



WELLINGTON COLLEGE

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Policy/Procedure Owner	Delyth Lynch
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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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I Introduction

- 1.1 Wellington College is committed to safeguarding and promoting the welfare and wellbeing of young people and staff. We believe that everyone, without exception, has a right to be safe and to be treated with dignity and respect regardless of background and live a life free from discrimination. The College recognises that children and young people learn best when they are healthy, safe and secure.
- 1.2 Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (*Keeping Children Safe in Education*, September 2020.)
- 1.3 This policy applies to all pupils in the College, including boarders.
- 1.4 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.
- 1.5 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.
- 1.6 The policy is drafted in accordance with all relevant legislation and the following statutory guidance:
 - Keeping Children Safe in Education September 2020 (KCSIE)
 - Working Together to Safeguard Children 2018 (amended Dec 2020) (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 (Addendum April 2020)
- 1.7 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 I. Their multi-agency safeguarding arrangements can be seen [here](#).
- 1.8 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.
- 1.9 The College will continue to follow DfE advice [COVID-19; safeguarding in schools, colleges and other providers](#) for as long as it applies

2 Principles

- 2.1 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.

2.2 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. All staff should be aware that:
 - They are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk from developing one;
 - Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation;
 - Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem
- 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 when working online at home); and
- ensure that any deficiencies in our child protection and safeguarding procedures are remedied without delay.

3 Roles and responsibilities

3.1 All staff (including governors,volunteers and supply staff)

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 and of emergent mental health problems;
- 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.

3.2 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.

All College Prefects receive mental health awareness training at the start of every academic year and the College trains L6 students in mental health as part of their "Mental Health Ambassador" training programme.

3.3 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 recognises that the role of the DSL carries a significant level of responsibility and they should be given the time, funding, training, resources and support they need to carry out their role effectively. 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. The responsibilities of the DSL 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 referring to the [When to Call Police guidance from the NPCC](#)
- 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

Promote educational outcomes

- by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and the College leadership team
- where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Prevent

- understand and support the School 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 School 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

Notification of incidents to the Governing Body

The Nominated Safeguarding Governor meets with the Deputy Head Pastoral and Deputy Head Safeguarding monthly. During these meetings, a picture of the current pastoral landscape is given. Whilst no names or specific cases will be discussed, trends and patterns on MyConcern will be presented and any significant issues highlighted. A termly summary of pastoral and safeguarding incidents, written by the Deputy Head (Pastoral) and Deputy Head (Safeguarding), is presented within the Master's Report which is delivered at the beginning of every full Governing Body meeting. Safeguarding and Discipline are standing agenda items on the Education Committee agenda, allowing the Nominated Safeguarding Governor time to brief the committee about any relevant issues.

Certain Governor's meetings have a designated time allotted to discuss the following areas in more detail:

Safeguarding – September meeting

Behaviour and Discipline – December meeting

Serious incidents relating to behaviour, bullying or safeguarding will be notified to the Nominated Safeguarding Governor and the Chair of Governors as they occur. Such incidents will include:

*Events or actions likely to result in a suspension of a pupil due to a disciplinary offence (to include bullying and peer on peer abuse)

*Events or actions likely to result in the expulsion or withdrawal of a pupil due to a disciplinary offence (to include bullying and peer on peer abuse)

*A Pupil death or serious illness

*A pupil referral to the Local Authority

*A report to the LADO about a member of staff

3.4 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 have a job description and meet weekly with the DSL.

3.5 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 School'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 2020 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.

3.6 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 (including when they are online at home); and
- the school reports to their local authority any child who joins or leaves the College at non-standard transition times in line with statutory and local authority guidance.

3.7 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 School'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 School 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 School are effective and comply with the law.

3.8 The nominated Governor for safeguarding is Felicity Kirk. Contact details are set out in Appendix I.

4 Key personnel

The DSL at the School 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 in Appendix I. 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.

- 4.1 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 school hours and during out of term activities, a designated member of the DSL team will assume responsibility and the rota will be made available to all staff.
- 4.2 The DSL is the designated member of staff who oversees the welfare of looked after children.
- 4.3 Contact details for all the above are contained in Appendix I.

5 Staff training

- 5.1 Staff training encourages all members of staff to maintain an attitude of 'it could happen here' where abuse and neglect are concerned.
- 5.2 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 I 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 (including when they are online at home)*;
 - 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.

- 5.3 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.
- 5.4 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 I 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 are required to read this information and sign to say that they have understood them. Staff training provides an opportunity to check and consolidate their understanding of the policies. Staff can also access the policies and further on Sharepoint. Part I and Annex A are also available in a number of different languages for those members of staff who hold English as a second language.

- 5.5 The DSL team will regularly assess 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, child criminal exploitation, sexual violence and harassment, and female genital mutilation.
- 5.6 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 the LSB;
 - 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.
- 5.7 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.

6 Hierarchy of intervention

- 6.1 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.
- 6.2 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

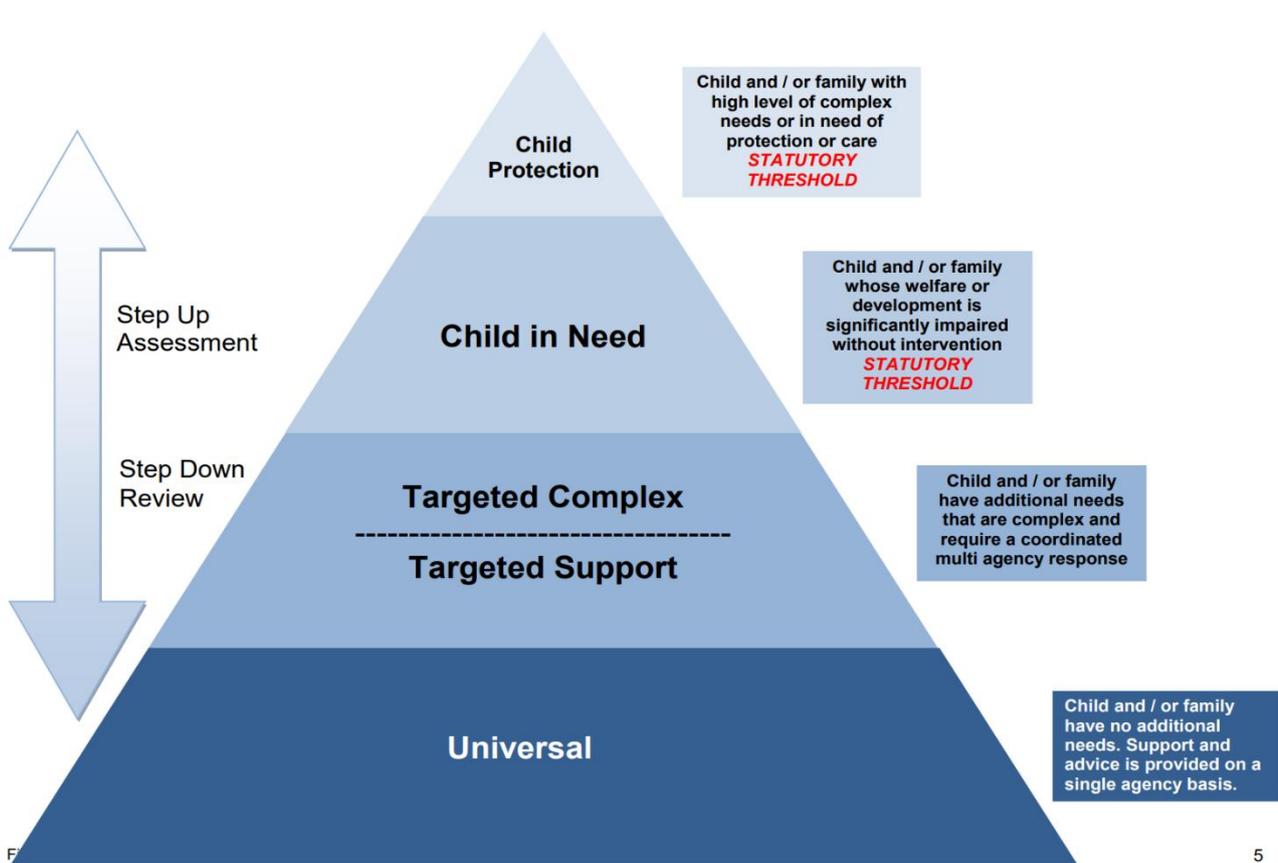
additional needs that are more complex and indicate a higher level of risk factors, a more coordinated multi-agency response may be required. This is the threshold for a referral to the multi-agency Early Intervention Hub.

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 over the page shows the continuum of need which reflects these levels.



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7 Early help

- 7.1 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.
- 7.2 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.
- 7.3 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.
- 7.4 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.
- 7.5 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), the Well-being programme and various policies, including Anti-Bullying and Cyber-bullying, E-Safety, Mental Health (Eating Disorders, Depression and Self Harm policies), Peer on Peer Abuse, Sexual Harassment and Prevent. Staff training also prepares staff to identify children who might benefit from early help.
- 7.6 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 many 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.

8 What to look out for and when to be concerned

- 8.1 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.
- 8.2 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.

8.3 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.

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

- Children missing from education
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE) County Lines
- Domestic abuse
- Honour-Based Abuse (HBA): 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 I and Annex A of KCSIE.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between young people outside these environments. This is known as contextual safeguarding. All staff should consider, and especially those within the safeguarding team, whether students are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of forms and young people may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

9 Signs of abuse

- 9.1 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
- 9.2 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.

10 Listening to pupils and record keeping

- 10.1 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; annual pastoral surveys.
- 10.2 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.
- 10.3 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 Master;
- only share information on a need-to-know basis; and
- make a full written record of the conversation as set out below.

10.4 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.

Where a report includes an online element, staff should, where possible, avoid viewing illegal images of a child and under no circumstances should such images be forwarded electronically. Further guidance is available on what to do if viewing an image is unavoidable on:

- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

11 Procedure to be followed by staff if they have concerns about a pupil’s welfare

- 11.1 If a member of staff has concerns about a pupil’s welfare (including any mental health concerns), 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.
- 11.2 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.
- 11.3 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.
- 11.4 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. Further guidance is available from the NSPCC: When to call the Police.

- 11.5 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)
- 11.6 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.
- 11.7 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.
- 11.8 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.

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

- 12.1 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.
- 12.2 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.
- 12.3 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 will be made if the pupil's situation does not appear to be improving.

13 Making a referral to children's social services

- 13.1 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.
- 13.2 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 should contact children's social services again.

- 13.3 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.
- 13.4 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.
- 13.5 The College is not required to obtain parental consent prior to a referral being made to statutory agencies.
- 13.6 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.
- 13.7 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.
- 13.8 Where a child and family would benefit from coordinated support from one or more agency (for example: education, health, housing, police) there should be 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.

14 Informing parents

- 14.1 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.
- 14.2 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.
- 14.3 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.
- 14.4 For the avoidance of doubt, referrals do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

15 Allegations about members of staff, volunteers and supply staff

15.1 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.

15.2 The following procedures will be used where it is alleged that a member of staff, volunteer or supply teacher 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.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (this may include an incident outside of school which did not involve children but could have an impact on their suitability to work with children, for example an incident of domestic abuse).

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.

15.3 Reporting an allegation about staff

If an allegation is made about staff that appears to meet the criteria in paragraph 15.2:

- Where an allegation is made about a member of staff, supply staff, the DSL or volunteer, the matter should be reported immediately to the Master (James Dahl), or in the Master's absence, the Second Master (Cressida Henderson), the Nominated Governor for Safeguarding (Felicity Kirk) or Chair of Governors (Peter Mallison). 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 Master, Chairman or Nominated Safeguarding Governor who receives any such allegation is referred to in these procedures as the 'case manager'.

15.4 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 meeting the criteria in para 15.2 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.

15.5 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.

15.6 Investigation

- Allegations about safeguarding are usually conducted by external agencies such as social services of 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 be conducted.
- Where an external agency is conducting the investigation rather than the School, the School will cooperate fully with external investigators. No internal investigation into possible breaches of the School's disciplinary code will commence until any external investigation or criminal proceedings are complete.
- The College will take the lead in any investigation involving a supply teacher to ensure that the allegation is dealt with properly and to recognise the fact that the agency would not have direct access to children or other school staff. They would therefore not be able to collect the facts or liaise with the LADO. The College will ensure that agency is fully involved in the management of any allegations.
- In accordance with DfE statutory guidance, the following definitions will be used when determining the outcome of allegation investigations:
 - Substantiated: there is sufficient evidence 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

15.7 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.

15.8 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.

15.9 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.

15.10 Malicious or unsubstantiated 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 School, 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 School reserves the right to contact the police to determine whether any action might be appropriate.

15.11 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).
- When providing employer references, Wellington College will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

15.12 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 school.
- 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 School 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.

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

16.1 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 etc
- sexual violence
- sexual harassment
- youth produced sexual imagery (sexting)
- initiation/hazing types violence and rituals.
- Upskirting (Typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or to cause humiliation or distress is now a criminal offence. Anyone of any gender can be a victim.)

16.2 Evidence shows that boys are more likely to be perpetrators and girls to be victims of peer-on-peer abuse.

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.

16.3 Students with Special Educational Needs or Disabilities are particularly vulnerable to peer-on-peer abuse

16.4 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.

16.5 Sexual harassment refers to 'unwanted conduct of a sexual nature' and can occur online and offline. Sexual harassment can take a wide variety of forms:

- Sexual comments e.g. making lewd comments or sexualized remarks about a person's clothes or appearance, using sexualised names etc
- 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

16.6 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 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.
- All staff will be trained to manage a report of peer-on-peer sexual violence and sexual harassment.

16.7 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.

16.8 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.

16.9 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.

16.10 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 School) 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.

17 Other safeguarding arrangements

17.1 Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where young people have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by raising the issue with the DSL, who may in turn contact an appropriate external agency. Further details are provided in the College's Mental Health First Aid Policy

17.2 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 opportunities within the curriculum. Issues covered include online safety, radicalisation, grooming, child sexual exploitation, child criminal 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.

17.3 Education of parents

The College also educates parents on safeguarding and pastoral matters through the half-termly safeguarding newsletter, the Parents' Masterclass talks and the annual Mental Health and Wellbeing day. There is also a parent Mental Health Committee who meets half termly to discuss mental health within the College and assist the DSL with strategic planning as well as raise awareness of mental health across the parental body.

17.3 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 school 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 school 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 school website or in school 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.

17.4 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 school, 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.

17.5 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 also adopted the NSPCC Values Based interviewing framework (in May 2014).

17.6 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 school 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 school before completing the school's final year. When this notification is made the following information has to be provided by the College: 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 school.

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 2020, it is the College's policy to hold a minimum of two emergency contact numbers for each pupil.*

17.7 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 school recruitment arrangements

17.8 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.

17.9 Confidentiality and information sharing

The 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 and in the '[Myth Busting Guide](#)' (Working Together, 2018 (amended Dec 2020)). See also Appendix 5

17.10 Whistleblowing

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

- poor or unsafe safeguarding practices at the School;
- potential failures by the School 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 I 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.

17.11 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.

17.12 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.

17.13 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 refer to Annex E in *Keeping Children Safe in Education*.

17.14 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.
- The College will continually monitor and evaluate safeguarding and child protection. This will be achieved by:
 - Listening to feedback from parents, pupils and staff
 - Recording and analysing reports on MyConcern to track trends and patterns
 - Recording the level of need for pupils on MyConcern and keeping termly and annual reports
 - Recording the number of pupils on welfare plans or safety risk assessments
 - Monitoring the number of referrals to Bracknell Forest CSC
 - Recording and analysing the number of low level concerns and self reports made to the DSL
 - Analysing feedback from training courses

17.15 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
- Wellbeing (RSE) policy

D. A. Lynch (Deputy Head, Safeguarding)

Reviewed and updated January 2021

Appendix I: 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	Jess Goves	01344 753283	jcg@wellingtoncollege.org.uk
Deputy DSL (Health and Fitness Club)	Gaby Moretti-Chambers	01344 444243	gmmc@wellingtonfitness.co.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	childrensocialcare@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
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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

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, sexual exploitation or radicalisation. 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 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. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (eg through others copying videos or images they have created and posted on social media).

**An imbalance of power is commonly associated with age difference, it can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic and other resources*

- **Child Criminal Exploitation (CCE):** is where is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten young people
- **County lines:** 'County lines' is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), where the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

- **Domestic abuse:** The cross government definition of domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.
- **Operation Encompass:** This operates within Thames Valley. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.
- **Forced marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent is 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 Abuse (HBA).** So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or community, including FGM (see below) 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, are illegal in the UK (regardless of the motivation) 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. Extremist views may result in terrorist activity which is where an action or actions endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts electronic systems. The use of threat of terrorist activity must be designed to influence the government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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 Colleges 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
<p>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</p> <p>Unexplained burns, especially burns found on palms, soles of feet, abdomen or buttocks</p> <p>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</p> <p>Human bite marks</p> <p>Broken bones</p>	<p>Behavioural extremes (withdrawal, aggression or depression)</p> <p>Unbelievable or inconsistent explanations of injuries</p> <p>Fear of parents being contacted</p> <p>Flinching when approached or touched</p> <p>Truancy or running away from home</p>

Emotional abuse

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

Sexual abuse

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

Neglect

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

Constant hunger, sometimes stealing food from others	
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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

	<p>May talk of a 'special procedure' or 'special occasion to become a woman'</p> <p>Spending longer periods in the bathroom</p> <p>Reluctance to undergo normal medical examinations</p>
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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	<p>Secretiveness about who they are talking to online and what sites they visit</p> <p>Possession of electronic devices such as mobile phones or webcams that parents have not provided</p> <p>Engaging less with their usual friends</p> <p>Using sexual language that you would not expect them to know</p> <p>Going to unusual places to meet people</p> <p>Using drugs and/or alcohol</p> <p>Going missing from home or College</p>

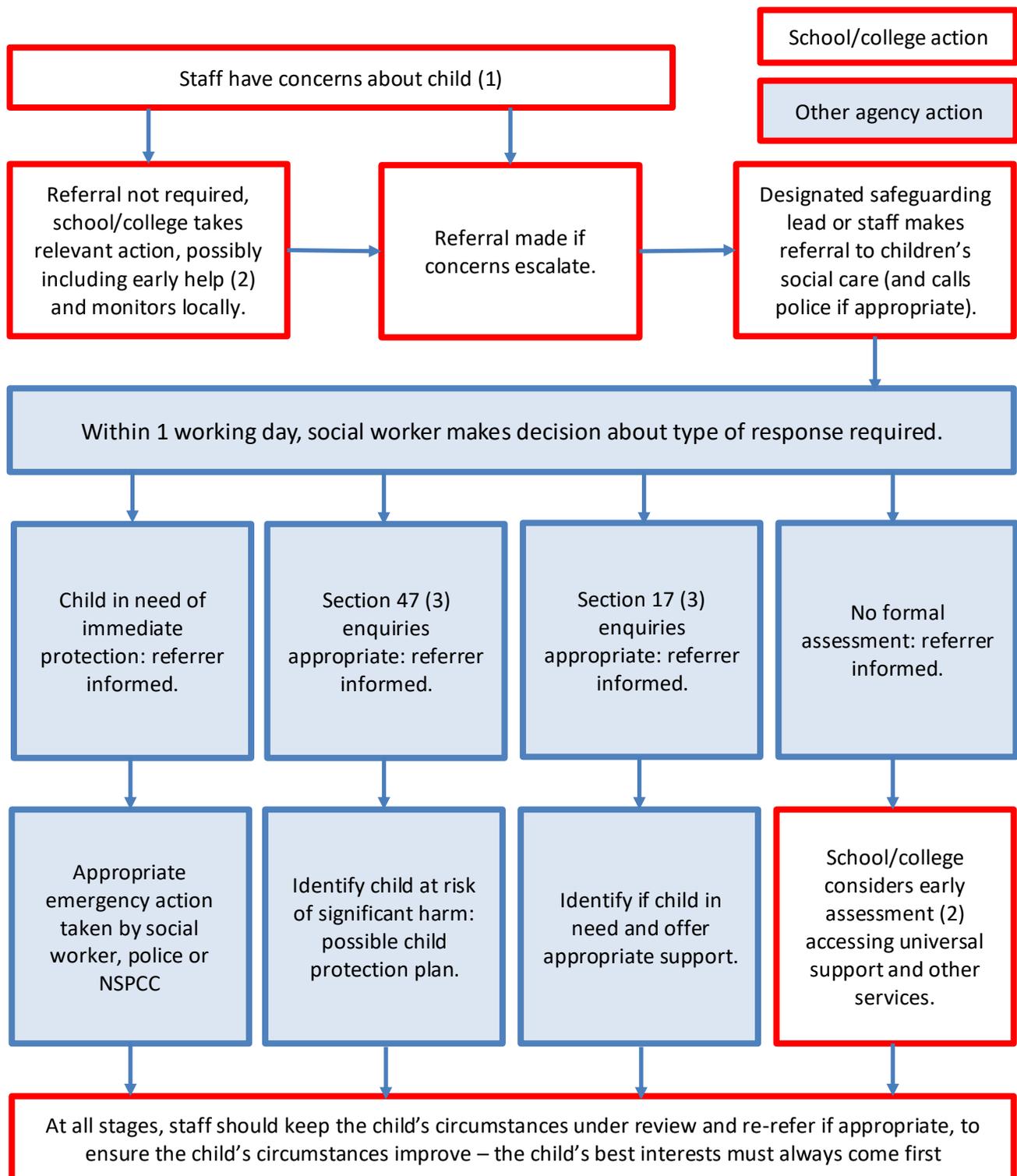
Radicalisation

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

Broad government guidance on the following is also available via the GOV.UK website (see Part one: Keeping children safe in education [September 2020])

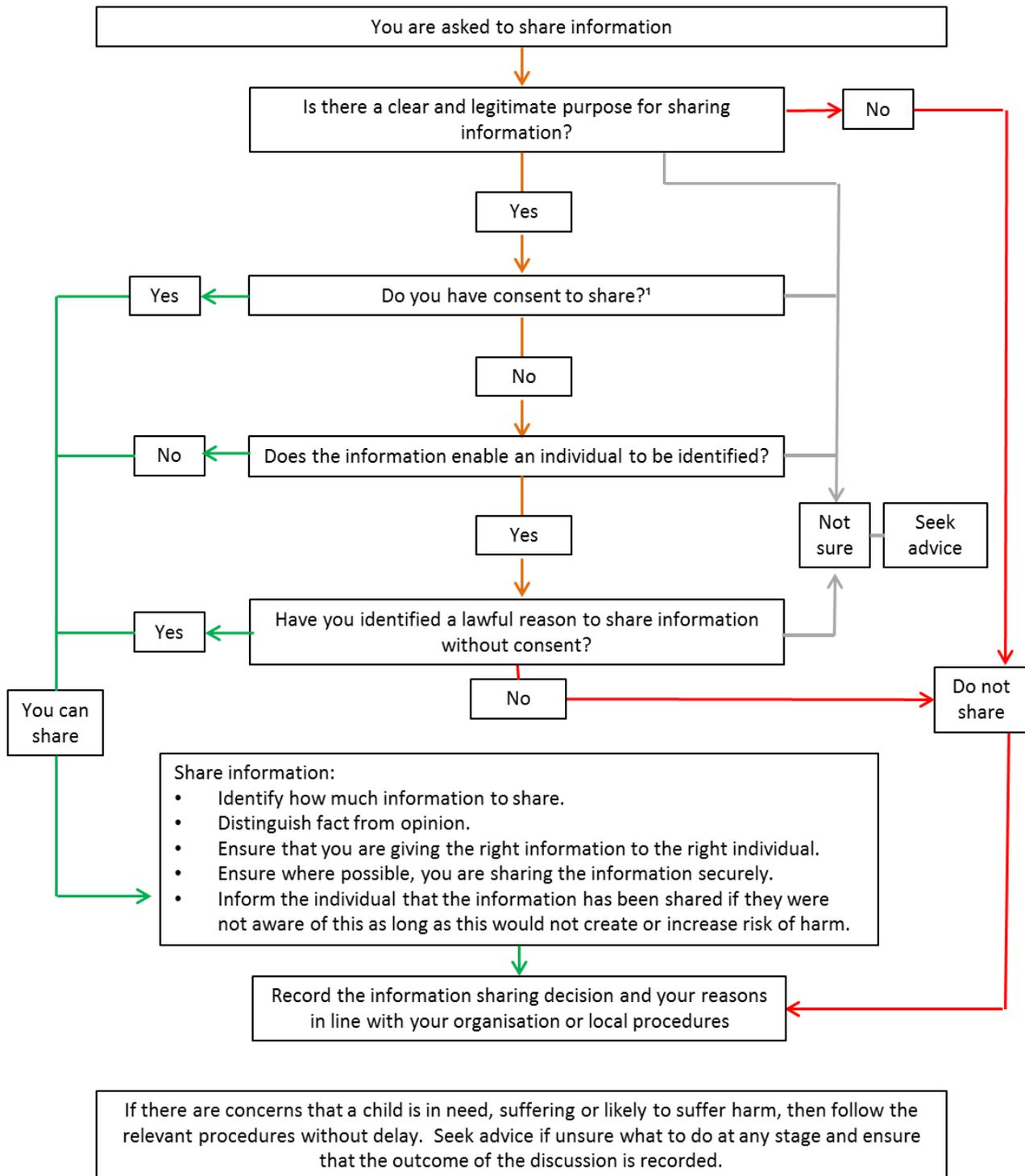
- [bullying including cyberbullying](#)
- [children missing education](#)
- [child missing from home or care](#)
- [child sexual exploitation](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#)
- [gangs and youth violence](#)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

Appendix 4: Actions where there are concerns about a child (KCSIE, September 2020)



1. Cases where there is a concern or allegation made against a staff member refer to the Principal 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 XXXX's threshold guidance

Appendix 5: Flowchart of when and how to share information



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 Deputy DSL or 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

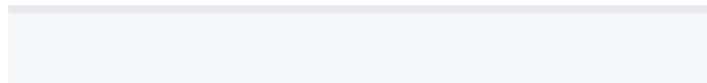
CLICK



CLICK



Report a Concern



FILL IN THE PAGE

Report a Concern

Name(s) of Pupil(s)

Concern Summary

Send Concern to

Concern Date/Time

Details of Concern

Location of Incident

Action taken

Attachment

ⓘ Please attach any media that is relevant to this concern.

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

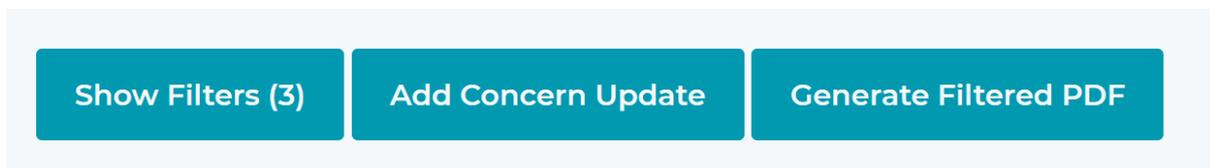
The image shows a screenshot of the 'My Concerns' page in the myconcern system. The page header includes the myconcern logo, the school name 'Demonstration School (8234321)', and the user name 'MP Baker'. Below the header, there are tabs for 'Report a Concern', 'My Concerns', and 'Resources'. The 'My Concerns' tab is selected. Below the tabs, there are links for 'My Concerns', 'My Team Concerns', 'My Team Profiles', and 'My Tasks'. The main content area is titled 'My Concerns' and shows a table of concerns. The table has columns for 'Concern ID', 'Concern Summary', 'Class', 'Categories', 'Reported At', 'Associated People', 'Owning Group', and 'Status'. One row is highlighted with a green border, indicating the selected concern.

Concern ID	Concern Summary	Class	Categories	Reported At	Associated People	Owning Group	Status
2017: 8513	Megan came into college with a nasty bruise on her face		Injury Home Issues	16/1/17 11:10	Megan Davies Sophie Davies Benjamin Davies	DSLs	Open
2017: 8558	Alex came into school this morning with a bruised left eye		None	1/2/17 10:42	Alex Grazer	DSLs	Recorded
2016: 8202	Alex and Claire were fighting in the corridor before school today		Violence Home Issues	29/7/16 10:45	Alexander Burton Claire Abbot	Openshaw Campus	Closed

Click "Chronology"



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

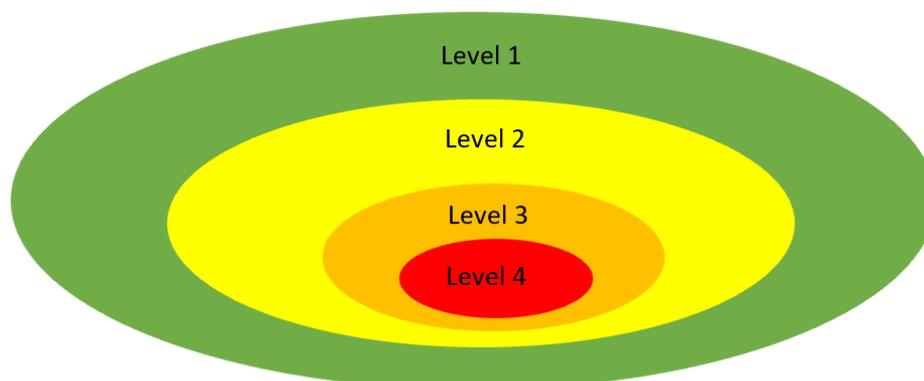


MyConcern Levels of Need

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)	<p>This pupil may just need keeping an eye on to ensure that a low level concern does not develop into a larger issue.</p> <p>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.</p> <p>Examples may be initial concerns regarding:</p> <ul style="list-style-type: none"> • Disordered eating or weight loss • Low level mental health or behaviour changes • Family circumstances • SEN or academic issues • Friendship / relationship issues • Poor sleep 	<p>The support offered will be by internal College staff and professionals.</p> <p>The pupil should be offered support by relevant individuals. This might be:</p> <ul style="list-style-type: none"> • HM • Tutor • Counsellor • Deputy Head (Pastoral) • Health Centre Team • Chaplain <p>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.</p> <p>The Deputy Head (Pastoral) will discuss the pupil at their fortnightly meeting with the HM.</p>	<p>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.</p> <p>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.</p>

Higher level Pastoral concern (2)	<p>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.</p> <p>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.</p>	<p>The support offered will usually be by internal College staff and professionals.</p> <p>The pupil should be offered support by relevant individuals. This might be:</p> <ul style="list-style-type: none"> • HM • Tutor • Counsellor • Deputy Head (Pastoral) • Health Centre Team • Chaplain • DSL <p>The pupil will be discussed as part of the weekly pastoral meeting and will be</p>	<p>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.</p> <p>It is likely that parents will be aware that there are pastoral concerns.</p> <p>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</p>
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	<p>This pupil will need close monitoring and there may be higher level concerns about:</p> <ul style="list-style-type: none"> 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 Friendship / relationship issues Bullying Sexual harassment Online safety / sexting Peer on peer abuse Attendance at College General social issues / social anxiety Gender issues 	<p>flagged to teaching staff as a pupil to be aware of.</p> <p>The Deputy Head (Pastoral) will discuss the pupil at their fortnightly meeting with the HM.</p> <p>External services may be accessed, if appropriate. These might include:</p> <ul style="list-style-type: none"> Psychologist SEN Support (eg an educational psychologist) An external therapist Education Welfare Service 	<p>summary of the pupil on MyConcern so that their progress can be recorded.</p> <p>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.</p> <p>If appropriate relevant pastoral information will be shared with SLT and the Master.</p>
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<p>Intensive support and monitoring (3)</p>	<p>This pupil will require significant support due to complex and high level pastoral concerns. Often several areas of professional support will be required.</p> <p>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.</p> <p>Issues likely to be within this category of concern are:</p> <ul style="list-style-type: none"> 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 	<p>The support offered will include both internal and external professionals and agencies. This may include:</p> <ul style="list-style-type: none"> Counselling College Psychiatrist External therapists DSL and Deputy Head (Pastoral) involvement Education welfare service Bracknell Forest MASH <p>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.</p> <p>The Deputy Head (Pastoral) will discuss the pupil at their fortnightly meeting with the HM.</p> <p>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.</p>	<p>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.</p> <p>The welfare plan will be reviewed fortnightly.</p> <p>It is likely that parents will be aware that there are pastoral concerns.</p> <p>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.</p> <p>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.</p> <p>The Master and the SLT will be aware of the pupil's needs.</p> <p>The Safeguarding Governor will be informed.</p>
<p>Significant, serious and urgent Level of Need (4)</p>	<p>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</p>	<p>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:</p> <ul style="list-style-type: none"> Bracknell Forest Children's Social Care statutory involvement 	<p>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.</p>

	<p>to disability and may require a more specialist intervention.</p> <p>The pupil may be accessing more specialised services such as residential care or hospitalisation.</p> <p>Issues likely to be in this category of concern are:</p> <ul style="list-style-type: none"> • 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 • Honour based abuse: FGM, Forced Marriage • Sexual violence or assault • Radicalisation • Absconding, no idea of whereabouts • Homelessness <p>In this level of need, a referral will have been made to Children’s Social</p>	<ul style="list-style-type: none"> • 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 <p>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.</p> <p>The Deputy Head (Pastoral) will discuss the pupil at their fortnightly meeting with the HM.</p> <p>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.</p>	<p>The welfare plan will be reviewed weekly.</p> <p>Parents will be aware that there are pastoral concerns and will have regular contact with the HM and also the DSL.</p> <p>A Child protection plan may be in place and will be monitored and overseen by the DSL.</p> <p>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.</p> <p>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.</p> <p>The Master and the SLT will be aware of the pupil’s needs. The Safeguarding Governor will be informed.</p>
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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	4 th 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	3 rd 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	3 rd 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 5 th GCSE and AS)
	6 th form language courses	Various	Issues such as forced marriages and cultural differences often covered in oral preparations / language lessons (dictated by pupils)
Philosophy & Religion	3 rd 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	4 th Form GCSE	Michaelmas	Diet and Health: students learn about the composition of a healthy lifestyle and what to eat to maintain good health.
	5 th 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.
	5 th 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*	3 rd Form	Michaelmas	Appropriate use of social media. Protecting yourself and others.
	4 th Form	Lent	Lessons on friendship, being a mate and spotting the signs of depression.
	5 th Form	Michaelmas	Relationships and consent
*The Well-being programme has also been rewritten to include the compulsory elements of the RSE as laid down in 'Statutory guidance: relationships education, relationships and sex education (RSE) and health education (DfE, 2019)mn			
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.)
	3 rd 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	3 rd Form: British Library Timeline, class novel	Michaelmas I	Among various resources explored for these two units, pupils will be exposed to texts that explore behaviour, ethics and safeguarding issues
	4 th / 5 th 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
	6 th Form	Throughout the course	Apart from general propensity of English to engage pupils in thinking about ethics and society, specific 6 th 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	3 rd 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
	4 th Form	Michaelmas	Sex education workshops
		Lent	B-EAT eating disorders talk
			Gender workshops
			Body Image
		Summer	Digital Footprint DAUK
			Drugs education talk
			Smoking workshops
	5 th Form	Michaelmas	Sexual Health workshops
			Explore workshops (well-being lessons) healthy relationships
		Lent	RAP project: Healthy Relationships & consent
	L6 th 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

Appendix 8 Useful Glossary of Terms

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see *Working Together to Safeguard Children*), in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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*).

Keeping Children Safe in Education states that "safeguarding and promoting the welfare of children is everyone's responsibility". Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.' This means that the College should consider, at all times, 'what is in the best interests of the child.' All staff should be aware that behaviours linked to the likes of domestic abuse, drug taking, alcohol abuse, truancy and sexting put children in danger. Safeguarding issues can manifest themselves via **peer on peer** abuse. This is most likely to include, but is not limited to:

- Bullying (including cyberbullying),
 - Physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence and sexual harassment (see the College policy)
 - Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.
 - Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

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

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

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

Extremism refers to the Government's 'Prevent Strategy' which defines extremism 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. We also include in our definition of extremism, calls for the death of members of our armed forces".

Prevent is part of the UK's Counter Terrorism Strategy, preventing people from becoming involved in terrorism or supporting terrorism. 'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the CounterTerrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015.

Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda, who have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist

violence or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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 institution or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving. While the School understands that the acronym 'LADO' has been removed from KCSIE in favour of 'designated officer', it continues to use it for the sake of brevity, as allowed by the Independent Schools Inspectorate Handbook- '*The Regulatory Requirements*'.

Contextual safeguarding: Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. (KCSIE, 2020)

Upskirting: The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on the 12th April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.