WELLINGTON
COLLEGE

SAFEGUARDING CHILDREN & CHILD PROTECTION

- POLICY & GUIDANCE –

September 2019

This Policy is reviewed annually and is subject to immediate review in line with statutory changes as and when they take place.

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1 Contact Details

Wellington College Safeguarding contact details

Position	Name	Phone	e-mail
Designated safeguarding lead (DSL)	Delyth Lynch	07825 419190 01344 751763	dal@wellingtoncollege.org.uk
Deputy DSL (Deputy Head Pastoral)	David Walker	07717 765343	daw@wellingtoncollege.org.uk
Deputy DSL (Second Master)	Cressida Henderson	07554 419638	cjeh@wellingtoncollege.org.uk
Deputy DSL	Dan Clements	07717 330642	dmgc@wellingtoncollege.org.uk
Deputy DSL	Jess Goves	01344 753283	jcg@wellingtoncollege.org.uk
Deputy DSL (Health and Fitness Club)	Gaby Moretti-Chambers	01344 444243	gmmc@wellingtonfitness.co.uk
Deputy DSL (Director of HR)	Julie Rees	01344 753455	jar@wellingtoncollege.org.uk
Master	James Dahl	01344 4444101	Master@wellingtoncollege.org.uk
Chair of governors	Peter Mallinson	Contact details can be obtained from Lisa Thompson 01344 444020 or ljt@wellingtoncollege.org.uk	
Nominated safeguarding governor	Felicity Kirk	Contact details can be obtained from Lisa Thompson 01344 444020 or ljt@wellingtoncollege.org.uk	

Bracknell Forest Children's Social Care numbers and contact details

Name	Phone	Out of hours phone	Email
Duty Team	01344 352020	01344 786543	childrenssocialcare@bracknell-forest.gov.uk
MASH Team	01344 352005		MASH@bracknell-forest.gov.uk

Safeguarding and Child Protection Training, Consultation and Advice:

Title	Name	Phone	e-mail
Safeguarding & Inclusion manager (Children, young people and learning)	Debbie Smith	01344 354014	Debbie.Smith@ bracknell-forest.gov.uk
Safeguarding Our Schools	http://can-do.bracknell-forest.gov.uk/Services/5145		

Allegations against staff

Title	Name	Phone	e-mail
Local authority's designated officer (LADO)	Emma Langdon	01344 351533	LADO@bracknell-forest.gov.uk

Extremism

Title	Name	Phone	e-mail
Prevent Lead Officer for Thames Valley Police	DS Kulvinder Bansal	07788 307 178	Kulvinder.bansal@thamesvalley.pnn.police.uk
DfE non-emergency advice	Telephone helpline and mailbox	020 7340 7264	counter-extremism@education.gsi.gov.uk
https://www.bracknell-forest.gov.uk/sites/default/files/documents/prevent-safeguarding-against-radicalisation-and-extremism.pdf			
Police	Non-emergency number	101	
Anti-terrorism helpline	0800 789 321		

Female genital mutilation (FGM)

Title	Name	Phone	e-mail
Bracknell Forest LSB FGM procedures: https://bflscb.org.uk/links-and-publications/fgm/			

Other useful contact details

Name	Phone
Childline	0800 1111
NSPCC	0808 800 5000
Kidscape (Anti-bullying helpline for parents)	0845 120 5204
Child exploitation Online Prevent (CEOP)	0870 000 3344
The Disclosure and Barring Service PO Box 3961, Royal Wootton Bassett, SN4 4HF	0300 200 190

2 Introduction

2.1 Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education, September 2019.)

2.2 This policy applies to all pupils in the College, including boarders.

2.3 The purpose of this policy is to inform staff, parents, contractors, volunteers and governors about the College's responsibilities for safeguarding children and to enable all parties to have a clear understanding of how these responsibilities should be carried out. It applies wherever staff members are working with pupils – even where this is away from the College, such as on educational visits.

2.4 This policy is published on the College website and is available to parents of current and prospective pupils from the College on request. Large print or other accessible formats can also be made available.

2.5 The policy is drafted in accordance with all relevant legislation and the following statutory guidance:

- Keeping Children Safe in Education September 2019 (KCSIE)
- Working Together to Safeguard Children July 2018 (WTSC)
- Prevent Duty Guidance for England and Wales July 2015
- Disqualification Under the Childcare Act August 2018
- Education (Independent School Standards) Regulations 2014
- Bracknell Forest agreed inter-agency procedures (see www.bflscb.org.uk)
- What to do if you are worried a child is being abused – advice for practitioners March 2015
- Safeguarding children and young people October 2018
- Children Missing Education September 2016
- Strategy for dealing with safeguarding issues in charities December 2017
- Safer Working Practices, Safer Recruitment Consortium, May 2019

2.6 We follow the procedures of the Bracknell Forest Local Safeguarding Board. We are advised by the local Safeguarding and Inclusion Team Manager, whom the DSL regularly consults on safeguarding matters. Contact details are contained in Appendix 1. Their multi-agency safeguarding arrangements can be seen here.

2.7 Every complaint or suspicion of abuse from within or outside the College will be taken seriously and action will be taken in accordance with this policy.

3 Principles

3.1 Wellington College is committed to safeguarding and promoting the welfare of all pupils in our care, and expects all staff, governors and volunteers to share this commitment. To achieve this, the College seeks to create a safe school environment and a strong pastoral system. Staff are trained to listen to pupils' concerns, identify issues early and respond appropriately following agreed procedures. The College will consider, at all times, what is in the best interest of the child.

3.2 The College will take all reasonable measures to:

- ensure that we practise safer recruitment in checking the suitability of staff, governors and volunteers (including staff employed by other organisations) to work with children and young people. Staff recruitment procedures are outlined in detail in the College's Recruitment and Selection Policy;

- ensure that, where staff from other organisations are working with our pupils on another site, we have received confirmation that appropriate child protection checks and procedures apply to those members of staff and that any such checks do not raise any issues of concern in relation to the suitability of those staff members working with children;
- follow the local inter-agency procedures of the Bracknell Forest Local Safeguarding Board and contribute to inter-agency working;
- support pupils in need through early intervention and, where appropriate, support them in co-operation with multi-agencies who are working to the Common Assessment Framework (CAF) and as part of the Team around the Child (TAC) approach;
- be alert to signs of abuse, both in the College and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
- deal appropriately with every suspicion or complaint of abuse and support pupils who have been abused in accordance with their agreed child protection plan;
- design and operate procedures which promote this policy, but which, so far as possible, ensure that teachers and other staff who are innocent are not prejudiced by false allegations;
- be alert to the needs of pupils with physical and mental health conditions;
- operate robust and sensible health and safety procedures;
- operate clear and supportive policies on drugs, alcohol and substance misuse;
- assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
- take all practicable steps to ensure that College premises are as secure as circumstances permit;
- teach pupils about safeguarding issues and about how to keep themselves safe (including on-line); and
- ensure that any deficiencies in our child protection and safeguarding procedures are remedied without delay.

4 Roles and responsibilities

4.1 All staff (including governors and volunteers)

All staff are under a general legal duty to:

- contribute to providing a safe environment in which children can learn;
- attend appropriate safeguarding and child protection training (3 yearly, level 1 refresher), annually as directed by the DSL and as and when additional updates are required;
- be aware of indicators of the different forms of abuse and neglect;
- assist children in need and to protect children from abuse, neglect, radicalisation and extremism;
- be familiar with the College's policies pertaining to safeguarding and child protection procedures (see section 16.9) and follow them;
- know how to access and implement the procedures, independently if necessary;
- keep a sufficient record of any significant complaint, conversation or event;
- report any matters of concern to the DSL or, where appropriate, to one of the key contacts in accordance with this policy; and
- support social services and any other agencies following any referral.

4.2 Senior Pupils

Senior pupils need to be aware of the need to report allegations or suspicions of child abuse to the DSL. Children often tell other young people, rather than staff or adults, about abuse.

All U6th pupils (therefore including all pupils who hold a position of responsibility such as College and House Prefects) are briefed on College procedures and are given a cue card and information sheet. Mental health issues are regularly discussed within the College and an open dialogue is encouraged and practised.

4.3 The Designated Safeguarding Lead (DSL)

The College has appointed a Designated Safeguarding Lead (DSL); this individual is a member of the College Senior Leadership Team and is known as the Deputy Head (Safeguarding). The DSL takes lead responsibility for safeguarding (including on-line safety) and child protection, and is the first point of contact for parents, pupils, staff and others if they have any concerns about safeguarding or child protection. The College also has a team of Deputy DSLs, ensuring that there is always an appropriately trained and designated person in the College at all times. A full description of the responsibilities of the DSL is set out in Appendix 1 of this policy but can be summarised as follows:

Raise awareness

- provide support, advice and expertise on all matters concerning safeguarding
- encourage a culture among staff of listening to pupils that takes into account their wishes and feelings
- ensure this Policy is known, understood and used appropriately, and reviewed at least annually
- monitor the operation of this policy and regularly review and update the College's child protection procedures and their implementation, working with the governors as necessary
- ensure that all members of staff and volunteers receive the appropriate training on child protection, keep and maintain records of this training and ensure that staff are aware of training opportunities and the latest local policies on safeguarding.

Manage referrals

- advise and act promptly upon all safeguarding concerns reported to them
- refer cases of suspected abuse to the local authority children's social services and the Local Authority Designated Officer (LADO) where appropriate, support staff who make or consider making any such referrals and liaise with the local authority children's social services on behalf of the School as required
- refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make or consider making any such referrals
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
- refer cases where a crime may have been committed to the police
- keep detailed, accurate, secure written records of concerns or referrals (the College uses MyConcern software to do this)
- where appropriate, take part in child protection conferences or reviews by the local authority
- keep the Master informed of all concerns and actions, especially ongoing enquiries under s47 Children's Act 1989 and police investigations
- monitor records of pupils in the College who are subject to a child protection plan, to ensure that they are maintained and updated as notifications are received
- monitor the confidentiality and storage of records relating to child protection and where a pupil leaves, ensure their child protection file is copied for the new school as soon as possible and transfer it separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained

Prevent

- understand and support the College with regard to the requirement of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- ensure that staff inviting visiting speakers to the College have completed the risk assessment form for them and complete the post-visit evaluation form. All speakers need to have signed the speaker declaration form prior to their visit also

4.4 Deputy Designated Safeguarding Leads (DDSL)

DDSLs are trained to the same standard as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of a long-term absence of the DSL, a deputy will assume responsibility for all the activities described above. On a day-to-day basis safeguarding activities may be delegated to a DDSL but ultimate lead responsibility for safeguarding and child protection remains with the DSL. All Deputy DSLs meet weekly with the DSL to review ongoing cases, implementation of the safeguarding development plan and discuss safeguarding strategy within the College.

4.5 The Master

The Master is responsible for ensuring that the procedures outlined in this Policy are followed on a day-to-day basis. To this end the Master will ensure that:

- the safeguarding and child protection policy and procedures adopted by the governing body are implemented and followed by all staff;
- the allocation of sufficient time, training, funding, support and resources necessary to enable the DSL and DDSLs to carry out their roles effectively is given, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- matters which affect pupil welfare are adequately risk assessed by appropriately trained individuals and for ensuring that the relevant findings are implemented, monitored and evaluated;
- systems are in place for children to express their views and give feedback which operate with the best interests of the child at heart;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the College's Whistleblowing Policy and Low Level Concerns Policy;
- pupils are provided with opportunities throughout the curriculum and wider co-curricular programme to learn about safeguarding, including keeping themselves safe online (see Appendix 7);
- ensure safer recruitment procedures in line with Part 3 of KCSIE, September 2019 are being adhered to;
- they liaise with Local Authority Designated Officer (LADO) before taking any action and on an ongoing basis, where an allegation has been made against a member of staff or volunteer; and
- they notify the Disclosure and Barring Service and, where appropriate, the Teaching Regulatory Authority of anyone who has harmed or may pose a risk to a child.

4.6 Governing Board

The Governing Board has overall responsibility to ensure compliance with child protection statutory requirements and actively promote the wellbeing of pupils. It is the role of the Governing Board to provide scrutiny of Safeguarding Policy and practice. The governing body takes seriously its responsibility to fulfil its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. To this end the College Governors will ensure that:

- an effective, up to date child protection policy is in place and made available on the College's website;
- other policies, as prescribed Part 2 of KCSIE, are in place and operational;
- required pre-employment checks are being carried out in a timely way and correctly recorded in the Single Central Register;

- all staff receive safeguarding training in accordance with this Policy;
- pupils are taught about safeguarding, including online safety;
- the College's safeguarding arrangements take into account the procedures and practice of the Bracknell Forest Local Safeguarding Board;
- the College contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified;
- appropriate filters and monitoring systems are in place to keep children safe online; and
- the College reports to their local authority any child who joins or leaves at non-standard transition times in line with statutory and local authority guidance.

4.7 Safeguarding Governor

The College governors have appointed a nominated governor for safeguarding to take a lead in relation to responsibility for safeguarding arrangements. The nominated Governor:

- discusses safeguarding matters with the DSL once per half term and more regularly if needed;
- liaises directly with the local authority and/or partner agencies where appropriate; and
- undertakes an annual audit of the College's safeguarding procedures and submits a written report to the Governing Body with recommendations for further improvements. The annual written report will typically consider: the effectiveness and implementation of relevant policies; staff safeguarding training; staff recruitment procedures; the handling of safeguarding issues; referral management; the contribution the College is making to inter-agency working; and the provision for teaching pupils how to keep themselves safe. This audit will form part of the annual review undertaken by the Governing Body as a whole to ensure that all policies, procedures and training provided by the College are effective and comply with the law.

4.8 The nominated Governor for safeguarding is Felicity Kirk.

5 Key personnel

The DSL at the College is **Delyth Lynch**, Deputy Head (Safeguarding) and a member of the Senior Leadership Team. If the DSL is unavailable, the role will be carried out by one of the Deputy DSLs; their contact details are provided at the beginning of this policy. The DSL or Deputy DSLs are always available during College hours to discuss safeguarding concerns with staff, either in person or via telephone or email.

5.1 If the DSL and Deputy DSLs are unavailable, the role will be carried out by the Master. The Master is trained to level 3 and was previously a DDSL. Outside of College hours and during out of term activities, a designated member of the DSL team will assume responsibility and the rota is made available to all staff.

5.2 The DSL is the designated member of staff who oversees the welfare of looked after children.

5.3 Contact details for all the above can be seen at the beginning of this policy.

6 Staff training

6.1 Staff training encourages all members of staff to maintain an attitude of 'it could happen here' where abuse and neglect are concerned, thinking "What if I am right?" if they are unsure as to whether to pass information on, rather than "what if I am wrong?"

6.2 Induction training for all new members of staff, including temporary employees or volunteers, includes formal child protection training which covers:

- This safeguarding policy and related policies on Anti-Bullying and Cyber-bullying, E-Safety, Mental Health and Prevent*;

- Part 1 and Annex A of KCSIE*;
- the role, identity and contact details of the DSL and Deputy DSLs;
- policies on acceptable use of IT and online safety*;
- the pupil behaviour policy*;
- the College's children who go missing from education policy;
- the staff Code of Conduct*;
- the College policy on Whistleblowing* and Low Level Concerns;
- College Values Guardians and their roles; and
- the Bracknell Forest Local Safeguarding Board procedures and contact details.
- Individual roles, vulnerabilities and protecting themselves
- MyConcern entry (if applicable)

* Copies of these documents will be provided either in paper form or electronically as part of the induction process and new staff will be required to sign a declaration confirming they have read and understood them. A proportional, risk-based approach will be taken to determine the level of information provided to temporary staff and volunteers.

6.3 All staff, including the Master and volunteers involved in regulated activity, will undertake appropriate child protection training which, in line with Bracknell Forest LSB guidance, is updated every three years. In addition, all staff will receive safeguarding updates delivered through a combination of INSET, safeguarding newsletter updates, the weekly safeguarding quiz, appropriate email updates and the completion of relevant e-courses on a regular basis and at least annually. Safeguarding training is coordinated by the DSL and includes online safety and Prevent training where appropriate. The training structure for all staff can be seen in the 'Safeguarding Training Policy'.

6.4 All staff receive updated copies of the College policies referred to above and are required to confirm that they have read and understood them. In addition, Part 1 and, where appropriate, Annex A of KCSIE are reissued to staff at the start of every academic year and whenever this statutory guidance is updated by the DfE. Staff training provides an opportunity to check and consolidate their understanding of College policies and current statutory guidance. Staff can also access the policies and additional materials on Sharepoint. Part 1 and Annex A are also available in a number of different languages for those members of staff for whom English is a second language.

6.5 The College continually assesses the appropriate focus for staff training so that it can respond to specific safeguarding concerns such as mental health, online safety, radicalisation, child sexual exploitation, sexual violence and harassment, and female genital mutilation.

6.6 The DSL and Deputy DSLs undertake training that is in accordance with locally-agreed procedures to provide them with the knowledge and skills necessary to carry out their role. This training includes Prevent awareness training and will be updated every two years. Additional specialist training will be provided to those who have specific responsibility for safeguarding or for Looked After Children. They also refresh their knowledge and skills at regular intervals (and at least annually) by following developments in safeguarding to:

- keep abreast of best practice for promoting a culture of listening to children;
- remain up to date on the mechanics of inter-agency working as operated by Bracknell Forest Safeguarding Board;
- understand the assessment process for providing early help and intervention, for example through locally-agreed common and shared assessment processes such as early help assessments;

- have an up-to-date working knowledge of how local authorities conduct a child protection case conferences so they can contribute to these effectively when required to do so;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- understand and support the College with regard to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation; and
- be able to keep proper written records of concerns and referrals.

6.7 All members of the Board of Governors receive training at least on a three-yearly basis to ensure they have the knowledge necessary to discharge their collective responsibility to exercise appropriate oversight over the College's safeguarding policies and procedures.

7 Hierarchy of intervention

7.1 Bracknell Forest LSB publishes threshold guidance (here) that all agencies, professionals and volunteers in the borough can use to consider how best to meet the needs of individual children and young people. This guidance provides a summary of thresholds for intervention in relation to a continuum of need, ranging from children who need no additional intervention to those who require intensive help and specialist support. Children's needs are not static and they may experience different needs – at different points on the continuum – throughout their childhood years.

7.2 Within the continuum, there are four levels of intervention:

Level 1: Children with no additional needs ('Universal')

These are children all of whose health and developmental needs will be met by universal services such as housing, mainstream education, primary health care, community resources alone. Children and young people at this level are achieving expected outcomes. There are no identified unmet needs or the need is at a low level and can be met by the universal services or with some limited additional advice or guidance. Children, young people, parents and carers can access these services directly.

Level 2: Children requiring early help ('Targeted' and 'Targeted Complex')

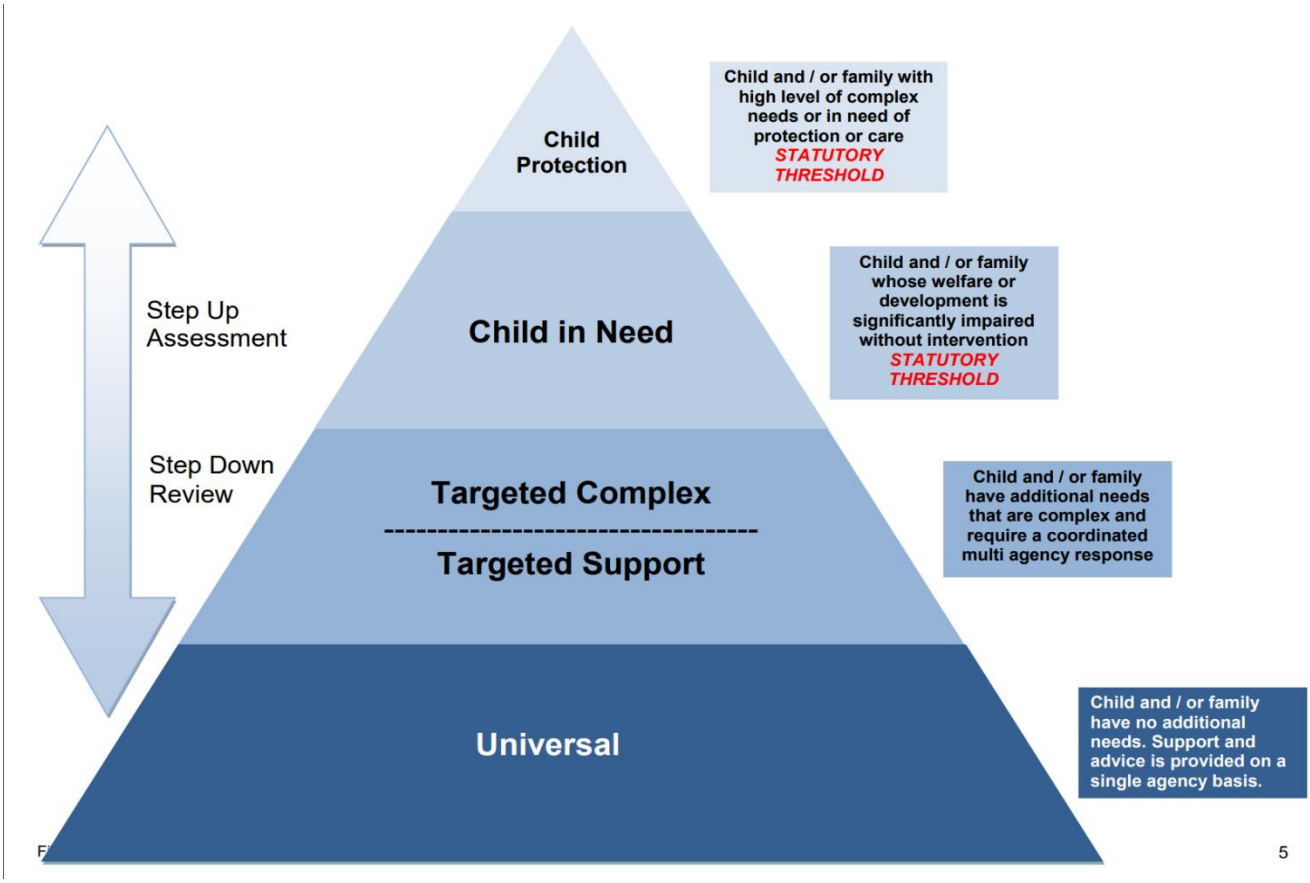
These are children whose needs are not clear, not known or not being met. They may be vulnerable and showing early signs of abuse and/or neglect. Children and young people at this level are in need of coordinated early help and support from services. This is the threshold for the provision of coordinated early help informed by interagency examination of need using the CAF or a Family CAF. Where a CAF or Family CAF has identified additional needs that are more complex and indicate a higher level of risk factors, a more coordinated multi-agency response may be required. This is the threshold for a referral to the multi-agency Early Intervention Hub.

Level 3: Children in need

These are children with high-level additional unmet needs. They are unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly of further impaired, without the provision of services. This is the threshold for an assessment led by children's social care under s.17 Children Act 1989.

Level 4: Children at risk

These are children who are suffering or are likely to suffer significant harm. This is the threshold for child protection. These children are likely to have already experienced adverse effects and to be suffering from poor outcomes. They will require intensive support under s.47 Children Act 1989. This is the threshold for child protection and may lead to court proceedings/voluntary accommodation arrangements in order to implement timely permanency planning processes to promote positive outcomes for the child in this regard. The diagram below shows the continuum of need which reflects these levels.



8 Early help

8.1 The College recognises the importance of providing early help to pupils to provide support for a problem as soon as it arises, to prevent it from escalating. We recognise that young people may face many challenges that put them in need of support and ensure that staff are aware of them. These include: stress, peer pressure, body image concerns, anxiety and relationship issues.

8.2 Pupils are encouraged to raise concerns as soon as they are identified, either to their Housemaster or mistress (HM), their tutor, any teacher or directly to the Designated Safeguarding Lead, so that effective early support can be provided.

8.3 If staff believe that a pupil could benefit from early help, they should discuss the matter with the DSL who will, taking into account Bracknell Forest LSB threshold criteria, consider what action should be taken.

8.4 If early help is provided, the situation will be monitored carefully and a referral to children's social services made if the pupil's situation does not appear to be improving.

8.5 The College has various mechanisms to help identify emerging problems, including a thorough pupil recruitment process, the College's pastoral system (including the house system, tutorial system and AS tracking), and the Well-being programme. It also has a wide rage of policies (see 17.15) which, along with regular staff training, heighten staff awareness of welfare challenges facing young people and helps them identify children who might benefit from early help.

8.6 The College recognises the increased vulnerability of young people to whom any or all of the following apply:

- They are disabled or have special educational needs.
- They do not have English as a first language.
- They are living away from home for the first time.

- They are looked after children.
- They are acting as a young carer.
- They are showing early signs of abuse or neglect.
- They may be subject to discrimination and maltreatment on the grounds of race, religion, ethnicity, sexual orientation or sexual identity.

Such children may be more likely to need early help. Also, recognising abuse or neglect may be more difficult for these children for a variety of reasons, including:

- assumptions that indicators of possible abuse such as behaviour, mood or injury relate to a pupil's disability without further exploration;
- that pupils with special educational needs or disabilities can be disproportionately impacted by bullying without outwardly showing any signs;
- communication barriers and difficulties overcoming these barriers; and
- a disabled child's understanding of abuse.

9 What to look out for and when to be concerned

9.1 All staff should be aware of the types and signs of abuse and neglect so that they are able to identify pupils who may be in need of help or protection. If staff are unsure, they should always speak to the DSL.

9.2 Child abuse is 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.

9.3 Staff should be aware of the four main categories of child abuse which are commonly identified:

- Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily 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.

- Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing or shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Serious bullying is a form of abuse and therefore will be treated as a child protection concern if there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.

9.4 Other forms of abuse which staff should be aware of are:

- Children missing from education
- Child sexual exploitation (CSE)
- Child criminal exploitation (county lines)
- Domestic abuse
- Honour-Based Violence (HBV): Female Genital Mutilation (FGM), Forced marriage and Breast Ironing
- Radicalisation
- Children and the court system
- Children with family members in prison
- Homelessness
- Peer on Peer abuse
- Sexual violence and sexual harassment (including 'upskirting')

These are defined more fully in Appendix 2 and further information is contained in Part 1 and Annex A of KCSIE.

10 Signs of abuse

10.1 Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring):

- the pupil discloses that he or she has been abused, or asks a question which gives rise to that inference
- a pupil's injury cannot be reasonably or consistently explained, or is unusual in type or location
- a pattern or frequency of injuries is emerging
- the pupil engages in extreme or challenging behaviour or there is a sudden change in the pupil's behaviour
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss reasons
- the pupil appears neglected (e.g. dirty, hungry, inadequately clothed)
- the pupil appears reluctant to return home or has been openly rejected by parents or guardians
- the pupil's development is delayed in terms of emotional progress
- the pupil withdraws emotionally – showing a lack of trust in adults
- the pupil shies away from being touched or flinches at sudden movements
- the pupil loses or gains weight

10.2 Further guidance is provided in Appendix 3. Other sources of information on the signs of abuse include: Bracknell Forest Safeguarding Children's Board (here); the DfE advice note *What to do if you're worried a child is being abused* (2015); and the NSPCC website.

11 Listening to pupils and record keeping

The College provides a range of opportunities for pupils to be listened to. These include: the opportunity to meet for one to one tutorials at least fortnightly; daily interactions with their HM and house meetings; house councils/forums; College council groups; the College counsellors and Health Centre team; and annual pastoral surveys.

11.1 Contact details for the Children's Commissioner and the NSPCC are available on posters in all houses, as are details about the College counselling service and Health Centre.

11.2 If a pupil discloses that he or she has been abused or neglected in some way, the member of staff should:

- immediately stop any other activity to listen;
- listen carefully to the pupil and keep an open mind - do not interrupt the child or be afraid of silences;
- limit the questioning to the minimum necessary for clarification using "what, when, how, where" but avoid using leading questions such as, "has this happened to your siblings?" which may prejudice an investigation;
- not make any attempt to investigate the incident themselves or make a decision as to whether or not the pupil has been abused;
- reassure the pupil, but never promise not to tell anyone. Instead, explain who has to be told to ensure that proper action is taken in accordance with this policy;
- discuss the conversation with the DSL as soon as possible and take no further action unless instructed to do so by the DSL or the Head;
- only share information on a need-to-know basis; and
- make a full written record of the conversation as set out below.

11.3 Staff must record in writing all concerns, discussions and decisions made about a child as soon as possible on MyConcern. Details of how to do this can be seen in Appendix 6. The recording must be a clear, precise and factual account of the conversation or observations. Where a child has made a disclosure, the record must include details of:

- its date, time and place
- what was said and done by whom and in whose presence
- any noticeable non-verbal behaviour or words used by the child.

Any other evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers) must be kept securely and passed on to the DSL as soon as possible. No copies should be retained by the member of staff or volunteer. Notes may be scanned and uploaded onto MyConcern.

12 Procedure to be followed by staff if they have concerns about a pupil's welfare

12.1 Safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between children outside the College. All staff, but especially the designated safeguarding lead (or deputy), should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. In practice this 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 to provide as much information as possible as part of the referral process.

12.2 If a member of staff has concerns about a pupil's welfare, they must inform the DSL as soon as possible, unless the concerns involve an allegation against a member of staff, in which case the procedures set out in the section Allegations against members of staff and volunteers below should be followed.

12.3 All concerns, discussions, decisions made and the reasons for those decisions should be recorded in writing on MyConcern. If in doubt about recording requirements, staff should discuss with the DSL.

12.4 When a child is not considered at risk of harm, but still has an unmet need that could mean they are in a Child in Need, a referral should be made by the DSL to Children's Social Care. Parental consent for referrals of this type is not required in these circumstances. However, it is best practice for such concerns to be discussed first with parents and any subsequent referral to be made transparently with their knowledge.

12.5 If a pupil is in immediate danger or is at risk of harm, a referral should be made to children's social services and/or the police immediately. Anyone can make a referral, although if a referral is made by someone other than the DSL, the DSL should be informed as soon as possible.

12.6 If a teacher or member the Health Centre team discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under 18, the individual must report this to the police. Unless the individual has a good reason not to, they should also still inform the DSL. This statutory duty does not apply to suspected cases of FGM or those at risk of FGM, which should both be addressed in accordance with the safeguarding procedures described in this policy. (For further details, see Annex A of KCSIE and 'Guidance for Schools' information)

12.7 The normal safeguarding procedures outlined in this Policy must be used when there are concerns about children who may be at risk of being drawn into terrorism.

12.8 Parents can report to the DSL on the welfare of any pupil in the College, whether their own child or not. If preferred, parents may discuss concerns in private with the pupil's teacher or other member of staff, who will notify the DSL.

12.9 Any member of staff may refer a matter to children's social services directly. This could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

13 Duties of the DSL on being notified of a concern about a pupil's welfare

13.1 When the DSL is notified of any concerns about a pupil's welfare, he or she will decide on the appropriate course of action. In particular, the DSL will decide whether a referral should be made to children's social services.

13.2 Factors that the DSL should bear in mind when making their decision include:

- the best interests of the child
- the nature and seriousness of the complaint
- the referral threshold set by the Local Safeguarding Board
- the child's wishes or feelings
- the inter-agency procedures of the Local Safeguarding Board
- where relevant, local information sharing protocols relating to Channel referrals.

13.3 If the DSL decides not to make a referral, but to support the pupil with early help, the DSL will keep the situation under review and consider a later referral to children's social services if the pupil's situation does not appear to be improving.

14 Making a referral to children's social services

14.1 If a pupil is NOT in immediate danger or at risk of suffering harm but is in need of additional support from one or more agencies, the DSL will make a referral to children's social services in the Local Authority in which the child lives.

14.2 If the initial referral is made by telephone, the DSL should confirm the referral in writing. Confirmation of the referral and details of the decision on what action will be taken should be received from the Local Authority within one working day. If this is not received, the DSL will contact children's social services again.

14.3 If the DSL is not sure whether a referral should be made, he/she will consult with children's social services on a no-names basis. However, if at any stage sufficient concern exists that a pupil may be at risk of harm or in immediate danger, a referral to children's social services and/or the police will be made immediately.

14.4 If the referral is made by a member of staff other than the DSL, the DSL should be informed as soon as possible that a referral has been made.

14.5 The College is not required to obtain parental consent prior to a referral being made to statutory agencies.

14.6 If, after a referral, the pupil's situation does not appear to be improving, the DSL should contact children's social services again to follow the matter up and ensure that their concerns are addressed and the pupil's situation improves.

14.7 Where relevant, the College will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The College will respond to requests for information from the police promptly and in any event within five to ten working days.

14.8 Where a child and family would benefit from coordinated support from one or more agency (for example: education, health, housing, police) there should an inter-agency early help assessment and procedures will be put in place by children's services to arrange this. The College will coordinate with the local agencies involved.

15 Informing parents

15.1 Parents will usually be informed of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult with the Local Authority Designated Officer, children's social services, the police and/or the Head before discussing details with parents.

15.2 For Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

15.3 When the College decides to refer a particular complaint of abuse to social services or the police, the parents/guardian and pupil will be informed in writing of their right to make their own complaint or referral to social services or the police, where appropriate, and will be provided with contact names, addresses and telephone numbers.

15.4 For the avoidance of doubt, referrals do not require parental consent. Staff must act in in the best interests of the child, even if this means making a referral against the parents' wishes.

16 Allegations about members of staff and volunteers

16.1 Guidance to staff

Guidance is given to staff to be circumspect about placing themselves in situations which may

- put themselves or their pupils at risk of harm; or

- give rise to allegations of abuse.

To reduce the risk of allegations, staff should be aware of safer working practices and should be familiar with the detailed guidance on acceptable behaviour and actions contained in the Staff Code of Conduct. Specific information about protecting themselves is given in individual staff inductions and in the safeguarding training. Particular care should be taken where staff have one-to-one meetings with pupils, or where they work in a boarding house.

16.2 The following procedures will be used where it is alleged that a member of staff or volunteer has:

- 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

These procedures aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious or unfounded allegations. The procedures follow Part four of *KCSIE.* September 2019

16.3 Reporting an allegation about staff

If an allegation is made about staff that appears to meet the criteria in paragraph 16.2:

- Where an allegation is made about a member of staff, the DSL or volunteer, the matter should be reported immediately to the Master, or in the Master's absence, the Second Master, Felicity Kirk (nominated Governor for safeguarding) or Peter Mallison (Chair of Governors). The adult to whom the allegation relates should not be informed without the explicit consent of the LADO.
- Allegations about the Master should be reported to Peter Mallinson, Chairman of Governors, or in his absence, the nominated safeguarding governor, Felicity Kirk, without first notifying the Master.
- Allegations about a governor should be reported to the Chairman or the nominated safeguarding governor. If the allegation is against either the Chairman or the nominated safeguarding governor, the matter should be reported to the other.
- The Head, Chairman or nominated safeguarding governor who receives any such allegation is referred to in these procedures as the 'case manager'.

16.4 Action to be taken by the case manager

- If the case manager is unsure whether the allegation meets the criteria in para 15.2 above, the LADO will be consulted for advice.
- Any allegations not meeting the criteria in para 16.2 will be dealt with in accordance with the Local Safeguarding Board's procedures. All such allegations must be dealt with as a priority so as to avoid any delay.
- The case manager will immediately (and in any event within one working day) discuss the matter with the Local Authority Designated Officer (LADO) – the person designated by the local authority to be involved in the management of allegations against people who work with children - before further action is taken. The case manager may also consult with the DSL, but no attempt will be made to investigate the allegation until the LADO is consulted. The purpose of the initial discussion between the case manager and the LADO is to consider the nature, content and context of the allegation and agree a course of action. All discussions with the LADO should be recorded in writing.
- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it will be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom.

- In situations where a person is deemed an immediate risk to children or where there is evidence of a possible criminal offence, the case manager may, in consultation with the LADO, request police involvement from the outset.
- Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

16.5 Disclosure of information

- The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.
- The parents of the pupil involved will be informed of the allegation as soon as possible if they do not already know of it, although where external agencies are involved, the case manager will not inform the accused or the parents until it has been agreed what information can be disclosed. Parents will be kept informed of the progress of the case, including the outcome of any disciplinary process.
- The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

16.6 Investigation

- Allegations about safeguarding are usually conducted by external agencies such as social services or the police rather than by the College. In some cases, the LADO may ask for further enquiries to be made before a formal decision is reached about how to proceed. When this occurs, the LADO will provide specific guidance as how and by whom the investigation should conducted.
- Where an external agency is conducting the investigation rather than the College, the College will cooperate fully with external investigators. No internal investigation into possible breaches of the College's disciplinary code will commence until any external investigation or criminal proceedings are complete.
- In accordance with DfE statutory guidance, the following definitions will be used when determining the outcome of allegation investigations:
    - Substantiated: there is sufficient evident to prove the allegation
    - Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
    - False: there is sufficient evidence to disprove the allegation
    - Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
    - Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

16.7 Support

- The College has a duty of care towards its employees and will ensure that effective support is provided for anyone facing such an allegation. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available.
- Support will also be offered to the pupil(s) affected and their parents/guardians. The College will consult with the children's social services, or the police as appropriate, as to how this can be done in the most appropriate and effective way.

16.8 Suspension

- Suspension will not be an automatic response to an allegation and will only be considered in a case where there is cause to suspect a pupil or other pupils at the College is or are at risk of significant harm or the allegation is so serious that it might be grounds for dismissal. The College will consider whether the result that would be achieved by suspension could be obtained by alternative arrangements, such as redeployment. A member of staff will only be suspended if there is no reasonable alternative. The College will balance the

need to ensure the safety and welfare of the pupil with the need for a full and fair investigation. The LADO will be consulted as to the appropriate action to take.

- If suspension is deemed appropriate, the reasons and justification will be recorded by the College and the individual notified of the reasons for the suspension. The College will ensure that the suspended person is given the contact details for the representative who has been appointed to keep him or her informed about the progress of the case.
- If it is decided that the person who has been suspended should return to work, the College will consider how to facilitate this; for example, whether a phased return would be appropriate. The College may provide a mentor and will also consider how to manage contact with the pupil who made the allegation.
- If the allegation is against a member of the residential boarding staff (such as an HM or Assistant HM) and that member of staff is suspended from duty as a result of the allegation, the College will provide alternative accommodation for that member of staff for the duration of the investigation. Likewise, if the member of staff is residential on the College site, alternative accommodation will be provided.

16.9 Confidentiality

- The College will make every effort to guard the privacy of all parties during and after an investigation into an allegation. It is in everyone's best interest to maintain this confidentiality to ensure a fair investigation with minimum impact for all parties.
- A breach of confidentiality will be taken seriously and may warrant its own investigation. It is a criminal offence to publish information that could lead to the identification of a member of staff who is the subject of an allegation before they are charged with an offence. Publication includes any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public.

16.10 Malicious allegations

- If an allegation by a pupil is shown to have been deliberately invented or malicious, the Master will consider whether to take disciplinary action against the pupil in accordance with the College's Behaviour and Discipline Policy.
- If a parent has made a deliberately invented or malicious allegation the Master will consider whether to require that parent to withdraw their child or children from the College, on the basis that they have treated the Master or a member of staff unreasonably.
- Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the College reserves the right to contact the police to determine whether any action might be appropriate.

16.11 Record keeping and references

- Details of allegations that are found to be malicious will be removed from personnel records. For all other allegations, a comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken will be kept on the employee's file. A copy of this summary will be provided to the individual concerned. Such records will be retained at least until the employee reaches the normal pension age (or for a period of ten years from the date of the allegation, if this is longer).
- Allegations that are proven to be false, unsubstantiated or malicious will not be referred to in any reference provided by the College.

16.12 Dismissals and resignations

- If an allegation is substantiated and the member of staff, contractor or volunteer is dismissed because they are unsuitable to work with children, or would have been had the person not resigned, a settlement agreement (sometimes referred to as a compromise agreement) will not be used and a report to the Disclosure and Barring Service will be made promptly and in any event within one month of the person leaving the College.
- Any such incidents will be followed by a review of the safeguarding procedures within the College, with a report being presented to the governors without delay.

- If a member of staff, contractor or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the College in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible (within one month) if the criteria for referral are met.
- If a teacher has been dismissed, or would have been dismissed had they not resigned, in cases involving unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction for a relevant offence, the College will give separate consideration to whether a referral should be made to the Teaching Regulatory Authority. The College will follow the advice set out in the TRA documents: Teacher misconduct: information for teachers and Teacher misconduct: the prohibition of teachers (as updated from time to time)] to decide whether a referral should be made.

17 Arrangements for dealing with peer-on-peer abuse and allegations

17.1 Most instances of pupils causing harm to each other will be dealt with under the College's Anti-bullying and Behaviour Policies. However, all staff should be aware that safeguarding concerns can arise as a result of conduct by a pupil towards another (sometimes referred to as peer-on-peer abuse). Examples of pupils' conduct towards each other that could raise safeguarding concerns are:

- bullying (including cyberbullying)
- physical violence such as hitting, kicking, biting or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification, or to cause humiliation or distress. Upskirting is now a criminal offence.
- youth produced sexual imagery (sexting)
- initiation/hazing types violence and rituals.

17.2 Peer-on-peer abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

17.3 Pupils with Special Educational Needs or Disabilities are particularly vulnerable to peer-on-peer abuse

17.4 Sexual violence and sexual harassment can occur between students of any age and sex. However, staff should be aware that some groups are at greater risks than others. Girls, students with SEND, and LGBTQ+ students are more likely to be victims of these types of abuse. Sexual violence includes acts such as sexual assault, assault by penetration, and rape. A key feature of such acts is that the sexual activity takes place without the consent of the victim. Consent can only be given if an individual has the freedom and capacity to choose to participate in a sexual act.

17.5 Sexual harassment refers to 'unwanted conduct of a sexual nature' and can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can take a wide variety of forms:

- Sexual comments e.g. making lewd comments or sexual remarks about a person's clothes or appearance, using sexualised names etc
- Sexual "jokes" or taunting
- Physical behaviour e.g. deliberately brushing against someone, interfering with clothing (flicking bra straps, lifting up skirts etc), displaying pictures, drawings or photos of a sexual nature

- Online harassment e.g. non-consensual sharing of images and videos, unwanted sexualised comments and messages, including on social media. This type of harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

17.6 Wellington College has an important role in developing students' understanding of what constitutes peer-on-peer abuse and instilling behavioural norms that minimise the risk of it taking place. All staff should be familiar with the College 'Peer-on-peer abuse' policy and the 'Sexual harassment policy'. Staff should also be aware of the importance of:

- enforcing the College's rules which are explicit about the high standards of behaviour and courtesy the College expects
- implementing in a consistent way its Behaviour Policy
- being clear that sexual violence or sexual harassment is abusive behaviour and is unacceptable and will never be dismissed as 'banter', 'just having a laugh' or 'boys being boys'
- implementing the College's anti-bullying strategy and promoting the College values.

Other strategies in place to prevent the occurrence of peer-on-peer abuse include:

- providing developmentally appropriate well-being lessons which develop pupils' understanding of acceptable behaviour. Themes covered in these lessons that are particularly relevant to peer-on-peer abuse include: consent, gender roles, stereotyping and equality, healthy relationships, and power imbalances in relationships
- having systems in place to for any students to raise concerns with staff, knowing that they will be listened to, believed and valued
- delivering targeted work on assertiveness and keeping safe for those students identified as being potentially vulnerable
- having robust supervision arrangements, particularly for those in the boarding community as set out in the 'supervision of pupils' policy.

17.7 If an allegation of peer-on-peer abuse has been made the DSL must be informed as soon as possible. Where the DSL considers that the behaviour meets the local authority threshold criteria, the case will be referred to the local authority using the procedures set out in this policy. The College will take advice from children's social services on when and how to inform the pupil about the allegations and how the investigation of allegations should be conducted. It will also take all appropriate action to ensure the safety and welfare of all pupils involved including those accused of abuse. Further details on how cases of peer-on-peer abuse will be managed is contained in Part 5 of KCSIE and in the College Peer-on-peer abuse policy.

17.8 A pupil against whom an allegation of abuse has been made may be suspended during the subsequent investigation and the College's policies on behaviour and discipline will apply.

17.9 If it proves necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the College will ensure that, subject to the advice of children's social services, parents are informed as soon as possible and that an appropriate adult supports the pupil during the interview. If a pupil's parents are abroad, the pupil's education guardian will be asked to support the pupil and to accommodate him or her if they have been suspended.

17.10 Both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. The DSL as part of these procedures will produce a welfare risk assessment which will consider the needs of all those involved (victim, perpetrator and other pupils at the College) and the measures that need to be taken to protect and keep them safe. When compiling the risk assessment appropriate weight will be given to: the wishes of the victim; the nature of the alleged incident; the ages of those involved; whether the incident was an isolated one or part of a pattern; any power imbalance between the victim and perpetrator; any ongoing risks to the victim and other pupils; and any relevant contextual factors. Children's

social services will independently risk assess the situation and any report produced by them will be used to inform and update the College's own risk assessment which, in any event, will be reviewed on a regular basis.

18 Other safeguarding arrangements

18.1 Teaching pupils to keep themselves safe

The College is committed to educating pupils about safeguarding issues, which are explored in a variety of contexts, including assemblies, mid-week chapel services, well-being lessons, tutorials, house assemblies, additional pastoral talks and in subject teaching. Issues covered include online safety, radicalisation, grooming, child sexual exploitation, healthy relationships, mental health, substance misuse and bullying. Pupils are also taught how to identify risks and how to modify their behaviour to mitigate these risks. Staff are aware of the ongoing need to promote fundamental British values as a means of building resilience to the risks of radicalisation. Resources are provided to pupils and their parents when they join the College (House handbooks, College Admissions Joining Booklet, Acceptable Use IT Policy and information, signposting about where to go if pupils need help and advice) and copies of these are all readily available in the College.

The safe use of technology is a focus in all areas of the curriculum and key ICT safety measures are routinely reinforced in lessons and assemblies and at pastoral events, The College has an Acceptable Use of IT policy. It manages access to the internet via 3G and 4G through the use of filters and monitoring systems to ensure IT is being used in a safe and appropriate manner.

18.2 Education of parents

The College also educates parents on pastoral matters as part of the Parents' Masterclass termly conferences which cover a variety of different topics related to welfare and safeguarding.

18.3 Mobile phones and cameras

The College provides mobile phones for trips and cameras for taking photographs when necessary. Mobile phones should not be used when supervising or teaching children except in cases of emergency. Images of children must not be taken or stored on any personal mobile phone. If a phone is to be used for College blogs or Twitter whilst on educational visits, permission must be obtained from the DSL and the Education Visits Coordinator and reference to their use and subsequent safety of data must be referred to in the trip risk assessment.

Photographs and videos are taken of pupils by staff for a variety of purposes, including displays of work/activities, personal records of achievement and for the College website and newsletter. Written permission is obtained when a child joins the College and this also indicates the level of consent, including where images may be used (personal records only or personal records and on the College website or in College publications). The DSL will ensure that all staff are aware of the names of children who may not be photographed or where there is limited consent. Images of pupils on the website will not be named. Images may only be captured on College cameras and the images may only be stored on those cameras and on the College's network in a suitable Sharepoint folder. Once images have been transferred from a camera onto a computer the images should be deleted from the camera immediately. Additional copies may be stored on flash drives but these must be stored securely in a locked cupboard. Images must not under any circumstances be transmitted over the internet. Personal mobile phones may not be used to photograph pupils.

When taking photographs or recording video footage, staff should have regard to the following guidance:

- all pupils must be appropriately dressed
- images that only show a single child with no surrounding context should be avoided - photographs of three or four children are more likely to include the learning context
- use photographs that represent the diversity of children participating

- do not use images that are likely to cause distress, upset or embarrassment
- do not use images of a pupil who is considered vulnerable, unless parents/guardians have given specific written permission
- photographs must not be taken in the cloakroom/toilet/changing areas

The Legal and Compliance Director will review (at least annually), stored images and delete unwanted and out of date material.

Parents/guardians should be made aware of the need for sensitivity and respect when filming/photographing events featuring their own child or children. Staff should monitor the use of cameras at these events and ask anyone behaving inappropriately to cease filming/taking photos.

18.4 Risk assessment

The College recognises that the evaluation of risks and putting in place measures to mitigate those risks contributes to promoting the welfare and protection of pupils. Risk assessments may pertain to the whole College, to specific curricular or extra-curricular activities that have hazards associated with them, or to individual pupils or staff. The procedures for conducting, recording and monitoring risk assessments are set out in full in the College Risk Assessment Policy.

18.5 Safer recruitment

All prospective members of staff undergo DBS checks and will also be subject to the other checks required under the Education (Independent School Standards) Regulations 2014 and in accordance with the latest version of KCSIE. At least one member of any staff recruitment panel will have had Safer Recruitment training. The College's separate Staff Recruitment Policy contains further details about how the process of staff recruitment is conducted. Wellington College has also adopted the NSPCC Values Based interviewing (VBI) framework). VBI has been demonstrated to make a meaningful and real contribution to safer recruitment as it has a high ability to predict how someone will behave once in post.

18.6 Children missing education procedures

All staff are aware that children going missing, particularly repeatedly, is a potential indicator of a range of safeguarding issues such as: neglect, sexual abuse or exploitation, child criminal exploitation, mental health problems, substance abuse, travelling to conflict zones, female genital mutilation or forced marriage. The College has clear procedures in place for following up on unexplained absences and, where necessary, reporting to the local authority pupils who are missing from College for more than 10 school days (continuous). The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. See the College 'Supervision and Registration' policy for full details.

The College has a legal duty to inform the Local Authority if a pupil is to be removed from the roll at a non-standard transition point; i.e., where a compulsory school-aged child leaves the College before completing the College's final year. This notification will be made at the point the pupil's name is taken off the roll. When this notification is made the College is required to provide the following information: full name of the pupil; name, address and telephone number of the parent the pupil lives with; details of any new address for the child and parent; the name of the pupil's destination school and expected start date; and the reason why the pupil is leaving the College.

The College is also legally required to notify the Local Authority within five days of adding a pupil's name to the admissions register at a non-standard transition point. The notification includes all the details contained in the admissions register for the new pupil; specifically, their full name; sex; name and address known to be a parent of the pupil (and an indication of which parent he pupil normally lives with and which parents hold parental responsibility); address of new or additional places of residence; at least one contact telephone numbers at which the parent can be contacted in an emergency*; date of birth; name and address of last school attended (if any);

and details of whether they are a boarder or a day pupil. The information must be forwarded to the Education Welfare Service at ews@bracknell-forest.gov.uk.

This information is also logged and a record is kept by the DSL.

**Note: In line with KCSIE 2019, it is the College's policy to hold a minimum of two emergency contact numbers for each pupil.*

18.7 The Prevent Duty

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. There are four specific elements to Wellington College's approach to meeting the statutory requirements imposed by the Prevent duty. In summary these are:

- Risk assessment – working with the Local Authority, who provide contextual information about the area, the College assesses the risk of pupils being drawn into terrorism, including extremist ideologies
- Working in partnership – liaising closely with the Bracknell Forest LSB to ensure pupils requiring support are referred at a suitably early stage
- Staff training – enabling staff to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas
- IT policies – to provide guidance to pupils as to how to stay safe online (see Acceptable Use Policy) and set out the filtering and monitoring mechanisms in place.

Furthermore, the Operations Bursar regularly monitors risks in the local community and nationally and is trained to respond accordingly and appropriately. In addition:

- The College has a robust Crisis Management and Response plan (CMAR)
- Prevent is included in College recruitment arrangements
- The College undertakes a Prevent risk assessment annually

18.8 Visiting speakers

Any pupil or member of staff who wishes to invite a speaker to address pupils must provide details of the individual to the DSL (in accordance with the 'Visiting Speaker policy', so that a comprehensive vetting procedure can be undertaken. The event organiser will undertake a search via the internet to research the background of the individual and consider taking up references from other schools at which they have spoken at in the past. If the event organiser is a pupil, the member of staff in charge of that activity/society will undertake the search. The event organiser should also consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. In these circumstances the event will not be allowed to proceed.

It is not necessary to undertake a DBS check on every speaker. In cases where specific vetting checks are not prescribed by KCSIE, the visiting speaker will be accompanied at all times by a member of staff to ensure there is no unsupervised access to pupils. However, if a DBS check is deemed necessary, the appropriate details will be recorded on the College's SCR. An evaluation form will be completed by the event organiser and submitted to the DSL following the visit.

18.9 Confidentiality and information sharing

The College will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The College will co-operate with police and children's social services to ensure that all relevant information is shared for the purposes of child protection investigations.

Where a pupil who is subject to a child protection plan is moving to another school, the DSL will ensure their child protection file is securely transferred to the new school as soon as possible. This file will be transferred separately from the main pupil file to the DSL at the new school and confirmation of safe receipt will be obtained. The DSL should also consider if it would be appropriate to share any information with a new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have support in place for when the child arrives.

Where allegations have been made against staff, the College will consult with the LADO and, where appropriate, with the police and social services to agree the information that should be disclosed and to whom.

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Information that is relevant to safeguarding is regarded as 'special category personal data' and as such can be shared securely on a need-to-know basis. Further non-statutory guidance Information Sharing was published by the Government in July 2018. See Appendix 5

18.10 Low Level Concerns

Wellington College has a Low Level Concerns Policy. A low-level concern for this purpose is any concern, no matter how small and even if no more than a 'niggling doubt', that an adult may have acted in a manner inconsistent with the College's Code of Conduct or simply – even if not linked to a particular act or omission – a sense of unease as to the adult's behaviour particularly towards or around children.

The overarching aim of the College's low-level concern policy is to facilitate a culture in which the College values and expected behaviours which are set out in the staff Code of Conduct are lived, constantly monitored, and reinforced by all staff. The intention of the policy is therefore to:

- maintain a culture of openness, trust and transparency in which staff are confident and clear about expected behaviours of themselves and their colleagues, the delineation of boundaries and reporting lines.
- ensure staff feel empowered to raise any low-level concern, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in the Code of Conduct.
- provide for responsive, sensitive and proportionate handling of such concerns when they are raised – maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst on the other hand protecting staff from false allegations or misunderstandings.

The College also has appointed Values Guardians who act as a listening ear to colleagues and who can signpost individuals to relevant sources of support. Their role is to facilitate the culture of 'sharing' within the staff community and to raise awareness about boundary violations and the link to safeguarding as a whole.

18.11 Whistleblowing

All staff are required to report to the Master any concerns about:

- poor or unsafe safeguarding practices at the College;
- potential failures by the College or its staff to properly safeguard the welfare of pupils; or
- other wrongdoing in the workplace that does not involve the safeguarding and welfare of pupils.

If the member of staff feels unable to raise their concern with the Master (or a relevant member of SLT) or if they believe any concern has not been dealt with, they should contact the Chair of Governors. The NSPCC whistleblowing advice line is available for staff who do not feel able to raise safeguarding concerns internally (see Appendix 1 for contact details). Any member of staff can whistleblow without fear of detriment (retribution or

disciplinary action) provided the report was made in good faith. Malicious allegations may be considered as a disciplinary offence.

18.12 College premises, security and visitors

The College will take all practicable steps to ensure that premises are as secure as circumstances permit. This includes:

- Biometric access control to buildings throughout College
- Regular patrols around the campus by members of the Security team
- Visitor access control procedures.
- High definition CCTV at various points around the campus
- Security lighting
- Perimeter fencing

Further details can be found in the College's 'General Security' guidance document. College Security is overseen by the Operations Bursar.

- All staff are identified by photo ID cards worn at all times during College related activities and duties. A Visitors' Log is kept at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on College premises by a member of staff. All visitors will be given a name badge with the title 'Visitor', which must be clearly displayed and worn at all times whilst on the premises.
- All visitors to the boarding houses must sign in and report to the duty staff member immediately on arrival, and during the visit comply with the supervision arrangements put in place.

18.13 Children Staying with host families

The College sometimes makes arrangements for pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family; this might happen as part of a foreign exchange or sports trip, for example. For guidance about safeguarding in such circumstances, members of staff and parents should speak to the College's Educational Visits Coordinator who will be guided by Annex E of *Keeping Children Safe in Education.* In these circumstances, the College would be the regulated activity provider. The College will assess the suitability of the host family and will ask the family to go through an enhanced DBS and barred list check. Visiting sports teams and pupils from other schools (such as those participating in the Wheeler Programme) are often hosted in College boarding houses. A risk assessment will be carried out for all such visits. Adults from visiting schools will not be allowed to stay in boarding houses and local accommodation will be provided for them.

18.14 Monitoring this Policy

Any child protection incidents at the College will be followed by a review of the safeguarding procedures in the College and a report to the governors. Where an incident involves a member of staff, the LADO will be asked to assist in this review to determine whether any improvements can be made to the College's procedures.

The DSL will monitor the operation of this policy and procedures on a day-to-day basis and will provide regular updates at Senior Leadership Team meetings. In addition, the DSL will present a termly report to the governors. The governors will undertake an annual review of the policy and implementation of its procedures, including good co-operation with local agencies, and of the efficiency with which the related duties have been discharged. The governors will draw on the expertise of staff, including the DSL, when considering amendments to policies and/or arrangements related to safeguarding.

Any deficiencies or weaknesses in child protection and safeguarding arrangements identified at any time will be remedied without delay.

18.15 Other relevant policies

The following policies should be read in conjunction with this policy:

- Anti-Bullying Policy (cyber-bullying is contained within this Policy)
- Health and Safety Policy
- Risk Assessment Policy
- Educational Visits Policy
- Recruitment and Selection Policy
- DBS Policy
- Code of Conduct for Staff
- Rewards and Sanctions Policy
- E-Safety Policy
- ICT acceptable Use Policy
- Whistleblowing Policy
- Low Level Concerns Policy
- Supervision of Pupils Policy
- Mental Health Policy and separately:
    - Depression Policy
    - Eating Disorders Policy
    - Self-harm Policy
- Prevent Duty Policy
- Mobile Phone Use Policy
- Sexual Harassment Policy
- Peer-on-Peer abuse Policy
- Visiting Speakers Policy
- Safeguarding training policy
- Guidelines for staff in relation to pupils in boarding houses – included in advice on "The Role of the tutor"
- Historic Abuse Policy

D. A. Lynch (Deputy Head, Safeguarding)

Reviewed and updated September 2019

Appendix 1: DSL JOB DESCRIPTION

JOB TITLE: DEPUTY HEAD (SAFEGUARDING)

DIRECTLY RESPONSIBLE TO: Head

PURPOSE OF THE POSITION: The Deputy Head (Safeguarding) is a key member of the Senior Leadership Team. The post holder is also the Designated Safeguarding Lead (DSL) of the College and has a responsibility at both a strategic level within the College and on a day-to-day basis for the safeguarding of all College pupils.

AS A MEMBER OF THE SENIOR LEADERSHIP TEAM:

- Take a full and active part in School Leadership meetings.
- Contribute to the College's Strategic Plans.
- Lead in developing and establishing the College's approach to safeguarding.
- Conduct safeguarding audits on all teaching and non-teaching areas of the College.
- Responsible for making sure all staff are aware of how to raise safeguarding concerns.
- Ensuring all staff understand the symptoms of child abuse and neglect.
- Referring any concerns to social care.
- Monitoring children who are the subject of child protection plans.
- Maintaining accurate and secure child protection records.

MAIN TASKS AND RESPONSIBILITIES:

In addition to the Senior Leadership responsibilities, the Deputy Head (Safeguarding) has a number of management and leadership responsibilities, which include:

Managing referrals

The designated senior lead is expected to:

- Refer all cases of suspected abuse to the local authority children's social care and: (i) The designated officer(s) for child protection concerns (all cases which concern a staff member), (ii) Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or (iii) Police (cases where a crime may have been committed).
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.

Work with others:

The designated senior lead is expected to:

- Act as a point of contact with the three safeguarding partners;
- Liaise with the Master to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the 'case manager' and the designated officer(s) at the local authority, for child protection concerns about a staff member;
- Liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and

- Act as a source of support, advice and expertise for staff.

Training

Deputy Head (Safeguarding) is responsible for ensuring they (and any DSL deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. All members of the DSL team undertake Prevent training.

In addition to the formal training set about above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated senior leads, or simply taking to time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the College's child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- Understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- be able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the College with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to say safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the College may put in place to protect them.

Raising Awareness

The designated lead should:

- Ensure the College's child protection policies are known, understood and used appropriately.
- Ensure the College's child protection policy is reviewed annually (as a minimum), and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this.
- Link with the local safeguarding partnership arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection files

- Where children leave the College ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Consider what, if any, information should be shared with the next school, before the child leaves to ensure that support is in place.

The Single Central register

- Ensure that the College Single Central Register is up to date and compliant by overseeing the work of the HR department and liaising with the Director of HR
- Requesting monthly reports on the SCR and sharing these with the safeguarding team and the Master

Availability

- The Deputy Head (Safeguarding) is required to live on site at the College and be contactable during term time for staff in the College to discuss any safeguarding concerns.
- Undertake additional duties that are appropriate to the role as directed by the Master of the College.
- In pursuance of these responsibilities the Deputy Head (Safeguarding) will be expected to have regular meetings with members of both the Teaching Senior Leadership Team and the Non-teaching Senior Leadership Team.
- Provide direction and leadership to the Deputy Designated Safeguarding Leads and Values Guardians.

Administrative Support

- The Deputy Head (Safeguarding) has the support of an administrative assistant.

Appendix 2: Other types of abuse

- **Children missing from education:** all children of compulsory school age, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special needs they may have. A child going missing from education is a potential indicator of abuse or neglect, including possible sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to prevent the risks of a child going missing in future. The College will report to the Local Authority instances of prolonged unauthorised absence or a pupil being removed from the College roll under the circumstances outlined in KCSIE. In cases where a pupil has a prolonged period of authorised absence for a reason such as long-term illness, the College will be proactive in terms of providing support to both the parents and the pupil.

- **Child sexual exploitation (CSE)**: CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants (for example, food, drugs, alcohol money or affection) and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. It is therefore important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- **County lines and child criminal exploitation**: 'County lines' is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. Victims are recruited using intimidation, deception, violence, debt bondage or grooming. During this process the 'victims' are likely to commit criminal offences. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, and local government agencies

  Child criminal exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. This imbalance of power may be due to age but can also be due to other factors such as gender, cognitive ability, physical strength, status, and access economic other resources. The victim may have been criminally exploited even if the activity appears to be consensual. Child criminal exploitation is broader than just county lines; it can also encompass children being forced to commit theft or work on cannabis farms.

- **Domestic abuse:** is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse involved can take a variety of forms including psychological, physical, sexual, financial and emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

- **Honour-Based Violence (HBV).** So-called 'honour-based' violence (HBV) encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation) and illegal in the UK and should be handled and escalated as such.

- **Female Genital Mutilation (FGM).** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

  All staff must be aware of the law requiring teachers to report cases to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl aged under 18. The duty to report resides with the teacher who becomes aware of the case not the DSL, although the DSL should be informed unless the teacher has a good reason for not doing so. The report should be made orally by calling 101 within 24 hours of the issue coming to light. Failure to report a case of FGM can result in disciplinary sanctions.

- **Radicalisation and extremism: '**Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. 'Extremism' is defined in the Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

  There are various reasons why a young person might become interested in extremism:

  - a search for answers to questions about identity, faith and belonging
  - a desire for 'adventure' and excitement
  - a desire to enhance self-esteem of the individual and promote 'street cred'
  - the discovery of and identification with a charismatic individual and, through them, attraction to a group which can offer identity, social network and support
  - a sense of grievance that can be triggered by personal experiences of racism or discrimination

  The College has a legal duty to have due regard to the need to prevent people from being drawn into terrorism and this is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Colleges should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

  College staff should use their professional judgement in identifying young people who might be at risk of radicalisation and discuss their concerns with the DSL. On the basis of this information the DSL may conclude

that a referral to the Channel Programme is appropriate. The Channel programme is run in every local authority and addresses all kinds of extremism including the extreme-right and Islamist-related. The support provided could include assistance with education or employment, and ideological mentoring to provide vulnerable individuals with skills to protect themselves from being drawn into extremism. An individual's engagement with the programme is entirely voluntary at all stages.

- **Youth produced sexual imagery:** While sharing photos and videos online and via smartphones is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives, there are risks associated with the production and distribution of sexual and explicit images. both in terms of the law (Protection of Children Act 1978, as amended by the Sexual Offences Act 2003) and in relation to the possible impact on a child's well-being if images are shared more widely than they originally intended.

  Creating and sharing sexual photos and videos of under-18s is illegal. The DSL should be notified as soon as possible if an incident comes to light in which a pupil under the age of 18:

  - has created and shared sexual imagery of themselves with a peer under the age of 18;
  - has shared sexual imagery created by another person under the age of 18 with another person; or
  - is in possession of sexual imagery created by another person under the age of 18.

  Staff **must not** ask to see the imagery but should confiscate the device on which it is held and pass it on to the DSL. You should not view youth-produced sexual imagery unless there is good and clear reason to do so. Along with our own Safeguarding and Child Protection procedures, the College will follow the advice given in *Sexting in schools and colleges: Responding to incidents and safeguarding young people*, 2016.

  A decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the College's pastoral support and disciplinary framework and, if appropriate, local network of support.

Appendix 3: Further information on signs of abuse

Physical abuse

Physical signs	Behavioural signs
Unexplained bruises and welts on the face, throat, arms buttocks thighs or lower back in unusual patterns or shapes which suggests the use of an instrument Unexplained burns, especially burns found on palms, soles of feet, abdomen or buttocks Scald marks –immersion burns produce 'stocking' or 'glove' marks on feet and hands or upward splash marks which may suggest hot water has been thrown over a child Human bite marks Broken bones	Behavioural extremes (withdrawal, aggression or depression) Unbelievable or inconsistent explanations of injuries Fear of parents being contacted Flinching when approached or touched Truancy or running away from home

Emotional abuse

Physical signs	Behavioural signs
Eating disorders, including obesity or anorexia Speech disorders (stammering) Nervous disorders (rashes, hives, facial tics, stomach aches)	Fear of parent being approached Fear of making mistakes Developmental delay in terms of emotional progress Cruel behaviour towards children, adults or animals Self-harm Behavioural extremes, such as overly compliant-demanding, withdrawn-aggressive, listless-excitable

Sexual abuse

Physical signs	Behavioural signs
Torn, stained or bloody underclothes Pain or itching in genital area Bruises or bleeding near genital area or anus Sexually transmitted infections Pregnancy Discomfort when walking or sitting down	Self-harm Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level Sudden or unexplained changes in behaviour Avoidance of undressing or wearing extra layers of clothing Truancy Regressive behaviours (bed-wetting or fear of dark)

Neglect

Physical signs	Behavioural signs
Height and weight significantly blow age level Poor hygiene (lice, body odour etc) Inappropriate clothing for weather conditions Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites) Constant hunger, sometimes stealing food from others	Erratic attendance at College Chronic hunger or tiredness Having few friends Assuming adult responsibilities

Child sexual exploitation

Physical signs	Behavioural signs
Tiredness or mood swings Bruising Sexually transmitted diseases Pregnancy	Sudden decline in College performance, punctuality, attendance In possession of expensive goods Going to place they cannot afford Age-inappropriate clothing Inappropriate sexualised behaviour Secretive Mixing with older people Misuse of drugs and alcohol

Child criminal exploitation and county lines

Physical signs	Behavioural signs
See sections on physical and sexual abuse Carrying weapons	Self-harming Persistently going missing from College or home and/or being found out of area Unexplained acquisition of money, clothes or mobile phones Excessive receipt of texts/phone calls and/or having multiple handsets Relationships with controlling older individuals or groups Significant decline in College performance Gang association or isolation from peers or social networks

Female genital mutilation

Physical signs	Behavioural signs
Difficulty walking, sitting or standing Bladder or menstrual problems Severe pain and bleeding Infections such as tetanus, HIV and hepatitis B and C	Abroad for a prolonged period Unusual behaviour after a period of absence May talk of a 'special procedure' or 'special occasion to become a woman' Spending longer periods in the bathroom Reluctance to undergo normal medical examinations

Forced marriage

Physical signs	Behavioural signs
Cut or shaved hair as a form of punishment for being disobedient	Absence from College Failure to return from visit to country of origin Self-harm or attempted suicide Running away from home Early marriage of siblings Sudden announcement of engagement to a stranger May talk of a 'special procedure' or 'special occasion to become a woman' Spending longer periods in the bathroom Reluctance to undergo normal medical examinations

Grooming

The boarding environment offers a unique opportunity for a possible child abuser to settle and use this situation to their personal advantage. Any individual at the College who has particular concerns about another member of staff should speak to the DSL. For further advice on grooming please refer to the information here: https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/

Physical signs	Behavioural signs
See section on sexual abuse	Secretiveness about who they are talking to online and what sites they visit Possession of electronic devices such as mobile phones or webcams that parents have not provided Engaging less with their usual friends Using sexual language that you would not expect them to know Going to unusual places to meet people Using drugs and/or alcohol Going missing from home or College

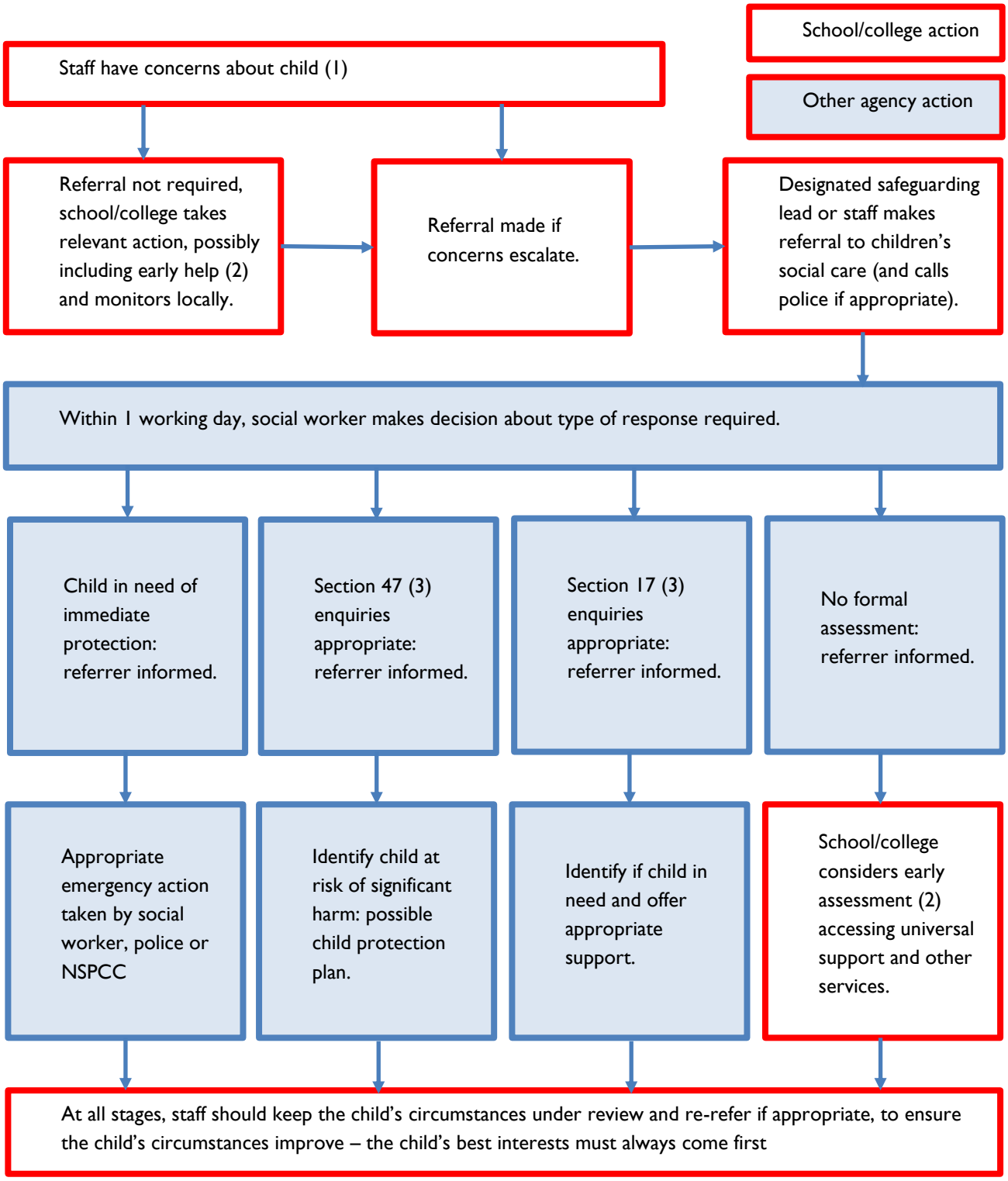
Radicalisation

Physical signs	Behavioural signs
out of character changes in dress, behaviour and peer relationships	Showing sympathy for extremist causes Glorifying violence Evidence of possessing illegal or extremist literature A sudden disrespectful attitude towards others Increased secretiveness, especially in relation to internet use Unwillingness or inability to discuss their views Advocating messages similar to illegal organisations such as 'Muslims Against Crusades' or other non-proscribed extremist groups such as the English Defence League

Broad government guidance on the following is also available via the GOV.UK website (see Part one: Keeping children safe in education [September 2019])

bullying including cyberbullying	gender-based violence/violence against women and girls (VAWG)
children missing education	hate
child missing from home or care	mental health
child sexual exploitation	missing children and adults
domestic violence	private fostering
drugs	preventing radicalisation
fabricated or induced illness	relationship abuse
faith abuse	sexting
female genital mutilation (FGM)	trafficking
gangs and youth violence	

Appendix 4: Actions where there are concerns about a child (KCSIE, September 2019)

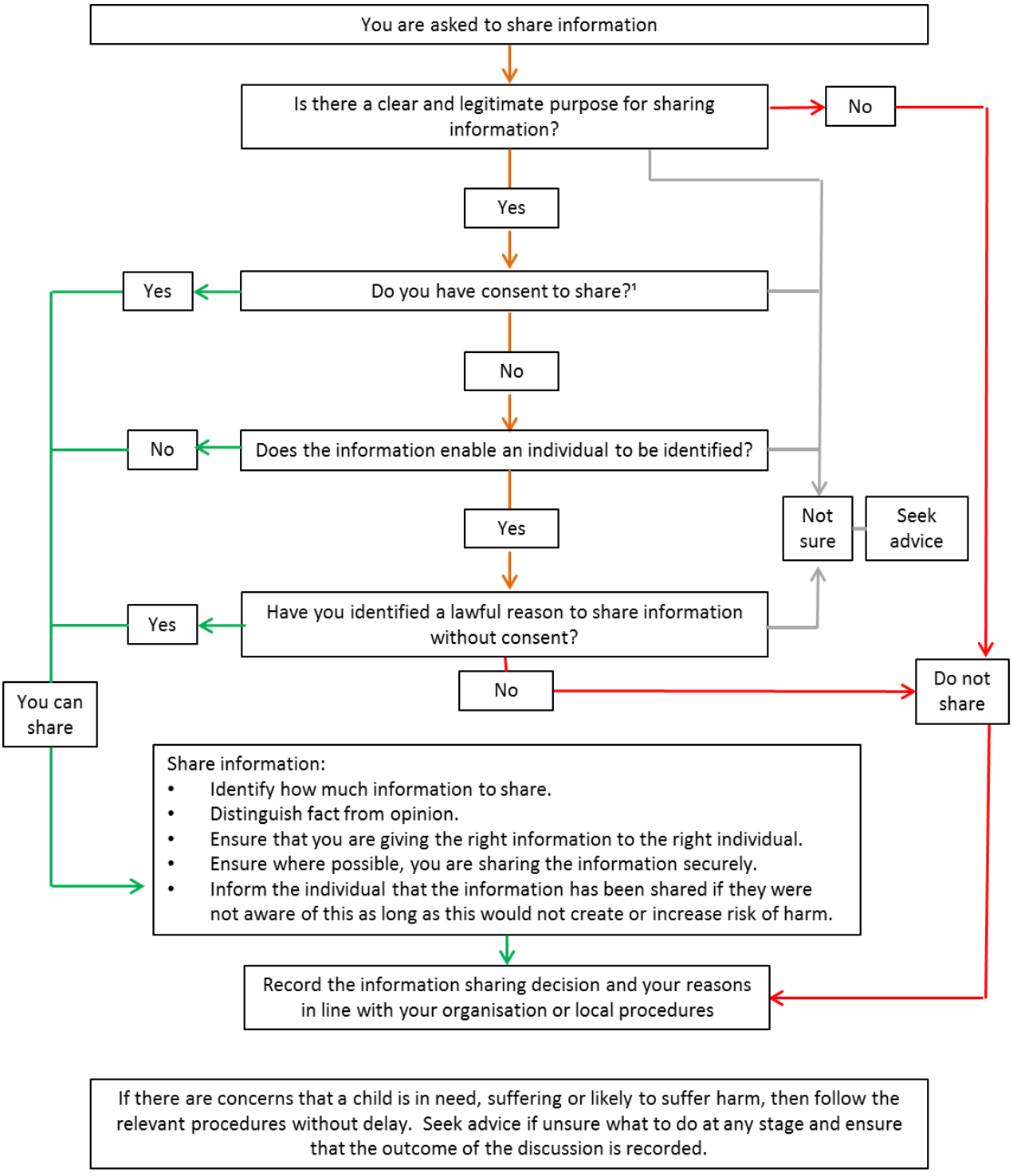


1. Cases where there is a concern or allegation made against a staff member refer to the Master or LADO (see Section 15)

2. Early help involves providing support as soon as problem emerges. Where coordinated early help is required, an early help inter-agency assessment will be arranged.

3. Referrals will follow the processes set out in Bracknell Forest's threshold guidance

Appendix 5: Flowchart of when and how to share information



Information Sharing: advice for practitioners providing safeguarding services to children (July 2018)

Appendix 6 MyConcern Entry Guidance and Levels of Need

What should NOT go on MyConcern?

- Any low level pastoral incident /concern – speak to HM/tutor first (HM's and tutors should record these concerns on OneNote)
- Any safeguarding concerns about a member of staff – speak /communicate with DSL or one of the Deputy DSLs about anything which you are 'self-reporting'

What should you report on MyConcern?

Any issue which concerns you about a pupil or an incident you have witnessed. This might include:

- Concerns about a pupil being anxious, depressed, showing different behaviour – a subtle change over time or a rapid change
- A significant pastoral concern such as a friendship difficulty, inability to form good relationships with peers
- Any safeguarding concern – mental health issues, self-harm, suicidal ideation, eating disorder, abuse, drugs, inappropriate behaviour, bullying and peer on peer abuse of any sort, alcohol use, inappropriate use of online technology including accessing pornography, gambling, criminal activity of any sort etc
- Home issues – parental divorce, significant illness, parental mental health concerns, lack of supervision, family member in prison
- Witnessing or overhearing nasty comments about a pupil / seeing another pupil being unkind to another
- A safeguarding "event" – finding pupils in a compromising situation, a member of the public trespassing or accessing area of the College that they are not allowed, a significant accident. An event does not have to have a pupil assigned to it (especially if you are uncertain who the pupil might have been – it is more important to report what you saw)

How to report a concern

- Click on the Myconcern icon on the Myday dashboard
- Click on "Report a Concern"
- Fill in the details on the "Report a Concern" page, remembering these important points:
- The concern summary should be brief – a couple of words only. Eg. "Injury to right leg"; "Bullying"; "Possible drugs use"

The concern should ALWAYS be sent to Delyth Lynch – the DSL. She is the gatekeeper of all cases and will assign the case to others where necessary

- The details of the concern box should contain ALL details, specifically names, times, places – as much detail as you have about the pupil/event/situation
- Action taken – what you did or are doing; this might just be as simple as "reporting the incident on MyConcern"; it might also include more detail – a care plan, referrals to outside agencies (eg a counsellor) – whatever action that has been taken which is relevant
- Attachment – you can attach documents to the entry. It might be a copy of some hand written notes, a piece of work that a pupil has written that you are concerned about, something which you have found (eg a note/piece of paper which is concerning)
- When you are happy, press "submit concern"

How to update a concern

- Click on the Myconcern icon on the Myday dashboard
- Click on "Update a Concern"
- Click on the concern that you wish to update
- Click Chronology tab
- Click on "Add Concern Update" and fill in the details
- Attach any files which might need to be added (on the files tab)

Being a team member and being assigned tasks

You may be asked to be a "team member" for a case. This will mean that you can contribute to case management or may be assigned tasks. This is most likely to be:

- HMs (almost always)
- Tutors (sometimes, depending on the case)
- Matron (sometimes)

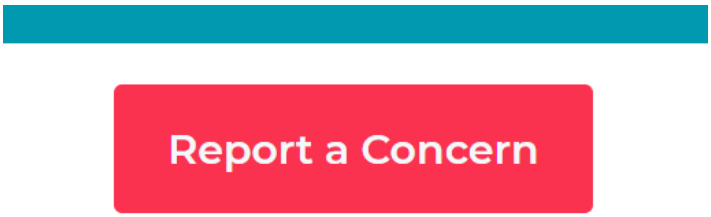
You may be assigned a task. For example, "call up parents and ask them to come in for meeting" or "HM to update case on the 31/01/19". If a task has been assigned, you will get an email advising you what you need to do. When the task meets the deadline, you will be sent a reminder email to complete the task.

REPORTING A CONCERN FLOWCHART:

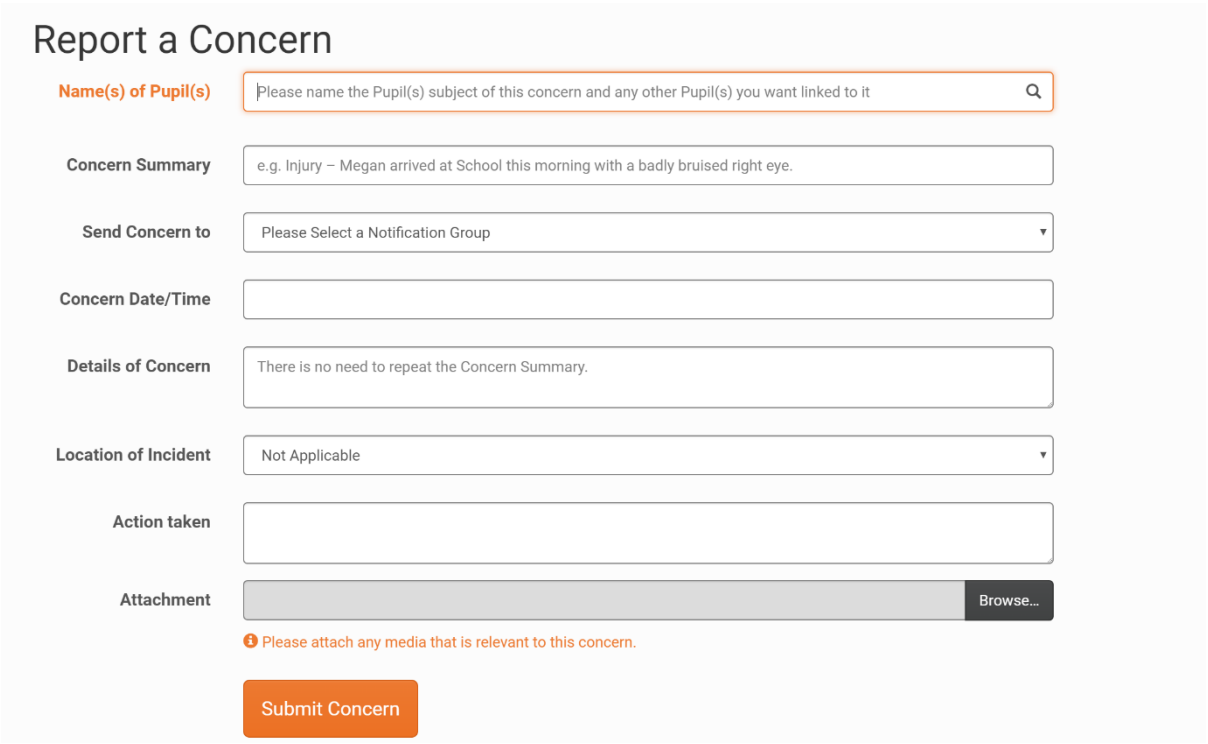
CLICK

myconcern !
Safeguarding in Education

CLICK



FILL IN THE PAGE

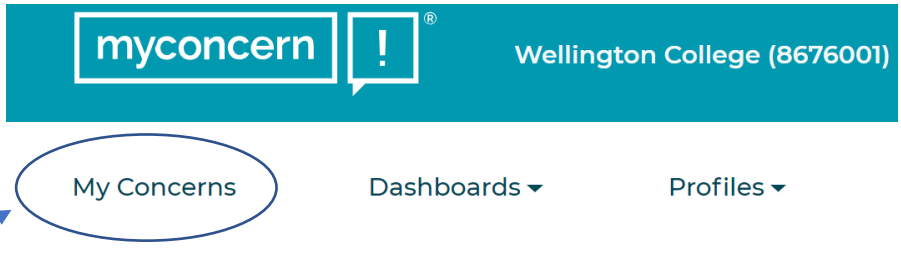


PRESS SUBMIT CONCERN

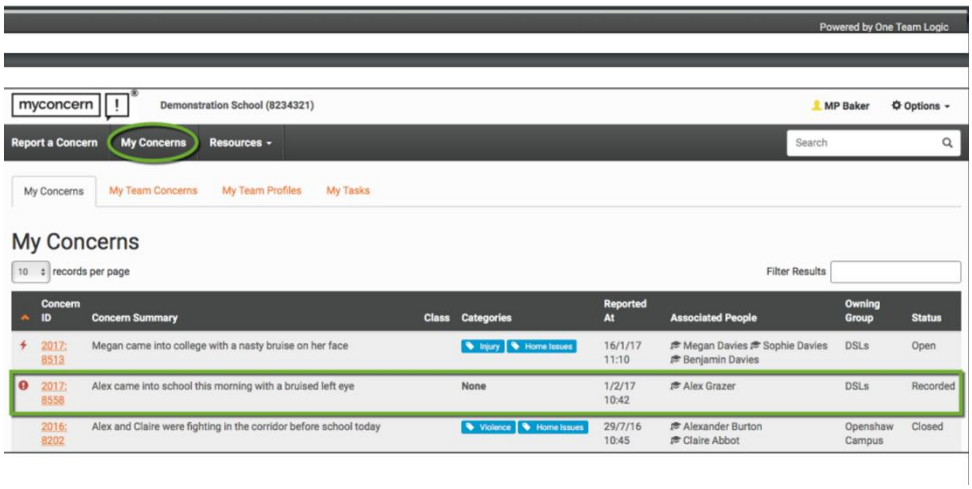
Use the guidance on the staff information sheet to complete the form. Always remember to send the concern to Delyth Lynch.

UPDATING A CONCERN FLOWCHART

CLICK ON 'MY CONCERNS'

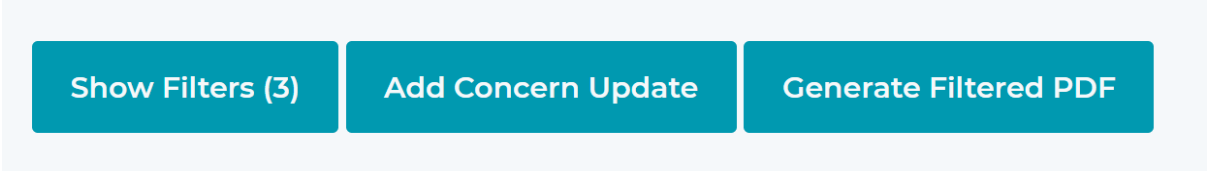


Go to the relevant concern you want to update



Click "Chronology"

Click "Add Concern Update", fill in the relevant information and click on "add update" when you have finished

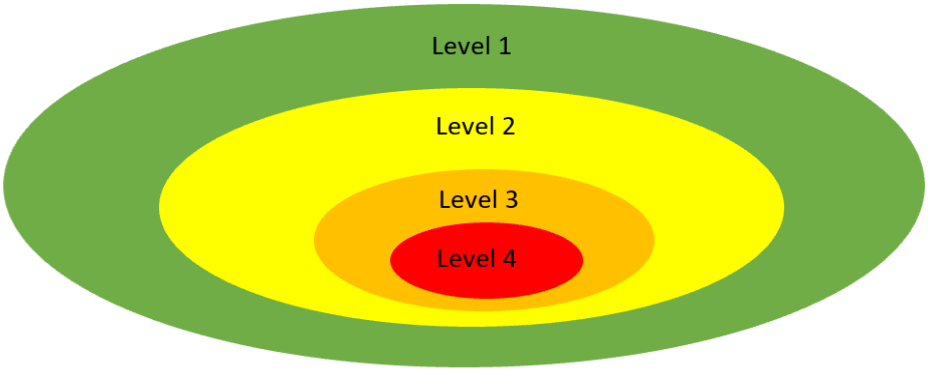


MyConcern Levels of Need

Levels of need

After an entry has been made onto MyConcern, a level of need will be assigned to the pupil associated with the case. Levels of need may move, depending on the pupil's circumstances. When a level of need is altered, the rationale behind that decision will be recorded on MyConcern.

The initial level of need will be decided by the DSL, based on the criteria listed below.



Level	Needs of the pupil	Examples of support	Other comments
Low level Pastoral concern **(1)**	This pupil may just need keeping an eye on to ensure that a low level concern does not develop into a larger issue. The team around the child (usually HM, DSL and WHAT group) will speak about the pupil at their weekly meetings to ensure that there have been no further developments. Examples may be initial concerns regarding: • Disordered eating or weight loss • Low level mental health or behaviour changes • Family circumstances • SEN or academic issues • Friendship / relationship issues • Poor sleep	The support offered will be by internal College staff and professionals. The pupil should be offered support by relevant individuals. This might be: • HM • Tutor • Counsellor • Deputy Head (Pastoral) • Health Centre Team • Chaplain The pupil will be discussed as part of the weekly pastoral meeting and will be flagged to teaching staff as a pupil to be aware of. The Deputy Head (Pastoral) will discuss the pupil at their fortnightly meeting with the HM.	HM's should build up a full chronology of the pupil on MyConcern, adding any relevant updates as soon as they occur. At least monthly, an HM should provide a summary of the pupil on MyConcern so that their progress can be recorded. This will enable that the team around the child has relevant information to ensure that the pupil receives the right help, at the right time, from the right people.
Higher level Pastoral concern **(2)**	This pupil will need a close eye keeping on them and is likely to need access to an additional service, usually provided by the College, but not exclusively so. They may be vulnerable individuals who are showing early signs of a failure to thrive and flourish, either in College or at home. Additional help is needed in order to enable them to fulfil their potential. This pupil will need close monitoring and there may be higher level concerns about: • Disordered eating or weight loss • Mental health or behaviour changes • Family circumstances (eg divorce) • Significant bereavement • Significant ill health within the family • SEN or academic issues	The support offered will usually be by internal College staff and professionals. The pupil should be offered support by relevant individuals. This might be: • HM • Tutor • Counsellor • Deputy Head (Pastoral) • Health Centre Team • Chaplain • DSL The pupil will be discussed as part of the weekly pastoral meeting and will be flagged to teaching staff as a pupil to be aware of. The Deputy Head (Pastoral) will discuss the pupil at their fortnightly meeting with the HM.	The pupil will be discussed in detail at a WHAT group meeting and at weekly pastoral meetings. Staff will ensure that an appropriate team around the child is in place and that appropriate services are engaged. A full analysis if any risk factors and vulnerabilities will be considered. It is likely that parents will be aware that there are pastoral concerns. HM's should build up a full chronology of the pupil on MyConcern, adding any relevant updates as soon as they occur. At least monthly, an HM should provide a summary of the pupil on MyConcern so that their progress can be recorded. This will enable that the team around the child has relevant information to ensure that the pupil receives the right help, at the right time, from the right people. If appropriate relevant pastoral information will be shared with SLT and the Master.

	• Friendship / relationship issues • Bullying • Sexual harassment • Online safety / sexting • Peer on peer abuse • Attendance at College • General social issues / social anxiety • Gender issues	External services may be accessed, if appropriate. These might include: • Psychologist • SEN Support (eg an educational psychologist) • An external therapist • Education Welfare Service	

Intensive support and monitoring **(3)**	This pupil will require significant support due to complex and high level pastoral concerns. Often several areas of professional support will be required. The pupil is likely to be dealing with multiple long term issues and they need support from individuals to ensure that the impact of these significant issues are minimised as much as possible. Issues likely to be within this category of concern are: • Eating disorder, significant weight loss • Mental health – severe anxiety, depression, suicidal ideation • Diagnosed mental health illness, such as OCD, Bipolar or Schizophrenia • Repeated online safety concerns, sexting • Repeated alcohol offences • Concerns over illegal substances • Significant bullying which is longer term • Dangerous behaviour • Serious physical illness / disability • Gambling or gaming addiction • Serious sexual harassment • Peer on peer abuse • Gender transition / reassignment • Risky sexual behaviour • Death of a parent / sibling	The support offered will include both internal and external professionals and agencies. This may include: • Counselling • College Psychiatrist • External therapists • DSL and Deputy Head (Pastoral) involvement • Education welfare service • Bracknell Forest MASH The pupil will be discussed as part of the weekly pastoral meeting and will be flagged to teaching staff as a pupil to be aware of. The Deputy Head (Pastoral) will discuss the pupil at their fortnightly meeting with the HM. This pupil will be put onto a College welfare plan which will be overseen by the DSL and specialist tutoring support will also be offered and discussed.	The pupil will be discussed in detail at WHAT group meetings and at weekly pastoral meetings. Staff will ensure that an appropriate team around the child is in place and that appropriate services are engaged. A full analysis if any risk factors and vulnerabilities will be considered. The welfare plan will be reviewed fortnightly. It is likely that parents will be aware that there are pastoral concerns. HM's should build up a full chronology of the pupil on MyConcern, adding any relevant updates as soon as they occur. At least fortnightly, an HM should provide a summary of the pupil on MyConcern so that their progress can be recorded. This will enable the team around the child has relevant information to ensure that the pupil receives the right help, at the right time, from the right people. The Master and the SLT will be aware of the pupil's needs. The Safeguarding Governor will be informed.
Significant, serious and urgent Level of Need **(4)**	This pupil is likely to be living in circumstances where they are suffering or are likely to suffer significant harm, where the young person themselves may pose a risk of serious harm to others or where there are complex needs in relation to disability and may require a more specialist intervention. The pupil may be accessing more specialised services such as residential care or hospitalisation. • Issues likely to be in this category of concern are: • In-patient care for an eating or mental health issue • Suicide attempt or suicidal ideation (requiring psychiatric evaluation) • Psychiatric assessment for an acute mental health concern (such as psychosis) • Abuse – physical, sexual, emotional, neglect	The support offered will include both internal and external professionals and agencies to help children and their families cope with very significant and long term care. This may include a combination of: • Bracknell Forest Children's Social Care statutory involvement • CAMHS (or private equivalent) • Therapists / medical professionals within an inpatient setting • Counselling • College / external Psychiatrist • External therapists • DSL and Deputy Head (Pastoral) involvement • Education welfare service • Bracknell Forest MASH • Channel Panel	The pupil will be discussed in detail at WHAT group meetings and at weekly pastoral meetings. Staff will ensure that an appropriate team around the child is in place and that appropriate services are engaged. A full analysis if any risk factors and vulnerabilities will be considered. The welfare plan will be reviewed weekly. Parents will be aware that there are pastoral concerns and will have regular contact with the HM and also the DSL. A Child protection plan may be in place and will be monitored and overseen by the DSL. HM's should build up a full chronology of the pupil on MyConcern, adding any relevant updates as soon as they occur. At least fortnightly, an HM should provide a summary of the pupil on MyConcern so that their progress can be recorded. This will enable the team around the child has relevant information to ensure that the pupil receives the right help, at the right time, from the right people. The Master and the SLT will be aware of the pupil's needs. The Safeguarding Governor will be informed.

	• Honour based violence: FGM, Forced Marriage • Sexual violence or assault • Radicalisation • Absconding, no idea of whereabouts • Homelessness In this level of need, a referral will have been made to Children's Social	The pupil will be discussed as part of the weekly pastoral meeting and will be flagged to teaching staff as a pupil to be aware of. The Deputy Head (Pastoral) will discuss the pupil at their fortnightly meeting with the HM. This pupil will be put onto a College welfare plan which will be overseen by the DSL and specialist tutoring support will also be offered and discussed.	

Appendix 7 Safeguarding in the College curriculum

As a College, we will recognise vulnerable pupils and support them through:

a) The curriculum to encourage self-esteem and self-motivation (see table below)

b) The College ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued

c) The implementation of the College's behaviour management policies

e) Regular liaison with other professionals and agencies that support the pupils and their families

f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so

h) Recognition that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems, will need to be particularly sensitive to signs of abuse

i) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and/or protection.

Use of the curriculum and year group talks to highlight safeguarding and child protection issues to pupils:

Subject	Curriculum	When taught	Outline
PE	GCSE PE	4th Form, Lent Term	Pupils understand how to spot dangers and what steps are taken to prevent risks. They undertake a risk study (walk around the sports hall, pool etc.) noting potential hazards and what measures are taken. They have to show an awareness of how to keep themselves and others safe in a sporting environment. They must also understand what a risk assessment is.
	A Level PE	L6th Form, Michaelmas Term	Risks in outdoor activities: Pupils must understand the difference between Perceived and Real risk. Also why some people are drawn to take risks, and what steps are put in place to reassure those with perceived risk, and identifying safety measures.
	All PE lessons	At start of course, regular reminders throughout	All practical PE lessons: Changing rooms and toilet facilities in Sports Hall are labelled Public only and Pupils only, and pupils are told to use the correct ones for Safeguarding reasons.
	IB Sports and Exercise Science	Prior to completion of IA work	IB Diploma – For IA's students have to compile a letter to those pupils who are used as subjects, in order to share information, such as height and weight measurements.

DT	All DT curricula (workshop safety)	Before all workshop practical sessions	For further information please refer to the DT handbook (Health and Safety and Risk Assessment)
Science	3rd Form	Michaelmas	Introduction to the equipment used in a laboratory and the associated risks. Hazard symbols: looking at the different methods for labelling hazardous substances and changes in conventions.
Music	3rd Form	Michaelmas	"Introduction to Music Technology (1)" Students are inducted in safe use of the music technology suite (Jupiter Suite) including avoiding hazards such as food/drink and electrical equipment, and personalising and profiles for Mac computers. Students are advised about proper and improper use of computers and search engines.
MFL	L6th IB	Summer	Dangers of internet (also often comes up in discussion in oral topics at 5th GCSE and AS)
	6th form language courses	Various	Issues such as forced marriages and cultural differences often covered in oral preparations / language lessons (dictated by pupils)
Philosophy & Religion	3rd form	Various (on carousel)	Radicalisation - classes examine a case-study from the US of a vulnerable young lady being radicalised/groomed over the Internet. They examine and evaluate the role (if any) that religion may play in this. They study this in the context of a course on why good people may do bad things.
Biology	4th Form GCSE	Michaelmas	Diet and Heath: students learn about the composition of a healthy lifestyle and what to eat to maintain good health.
	5th Form GCSE, L6th (AS), L6th (IB)	Lent	Stem cells: Students learn about the impact of Biology on the future of medicine and the ethical and moral arguments surrounding them.
	5th Form GCSE	Lent	Human Reproduction: students learn about the Biology of reproduction, evaluate the various methods of contraception, and the impacts of these on their sexual health.
	All years	Various	Disease: students learn about various diseases, how they are

			spread and how to prevent and cure them.
	U6 IB	Michaelmas	Neurotransmitters and brain function in IB option A. Relates to mental health, decision making and effects of psychoactive drugs
	U6 A Level	Lent	Role of adrenal glands- includes discussion of corticosteroids that links to causes and consequences of stress, and can be used to bring in science of wellbeing and mindfulness.
Well Being	3rd Form	Michaelmas	Appropriate use of social media. Protecting yourself and others.
	4th Form	Lent	Lessons on friendship, being a mate and spotting the signs of depression.
	5th Form	Michaelmas	Relationships and consent
Geography	GCSE A Level / IB	Michaelmas and Summer Summer	Consideration of health and safety issues – and measures to manage risk – on field trips and when conducting fieldwork (e.g. near rivers, in towns and cities, etc.)
	3rd Form	Throughout the year	Within a crime unit where the focus is on developing skills in using geospatial technology to analyse data, the material and nature of the investigative tasks often spark discussion about different types of crimes / factors which affect different types of crime / distribution of crime in the local area, etc.
Classics	All years	Throughout	Topics covered in the context of the classical world (e.g. child marriage, domestic violence, women's freedom restricted, slavery, terrorism etc.). This may naturally lead on to modern days' issues.
English	3rd Form: British Library Timeline, class novel	Michaelmas 1	Among various resources explored for these two units, pupils will be exposed to texts that explore behaviour, ethics and safeguarding issues.
	4th / 5th Form Language and Literature texts and extracts	Lent	As above, with particular opportunities in transactional writing and non-fiction work that deals with contemporary issues.

	6th Form	Throughout the course	Apart from general propensity of English to engage pupils in thinking about ethics and society, specific 6th Form texts directly deal with safeguarding topics, for example Disgrace by J Coezee, or Things Fall Apart by Chinua Achebe, The Reader, by Bernard Schlink, Hamlet, by Shakespeare, etc.
Year Group Talks	3rd Form	Michaelmas	Introduction to IT at Wellington Netiquette and sexting (DAUK) Teenagers translated – self-awareness workshops
		Lent	Teenagers translated – Emotional self-regulation workshops
		Summer	Peer education drug awareness workshops Sex education workshops
	4th Form	Michaelmas	B-EAT eating disorders talk
		Lent	Gender workshops Body Image
		Summer	Digital Footprint DAUK Drugs education talk Smoking workshops
	5th Form	Michaelmas	Sexual Health workshops Explore workshops (well-being lessons) healthy relationships
		Lent	RAP project: Healthy Relationships & consent

	L6th Form	Michaelmas	Sexual relationships Alcohol and drug addiction
	U6th Form	Lent	Drink driving, life choices, law and order Anthony Nolan Trust – stem cell donation (and implicitly facing disease, attitudes towards others and medical care)
		Summer	Digital awareness – beyond Wellington Sex, drugs, rock and roll