

PANGBOURNE

Pangbourne College

September 2018

CHILD PROTECTION AND SAFEGUARDING POLICY

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer	<p>Fiona Goussard, Local Authority Designated Officer (LADO)</p> <p>TEL: 01635 503153 Extn: 1197</p> <p>LADO email: lado.lado@westberks.gcsx.gov.uk</p> <p>Joan Ball, Education Welfare and Safeguarding Officer</p> <p>TEL: 01189 167770</p> <p>EMAIL: joan.ball@westberks.gov.uk</p>
Local Authority Children's Social Services	<p>Contact Advice and Assessment team</p> <p>TEL: 01635 503190</p> <p>EMAIL: child@westberks.gov.uk</p> <p>OUT OF HOURS EMERGENCY</p> <p>DUTY TEAM TEL: 01344 786543</p>
Support and Advice about Extremism	<p>Police</p> <p>DS Kulvinder Bansai, Thames Valley Police</p> <p>TEL: 07788307178</p> <p>EMERGENCY: 999</p> <p>NON EMERGENCY NUMBER: 101</p> <p>EMAIL: Kulvinder.bansal@thamesvalley.pnn.police.uk</p> <p>Local Authority</p> <p>Principal Education Psychologist and PREVENT Lead, Education</p> <p>TEL: 01635 519014</p> <p>EMAIL: linda.curtis@westberks.gov.uk</p>

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	<p>PREVENT LEAD: Linda Curtis</p> <p>Department for Education</p> <p>NON EMERGENCY NUMBER: 020 7340 7264</p> <p>EMAIL: counter.extremism@education.gsi.gov.uk</p>
NSPCC Whistleblowing Advice Line	<p>ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH</p> <p>TEL: 0800 028 0285</p> <p>EMAIL: help@nspcc.org.uk</p>
Disclosure and Barring Service	<p>ADDRESS: PO Box 181, Darlington, DL1 9FA</p> <p>TEL: 01325 953795</p> <p>EMAIL: dbsdispatch@dbs.gsi.gov.uk</p>
Teaching Regulation Agency	<p>ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH</p> <p>TEL: 0207 593 5393</p> <p>EMAIL: misconduct.teacher@education.gov.uk</p>
OFSTED Safeguarding Children	<p>TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm)</p> <p>EMAIL: Whistleblowing@ofsted.gov.uk</p>
BSA Head of Safeguarding and Standards	<p>Dale Wilkins, Head of Safeguarding and Standards:</p> <p>dale@boarding.org.uk</p> <p>TEL: 07905 127650</p> <p>EMAIL: safeguarding@boarding.org.uk</p>

KEY SCHOOL CONTACT DETAILS

Governors	<p>Chair of Governors</p> <p>Mr Roger Lane-Nott</p> <p>TEL: 0118 984 2101</p> <p>EMAIL: chairman@pangbourne.com</p>	<p>Nominated Safeguarding Governor</p> <p>Mrs Matilda Oppenheimer</p> <p>TEL: 0118 984 2101</p> <p>EMAIL: mmgoppenheimer@hotmail.com</p>
Designated Safeguarding Lead (DSL) {and Deputy Designated	<p>Main DSL for the School</p> <p>Mrs Caroline Bond</p> <p>TEL: 07766 578617</p>	<p>Deputy DSL</p> <p>Mr Rupert Bancroft</p> <p>TEL: 07974 755502</p>

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Safeguarding Lead (DDSL)}	HOME: 0118 9845297 EMAIL: caroline.bond@pangbourne.com	EMAIL: rupert.bancroft@pangbourne.com
Head	Mr Thomas Garnier TEL: 0118 9767417 EMAIL: headmaster@pangbourne.com	

POLICY STATEMENT

This policy applies to Pangbourne College. This policy is reviewed and updated annually (as a minimum) and is available on the School website.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2018) ('KCSIE')
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (September 2018)
 - Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
 - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
 - The use of social media for on-line radicalisation (July 2015)

This policy also takes into account the procedures and practice of West Berkshire as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board.

CONCERNS ABOUT A CHILD

The College has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. **Safeguarding and promoting the welfare of children is everyone's responsibility.**

The College has arrangements for listening to children and providing early help. Details of these arrangements are in the College Calendar and homework diary which outlines *Where Do I Go to for Help?* including confidential helplines and web addresses for external specialists such as Childline and the Samaritans. There is also a Peer Mentoring scheme, whereby trained older pupils are encouraged to offer advice and support to younger pupils. Child Protection training is a vital part of this training. As part of the *Taking Responsibility* course, Child Protection training is given to the Lower Sixth in January and June.

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Definitions of safeguarding and types and signs of abuse

Safeguarding and promoting the welfare of children are defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

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 (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. For example, "the record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the Designated Safeguarding Lead ('DSL') or their deputy).

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Where there is a safeguarding concern, the College will ensure that the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The College manages this by:

- Establishing and maintaining an environment where children also feel secure, are encouraged to talk, and are listened to.
- Including opportunities in the PSHCE curriculum for pupils to develop the skills which they require to recognise and stay safe from abuse.
- Ensuring that the Anti-Bullying Policy is understood by pupils, staff and parents.
- Ensuring that the Cyberbullying Policy and E-Safety Guidelines are understood by pupils, staff and pupils.

The College operates its processes with the best interests of the pupil at their heart.

Early Help

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.

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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 who consider that a pupil may benefit from early help should discuss this with the College's DSL. The DSL will consider the appropriate action to take in accordance with the West Berkshire Safeguarding Children Board referral threshold document. The DSL

will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to Children's Social Care if the pupil's situation does not appear to be improving.

What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL (should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The College's Local Safeguarding Children Board is West Berkshire. A full copy of their local procedures can be found at http://berks.proceduresonline.com/west_berk/index.html.

Staff working in one to one situations

Staff working in one to one situations (for example, one to one music tuition, interviews, sports coaching as well as communication with individual pupils by electronic means) may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct meetings accordingly. Pre-arranged meetings with pupils away from school premises should not be permitted unless approval is obtained from their parent and the

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Headmaster or other senior colleague with delegated authority. To ensure the safety and security needs of both staff and pupils are met, the following should be adhered to:

- Avoid meetings with pupils in remote, secluded areas of the school.
- Ensure there is visual access and/or an open door in one to one situations.
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by.
- Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.
- Always report any situation where a pupil becomes distressed or angry to a senior colleague.
- Consider the needs and circumstances of the pupil/pupils involved.
- Staff should only contact pupils and parents via the College email system and not use their personal email accounts.
- Staff should not communicate with pupils via social networking sites.
- Professional discretion should always be exercised by staff with regard to mobile phones as a means of contacting pupils. Staff should remember that text messages and calls can be misunderstood, if their context is not clear and because of this, as a general rule, regular use of mobiles for contacting pupils is to be avoided. However, in a boarding school like Pangbourne, there are situations in which they are invaluable: for example, a housemaster/housemistress may wish to contact a pupil on their mobile phone to ascertain their safety and find out where they are.
- Staff should read the guidelines on 'Transporting Pupils on a one to one basis' in the 'Principles of Professional Conduct'.

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the College's normal referral processes and report any concerns immediately to the DSL, Caroline Bond or DDSL, Rupert Bancroft, when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or Children's Social Care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999. Advice and support about extremism can also be sought from children's social care and the Police as detailed on the contacts page.

The College, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL (and DDSL) and governor responsible for safeguarding to

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ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

Staff **must** report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

What staff should do if a child goes missing from education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The College's procedures for unauthorised absence and for dealing with children who go missing from education are detailed in the Missing Pupil Policy. Further detail can also be found at Appendix 1 of this policy.

The College will report to West Berkshire Council a pupil who fails to attend school regularly or has been absent from school without the College's permission for a continuous period of 10 school days or more.

What staff should do if they have concerns about another staff member

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer at West Berkshire Council.

What staff should do if they have concerns about safeguarding practices in the school

The College aims to ensure there is a culture of safety where concerns are raised and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the College's safeguarding systems, these should be raised in accordance with the College's whistleblowing procedures which can be found in the Staff Handbook. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

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ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. For definitions of sexual violence and sexual harassment, please see Appendix 1. Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh” or “boys being boys”. While every case will be different, it is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. All staff should be aware of implications of such behaviour. The College recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The College recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children. The needs of children regarded as vulnerable or requiring additional support are considered at both the Housemasters’/Housemistresses’ meetings as well as Common Room Pastoral Meetings.

The College recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse. As a boarding school there are additional factors to consider with regards to safeguarding set out in the National Minimum Standards. All boarding staff are warned to be alert for inappropriate pupil relationships, initiation type behaviours and the potential for peer on peer abuse, particularly if there is a significant gender imbalance. The College does not tolerate ‘banter’ which is often used as a cover for verbal bullying.

The College takes the following steps to minimise the risk of peer-on-peer abuse:

- Making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up;
- To not tolerate or dismiss sexual violence or sexual harassment as ‘banter’, ‘part of growing up’, ‘just having a laugh’ or ‘boys being boys’; and
- To challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.
- To educate young people about the issues surrounding ‘consent’ and the often devastating consequences for young men and women of not getting consent.

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Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the College's Anti-Bullying and Behaviour policies.

A pupil against whom an allegation of abuse has been made may be suspended from the College during the investigation. The College will take advice from the West Berkshire LCSB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is 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 the West Berkshire LCSB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the College and advice will be sought as necessary from the West Berkshire LCSB and/ or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to Children's Social Care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

Sexting

The College's approach to sexting is based upon the need to educate and to inform children that they risk being criminalised by committing criminal offences of which they may be unaware. In doing so, they may bring on themselves and their families potentially life changing consequences through being cautioned or convicted and being placed on the Sex Offenders Register. Through PSHCE, the College aims to work with pupils to ensure that they are aware of the consequences of sexting. The Child Exploitation and Online Protection Service (CEOP) operates a website with age appropriate advice for everyone from very young children to parents and teachers. (www.thinkuknow.co.uk)

If a member of staff becomes aware of 'indecent' images being shared by or about a young person (under the age of 18), they should not:

- Screenshot the image.
- Ask for the image to be forwarded to them.
- Copy the image.
- Print the image.
- Show the image to anyone else on a device.

It is important to note that any of these actions, even if they are done for the best of intentions, will involve committing the criminal offence of making and distributing indecent images of children. If a member of staff is concerned about an 'indecent' image, they should immediately speak to DSL or DDSL, describing the image in words rather than the above. Please also note

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the social media site, the date and time the image was posted, the date and time it was seen and the names of those involved. The DSL/DDSL will then make a decision and, if

appropriate, report the incident to Thames Valley Police on 101. Thames Valley Police will secure the evidence rather than non-police staff.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by DSL/DDSL, medical and pastoral staff and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the College.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)

The College's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and West Berkshire LCSB arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

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Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the school, the College should not undertake their own investigation of allegations without prior consultation with the Local Authority 'Designated Officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the College may discuss informally with the 'Designated Officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the DSL. If an allegation is reported to the DSL, the DSL will keep the Head informed at all times. Where the Head or DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors and Safeguarding Governor. Where the Head or DSL is the subject of the allegation or concern, the Head or DSL must not be informed of the allegation prior to contact with the Chair of Governors and Safeguarding Governor and the Designated Officer. However, if appropriate, staff may consider discussing any concerns with the Head or DSL and make any referral via them.
2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The Designated Officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the Designated Officer and *KCSIE* when making a decision about suspension.

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Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.

5. Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.
6. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
7. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The College has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the College must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
8. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the College's safeguarding procedures or practices to help prevent similar events in the future.

The College will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

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Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Headmaster will consider whether any disciplinary action is appropriate against a pupil who

made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the College will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

The College recognises its duty to inform the BSA of any allegation against a member of staff, whether recent or non-recent, which the school has referred to the Local Authority Designated officer (LADO), to the police or Children's Services. The BSA must also be informed of any allegation of peer on peer abuse. It does not need to know specific details, nor will it normally be appropriate for the BSA to know as soon as the allegation is received. At a later stage, schools should update the BSA with any information which is in the public domain.

STAFF PRINCIPLES OF PROFESSIONAL CONDUCT

The College's Staff Principles of Professional Conduct can be found on the website and in the Staff Handbook. The aim of the Staff Principles of Professional Conduct is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

SAFER RECRUITMENT

The College is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the College including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the College's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the College's Recruitment and Selection Policy.

The College's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriate supervised are set out in the College's Recruitment and Selection Policy.

MANAGEMENT OF SAFEGUARDING

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The College's DSL is Mrs Caroline Bond who is a member of the leadership team. Mr Rupert Bancroft is the DDSL and the person to whom reports should be made in the absence of the

DSL. This ensures there is the required cover for the role at all times. The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the College. The DSL's responsibility is to maintain an overview of safeguarding within the College, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the College's policies and procedures in practice. The DSL works with the nominated safeguarding governor to review and update the College's safeguarding policy. Where a pupil leaves the College, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the College's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local Children's Services.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ or DDSL will always be available (during school hours/out of hours) for staff in the College to discuss any safeguarding concerns. Out of term, there will be a single point of contact selected from the Headmaster and the three Deputy Heads (who will then contact the DSL).

Full details of the DSL's role can be found at Annex B of *KCSIE*.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

TRAINING

Induction and training are in line with advice from West Berkshire LSCB.

All Staff

All new staff will be provided with induction training that includes:

- the child protection policy;
- the role and identity of the DSL and DDSL
- the behaviour policy
- the Staff Principles of Professional Conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- the safeguarding response to children who go missing from education;

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- a copy of Part one of *KCSIE*
-
- School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE* (and Part five of *KCSIE*).

Copies of the above documents are provided to all staff during induction. Temporary staff and volunteers will all be provided with Safeguarding training and documentation.

All staff are also required to:

- Read Part one of *KCSIE* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via formal briefings at INSET training and via email and Common Room Pastoral meetings.
- Understand key information contained in Part one of *KCSIE*. The School will ensure staff understanding by requiring all personnel to complete a questionnaire. In addition to their training, all staff and governors are given cards with 'Five key points to follow if you suspect, or are told of abuse'.
- Receive training in safeguarding and child protection regularly, in line with advice from the west Berkshire LSCB. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The College provides these via, for example, emails and staff meetings.

DSL and DDSL

The DSL and DDSL receive updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the West Berkshire LSCB's approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE*.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DDSL is trained to the same level as the DSL.

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OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Mrs Matilda Oppenheimer is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the College. She is a member of the governing body.

An audit of the College's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The board-level lead undertakes the audit with the DSL, before presenting the findings to the Main Governing Body for their consideration. The College draws on the expertise of staff, including the DSL(s), in shaping the institution's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the College will work with the Local Authority designated officer to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

THE COLLEGE'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The governing body ensure that all pupils are taught about safeguarding, including online, through the curriculum and PSHCE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the College's ICT curriculum and also embedded in PSHCE and sex and relationships education (SRE).

The College has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The College's monitoring and prevention system is Smoothwall. The system aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the College's approach to online safety can be found in the E-Safety Policy which also includes detail on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the College's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the school's systems.

Looked after children

The governing body will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

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Mrs Caroline Bond is the designated member of staff who has responsibility for their welfare and progress. The College ensures that the designated member of staff receives appropriate training in order to carry out their role.

Arrangements for visiting speakers

The College has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The College's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the school and British values.

The College is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the College may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the College site, will be supervised by a school employee. On attending the College, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The College shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

Safeguarding arrangements for any trips away from school premises will be considered in line with this policy and the College Trip policy.

Use of mobile phones and cameras

The College's policy on the use of mobile phones and cameras can be found in the school's eSafety Policy. For example, 'Staff are not permitted to use their personal mobile devices or cameras in school. Staff who wish to use take photographs or video of pupils (whether on a personal or school device) must first speak with the DSL to obtain their approval before taking any image of a pupil. Staff who wish to use their personal mobile devices or cameras in school for any other reason must first speak with the DSL. Staff who act in breach of this may be subject to disciplinary action.

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APPENDIX 1 –SIGNS AND TYPES OF ABUSE

All school 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.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might

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include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

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 and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; practices linked to culture, faith and beliefs; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child Trafficking

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.

Children are trafficked for:

- Child sexual exploitation – see below
- Benefit fraud
- Forced marriage – see below
- Domestic servitude such as cleaning, childcare cooking
- Forced labour in factories or agriculture
- Criminal activity such as pickpocketing, transporting drugs – 'county lines'

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Child sexual exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A

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significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

So called 'honour based' violence: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM)], forced marriage, and practices such as breast ironing.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report 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 under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as

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appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18], teachers should follow the School's local safeguarding procedures.

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 can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the

Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is 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. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Special educational needs and/or disabilities: Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

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- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Children who go missing from school: A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the College's procedures for dealing with children who go missing, particularly on repeat occasions. The College's procedure for dealing with children who go missing can be found in the School's Missing Children Policy. All unexplained absences will be followed up in accordance with this Missing Children Policy.

The College shall inform the local authority of any pupil who is going to be added to or deleted from the College's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The College will inform West Berkshire (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the College and West Berkshire.

Action should be taken in accordance with this policy if any absence of a pupil from the College gives rise to a concern about their welfare.