as possible of what the child said (in their own words)
 - An account of the questions put to the child
 - Time and place of disclosure
 - Who was present at the time of the disclosure
 - The demeanor of the child, and where the child was taken and returned to at the end of the disclosure

II. Confidentiality

- Our school should regard all information relating to individual safeguarding/child protection issues as confidential and treat it accordingly. Information should be passed on to appropriate people only at the discretion of the Senior Leadership Team and this should always be based on the need to know.
- All records relating to child protection should be secured appropriately. Such information can be stored electronically, but contemporaneous notes should be scanned and kept original.

Section IX. Auditing, Reporting, Review and Sign-off

Brookfield School owns this policy, which is available in hard copy to students and/or parents upon request. It can also be translated into key languages if necessary.

This policy will be reviewed and updated regularly, but at least once every two years.

Acknowledgment of Policy

For families, please click the appropriate link below to acknowledge receipt of the 2025-2026 Brookfield School Child Protection & Safeguarding Policy.

[Parent/Guardian Safeguarding Digital Response Form 2025-2026](#)

If you are a faculty member, staff member, volunteer, or outside therapist, you will be provided with a physical form to sign.