

SAFEGUARDING POLICY

Written:	DQ - September 2017
Reviewed by:	BM - September 2018
Approved by:	BM, MW, LD. MSe, EC
Applicable to:	All staff, governors, visitors, pupils/students (day and boarding) and parents
For review:	June 2019

STATEMENT OF INTENT

The governing body at Slindon College ensures that arrangements are made to safeguard and promote the welfare of all pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State.

Safeguarding is everyone's responsibility. It applies to all who, work, volunteer, learn, or supply services to our school which includes both boarders and day pupils. All staff and volunteers have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a child is at risk of significant harm or in need of support services. They are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is Mr Barry McMahon (Deputy Headmaster), or Deputy Designated Safeguarding Lead (Deputy DSL) Mrs Maureen Sargeant (Head of Upper School) or Deputy Designated Safeguarding Lead (Deputy DSL) Miss Emily Coffey, who are informed by statutory and best practice guidance. Our Local Safeguarding Board (LSCB) is the West Sussex Safeguarding Children's Board and this policy is in accordance with locally agreed interagency procedures.

Slindon College recognises it is an agent of referral and not of investigation. Any person may make a referral (including whistleblowing) to external agencies such as the West Sussex Local Safeguarding Children's Board, Children's Social Care (CSC), the Multi Agency Safeguarding Hub (MASH) or the Local Authority Designated Officer (LADO) and the police, if necessary.

The safety and welfare of all our pupils at Slindon College is our highest priority. The College is committed to acting in the best interests of our pupils at all times and recognises the duty to consider at all times the best interests of the child and to take action to enable all children to have the best outcomes. Our business is to know everyone as an individual and to provide a secure and caring environment so that every child can learn in safety. In all matters relating to child protection the School will follow the procedures laid down by our own (or where appropriate the relevant child's) Local Safeguarding Children Board (LSCB) which is West Sussex County Council together with DfE guidance contained in Working Together to Safeguard Children (August 2018) and

Keeping Children Safe in Education (KCSIE September 2018).

This policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of pupils at the School. They have been prepared in compliance with guidance issued by the Secretary of State and with regard to:

- The Education Acts
- Education (Independent Schools Standards) Regulations 2014 (as amended from time to time)
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedoms Act 2012
- The Children Act 2004
- What to do if you're worried a Child is being Abused March 2015
- Working together to Safeguard Children August 2018 (A guide to inter-agency working to safeguard and promote the welfare of children)
- Keeping Children Safe in Education (KCSIE) September 2018
- DBS Referrals Guidance (as may be amended from time to time)
- Independent Schools Inspectorate Handbook - the regulatory requirements (and as amended)
- National Minimum Standards for Boarding Schools April 2015
- Teacher misconduct: regulating the teaching profession March 2014 (and related guidance)
- Use of Reasonable Force in Schools July 2013
- Information Commissioner's Office Data Sharing Code of Practice May 2011
- Preventing and Tackling Bullying October 2014
- Prevent Duty Guidance, Channel Guidance and Prevent Departmental Advice, 2015
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation

This policy and its associated procedures address the Independent Schools' Standards Requirements (ISSRs) Part 3, and are in accordance with locally agreed inter-agency procedures.

All members of staff have a duty to safeguard and promote our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of children is everyone's responsibility. This includes a duty both to children in need and to children at risk of harm. All staff should read at least Part 1 and annex A of KCSIE. All School staff should be aware that child protection incidents can happen at any time and anywhere and are required to be alert to any possible concerns. The Governors ensure that the following mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE which incorporates the additional statutory guidance 'Disqualification under the Childcare

Act 2006' (June 2016) and also the non-statutory advice for practitioners 'What to do if you're worried a child is being abused' (March 2015). KCSIE also incorporates 'Prevent Duty Guidance' (July 2015) which gives guidelines on Departmental advice for schools and childminders and the use of social media for on-line radicalisation (July 2015).

WHAT IS CHILD ABUSE?

The departmental advice: What to do if you are worried a child is being abused - Advice for Practitioners (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>) should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse. The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides helpful information on types of abuse and what to look out for all staff are encouraged to refer to.

Annex A of KCSIE should also be referred to by all members of school staff especially senior members of staff and those staff working directly with children. Such staff includes the Deputy Heads, Bursar, other members of the Senior Leadership Team and teaching staff.

TYPES OF ABUSE AND NEGLECT - See details in appendix 1

OTHER SAFEGUARDING ISSUES

Staff will be made aware that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Some behaviours linked to drug taking, alcohol abuse, truancing, gender based violence and sexting also put children in danger.

Peer on peer abuse, is abuse by one or more pupils/students against another pupil/student. 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. Further information on this form of abuse is detailed in section on procedures for managing peer-on-peer abuse.

CHILD'S WISHES

Where there is a safeguarding concern the School will ensure the pupil's or student's wishes and feelings are taken into account when determining what action to take and what services to provide. The School recognises that a child who is abused may feel helpless and



humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk or harm. The School has age appropriate systems in place for children to express their views and give feedback so that their wishes or feelings will be taken into account when determining what action to take and what services to provide. However the child's wishes or feelings cannot override the duty to refer suspected abuse to children's social care or police. The School will operate processes with the best interests of the child at their heart.

TRANSPARENCY

Slindon College prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Slindon College. A copy of this policy is on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

BOARDING SPECIFIC MATTERS

The School prides itself on its excellent boarding provision and the fact that at its heart is a thriving boarding community, which brings benefits to all its pupils. As a consequence, the School is also attuned to the specific safeguarding requirements that boarding school settings need, and always seeks to exceed them. These are detailed in other policies, but two are particularly germane here:

- All staff, and particularly those involved in the pastoral care of our boarders, are highly conscious of pupil/student relationships, and in particular the potential for peer on peer abuse. Further information on this form of abuse is detailed in section on procedures for managing peer-on-peer abuse.
- In any case where a member of the boarding staff is suspended pending a child protection related investigation, alternative accommodation away from children will be found at once.

SAFER EMPLOYMENT PRACTICES

Slindon College follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. Please also see the School's recruitment,



selection and disclosures policy and procedure, recruitment pack, policy on induction of new staff, governors and volunteers in child protection and staff code of conduct policy.

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE 2018), the Governing Body prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their staff have been suitably vetted in line with legal requirements.

The School works with external agencies where appropriate including inter-agency working on the part of the DSL and attendance at strategy meetings.

As part of carrying out safe recruitment procedures under KCSIE, members of the teaching and non-teaching staff at the School 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 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.

Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher sanction or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent schools checks.

All governors, volunteers and contractors working regularly during term-time (such as contract catering staff) are also subject to the statutory DBS checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils at School or on another site.

Should the School develop concerns about an existing staff member's suitability to work with children; it will carry out all relevant checks as if the individual were a new member of staff.

This policy is reviewed by governors at least annually. Please also refer to the School's Recruitment Policy for further details.

RAISING AWARENESS

Ms Lucinda Davis is the liaison governor for safeguarding issues. The role of the designated governor is to liaise with the local authority on issues of child protection in case of allegations against the Head or a member of the Governing Body. The governors, in conjunction with the Designated Safeguarding Lead (DSL), carry out an annual review of the School's safeguarding policy and procedures with day-to-day issues being delegated to its Safeguarding committee, which the designated safeguarding lead/Headmaster attend. The governing body is responsible for:

- reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged;
- ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay; and
- approving amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice.

We recognise that the School plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role school plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views.

DESIGNATED SAFEGUARDING LEAD

Barry McMahon, Deputy Headmaster, is our Designated Safeguarding Lead (DSL) (or in his absence the deputy DSL may be contacted). The DSL contact details are 01243 814320 or mobile 07795 558854. He has been fully trained for the demands of this role in child protection and locally agreed inter-agency procedures in accordance with the locally agreed procedures and as set out in Annex B of Keeping Children Safe in Education. He is a member of the senior leadership team at our School.

Maureen Sargeant (Head of Upper School) is a deputy DSL. Her contact details are 01243 814320 or 07710099077 and Miss Emily Coffey (Head of Lower School) is a deputy DSL. Her contact details are 01243 814320 or 07710099076. The deputies are trained to the same standard as the DSL.



The DSL's role is to take lead responsibility for safeguarding and child protection matters at the College. Their responsibility is to maintain an overview of safeguarding including online safety, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the policies and procedures in practice. When a pupil leaves the College, the DSL will also be required to ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible and ensure secure transit and safe receipt. All staff working with children, including the DSL and deputy DSLs, should have regular reviews of their own practice in relation to safeguarding pupils. The DSL will provide any member of staff with the opportunity to discuss any concerns they may have about welfare and safeguarding matters. The DSL and deputy DSLs will also work with the governors to review and update the safeguarding/child protection policy and review the effectiveness of the safeguarding procedures in place.

Both the DSL and his deputy undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and his deputies will also attend refresher updated at regular intervals, as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role. They both have a job description for their safeguarding roles and key activities. The DSL role is to ensure that each member of staff has access to and is aware of and understands the School's safeguarding policy and procedures. Their training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE) (September 2018). The DSL has ultimate responsibility for safeguarding and child protection in the School. This responsibility should not be delegated.

The DSL and/or the deputy DSL's can be contacted at any time during school hours for staff in School to raise or discuss any safeguarding concerns. Boarding staff have an emergency contact telephone number for the DSL and his deputies in the boarding houses. During out of hours please refer to the Safeguarding Flow Chart (Appendix 2) or the quick guide to safeguarding (Appendix 4) for all contact telephone numbers.

The DSL maintains close links with the LSCB for West Sussex and reports at least once a year (but usually termly) to the governors' on the child protection issues outlined above. The DSL will make prompt contact with children's social care where there are concerns that a child may be in need of help or is at risk of harm. The DSL will also make prompt contact with the Local Authority Designated Officer (LADO) in relation to allegations against someone working at the School and/or the police if a criminal offence is suspected.

The DSL will liaise with the local authority when necessary and work with other agencies in line with Working Together to Safeguard Children 2018 and attendance at strategy meetings. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support pupils at risk of harm including emotional and intellectual harm via social media and use of the internet.

The DSL receives focused training to support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation. The DSL will undertake Prevent awareness training to enable them to provide advice and support to staff on protecting children from the risk of radicalisation. The DSL's and the School's focus is to support children in need through seeking early help and/or inter agency working, including using the Team around the Child Approach and/or the Common Assessment Framework.

The school will ensure that the DSL has sufficient time, funding, supervision and support to fulfil his child welfare and safeguarding responsibilities effectively.

The School's records on child protection are kept securely in the DSL/Head's office, and are separated from routine pupil/student records. Access is restricted to the DSL and Deputy DSL's.

INDUCTION AND TRAINING

Every existing/new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the School, receives appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSL/Head and, if required, to the main points of local procedures of West Sussex Local Authority. Full local procedures are available from the LSCB website link www.westsussexcb.org.uk or, in certain circumstances, the police. Child Protection training is also given to new governors and volunteers. The particular training arrangements for the prevention of radicalisation are contained in our School Prevent Policy.

Training in child protection and safeguarding is an important part of the induction process. More detail is set out in our policy on 'Induction of New Staff '. Induction training includes:

- a review of the School's safeguarding policy including the staff code of conduct



policy/behaviour policy, and the School's whistleblowing policy; and

- the identity and contact details of the DSL and deputies
- The roles and responsibilities of the DSL as outlined on page 6/7 of this policy

Training also promotes staff awareness of child sexual exploitation, Prevent (including referrals to Channel programmes), so called 'honour based' violence, forced marriage and female genital mutilation. Training on the early help process and process for making a referral to children's social care and for statutory assessment that may follow a referral (including what role they may be expected to play in such an assessment) will also be provided together with the importance of maintaining an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.

Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action *without delay* if such a practice is suspected.

All new staff must read and sign to confirm that they have read Part 1 of KCSIE and the relevant school policies listed in our Induction of New Staff in Child Protection policy. Temporary staff and volunteers will be provided with the following information: Their responsibilities regarding safeguarding children.

- The school safeguarding policy, including Whistleblowing, and Behaviour Policy.
- The Staff Code of Conduct.
- School Policies and Procedures.
- The name of the DSL.
- Part 1 and Annex A of KCSIE (September 2018)

All staff receive appropriate safeguarding and child protection training which is regularly updated in line with advice from the School's LSCB (West Sussex County Council). In addition, all staff receives safeguarding and child protection updated as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. In addition all staff will receive updates via the staff portal and staff meetings to keep their skills and knowledge up to date.

The DSL and deputy DSL's undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and his deputies will also receive regular updates via the staff portal and staff meetings to keep their skills and knowledge up to date as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role.

STAFF OBLIGATIONS

All staff in our School are required to notify the School immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/D_BS_referrals_guide_-_relevant_offences_v2.4.pdf).

The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify Slindon College immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the School immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Head/Bursar for more details.

PREVENTING RADICALISATION

We recognise that it is a key role of the School to support children and that School may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation and may need help or protection.



However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

The Home Office statutory Prevent duty guidance can be accessed on:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Department for Education non-statutory Prevent duty guidance can be accessed on:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Channel General Awareness course can be accessed on the link below:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

The School, in recognition that pupils may be at risk of being drawn into terrorism, 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 Deputy DSL's and governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

The School's particular training requirements are contained within our Slindon College Prevent Policy document.

VISITING SPEAKERS

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our pupils is to ensure that they can critically assess the information that 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 School 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 School 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 School site, will be supervised by a School employee. On attending the School, Visiting Speakers will be required to show original current identification document including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Visiting speaker policy.

CHILDREN MISSING FROM EDUCATION

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect including that a child may be at risk of radicalisation, FGM or forced marriage. Unauthorised absences from school will be managed in accordance with the School's Missing Child Policy.

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. A pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more will be reported to the local authority.

Our staff will follow the school's procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. Slindon College will put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and force marriage. More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE (September 2018). Slindon College has an admission register and an attendance register. All pupils are placed on both registers.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

All staff also need to be alert to the specific needs of those pupils who special educational needs and/or disabilities, including young carers. Those with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability with further explanation.
- Children with SEN and disabilities can be disproportionately impacted by things like 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.

USE OF MOBILE PHONES AND CAMERAS

Staff may take photographs and make videos of pupils in the course of their daily work, providing they have previously informed senior management of their intention and their proposals are accepted. Having made and used these records, in accordance with the professional discharge of their duties and responsibilities, they must delete them from any personal records, retaining them for the minimum time necessary. Should it be appropriate to make a permanent record, for example, of a drama performance, these should be retained centrally on the school's own database.

Boys bring their own mobile phones, tablets, computers, cameras or any other device that can take and store images or connect to the internet via 3G, 4G and 5G must comply with the schools 'Bring your own device policy'.

ONLINE SAFETY

The School will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. The School's systems are Smoothwall Content Filter and Firewall Content Filter. These filters do not restrict what pupils can be taught with regards to online teaching and safeguarding. Such systems 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;

- children are taught about safeguarding, including online; and
- staff are equipped with the knowledge to safeguard children online by attending online safety training.

The School's E-Safety Policy also sets out the School's approach to online safety.

PROCEDURES FOR DEALING WITH CONCERNS OR SUSPICIONS OF ABUSE OR NEGLECT

The School treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the School's care. Staff members are alerted to the particular potential vulnerabilities of looked after children. The school SENCo, is the appropriately trained teacher promoting the educational achievement of 'looked after' children when they are placed on the school roll, helping staff understand issues that affect how they learn and achieve. Ensuring that appropriate staff have the information they need.

The School recognises that there may also be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the School may consult with the child concerned and their parents regarding a referral to external agencies (such as children's social care). This may lead to a written plan to support a child in need being drawn up or an early help assessment, such as the Common Assessment Framework, being carried out. In either case, the School will liaise and take advice from external agencies as appropriate.

If a member of staff is made aware of **any** allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide reassurance and to record the child's statements, but not to probe or put words into the child's mouth. On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer



staff working in School should report any concerns (including those where a pupil/student may benefit from early help or where it includes alleged abuse by one or more children against another child) to the DSL and submit an accurate written record of the disclosure or concerns. However, any staff member can make a direct referral to children's social care or other external services such as early help services in accordance with the referral threshold set out by LCSB. (See attached Safeguarding Flow Chart - Appendix 2.)

Where staff have concerns that a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. **Anyone** can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL that a referral has been made as soon as possible. Staff must share information with children's social care and/or the police where there are any concerns that a child may be at risk of harm or neglect.

If staff members are unsure about whether or not a referral should be made, they should speak to the DSL. The DSL will contact the Local Authority Designated Officer (LADO also known as DO) for advice or direction and will inform Ofsted if appropriate.

The DSL will refer **all** allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated officer (LADO) within 24 hours.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold. The LADO will decide in the circumstances what further steps should be taken. This could involve calling the police.

Where the outcome of a referral is not reported to the referring member of staff or DSL and/or where a child's situation does not appear to be improving, the School will follow this up with the children's social care and push for reconsideration where appropriate. Any member of staff who has concerns that a child's situation does not appear to be improving should press for re-consideration.

The School will not do anything that may jeopardise any external investigation. Once the matter has been referred, all further responsibility for gathering information and deciding what happens next will rest with social services and the police.

With regard to the Prevent Duty, the School will co-operate with Channel panels and the Police when assessments are being undertaken.

In the case of pupil-on-pupil abuse which the School has reported to the LADO and which the LADO or statutory child protection authority declines to investigate further, the matter will be dealt with under the School Behaviour and Discipline Policy after discussion with the LADO.

Where the suspicion or complaint is in relation to terrorism or extremism ideas involving a pupil, staff must firstly raise this with the Head/DSL without delay. The Head/DSL will consult with external agencies, as appropriate in accordance with this policy. Where the level of risk is such that there is an immediate risk of harm or staff have a genuine concern that there is an immediate risk of harm, any member of staff may make a referral directly to children's social care or the police. The School will not discuss any concerns in relation to possible radicalisation without first agreeing with children's social care or the police what information can be disclosed.

For children in need of additional support from one or more agencies, the School will adhere to the Child's Educational Health Care Plan. The School's local authority is West Sussex which operates the West Sussex Local Safeguarding Children's Board. Slindon College's points of contact are as follows:

External Agency Contact Information

The School's points of contact for children who are the focus of concern are as follows:

West Sussex Local Authority website for child protection: www.westsussexcp/org.uk

Local Area Designated Officer (LADO or DO) - 0330 222 3339

West Sussex Children's Services Multi Agency Safeguarding Hub (MASH) - 01403 229900
(Out of Hours - 0330 222 6664) MASH@westsussex.gcsx.gov.uk

Out of Hours Emergency Duty Team - 01403 229900

Police Emergency - 999

Police Non-Emergency - 101 or

OFSTED Safeguarding Children

08456 404046 (Monday to Friday from 8am to 6pm)



Whistleblowing@ofsted.gov.uk

Extremism:

Department for Education dedicated helpline for staff and governors: 020 7340 7264 and

counter-extremism@education.gsi.gov.uk

Other useful contacts

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA

Tel: 01325 953795

PROCEDURES FOR MANAGING PEER-ON-PEER ABUSE

Peer on peer abuse, is abuse by one or more pupils against another pupil. It can manifest itself in many ways, these can be on-line or face to face and can include sexting, initiation/hazing type violence and rituals, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence, sexual harassment and sexual abuse of any nature. 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'. Studies have indicated that peer on peer abuse is most likely to happen to girls perpetrated by boys, however, boys on boys, girls on girls and girls on boys abuse also occurs and all peer on peer abuse is unacceptable and will be taken seriously.

We are committed to fostering the spiritual, moral, social and cultural development of all our pupils and will help ensure that all pupils relate well to one another, in order to minimise the risk of peer on peer abuse. We recognise 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 child is likely to feel that the member of staff is in a position of trust. We also recognise 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. Further details on the mechanisms in place to minimise the risks are found in Appendix 3 - Teaching children how to be safe.

Peer on peer abuse will be treated as a child protection concern, where there is reasonable



cause to suspect that a child is suffering, or is likely to suffer, significant harm. If this threshold is met it will warrant a response under this policy, rather than the Behaviour Management and Exclusions policy. A boy against whom an allegation of abuse has been made, that meets the threshold above, may be suspended during the investigation. The College will take advice from the West Sussex LSCB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils/students involved, including the alleged victim and perpetrator.

If it is necessary for a child to be interviewed by the police in relation to allegations of abuse, we will ensure that, subject to the advice of the West Sussex LSCB, parents are informed as soon as possible. The pupils/students involved will be supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration and advice will be sought as necessary from the West Sussex LSCB or the police as appropriate. Police may be informed of any harmful sexual behaviours, including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil/student and appropriate specialist support sought.

In the event of peer on peer abuse, both the victim and perpetrators will be treated as being 'at risk' and the safeguarding processes in this policy will be followed. Victims and perpetrators will be offered support as appropriate. Victims will be reassured that they are being taken seriously and that they will be supported and kept safe. When there has been a report of sexual violence, the DSL or deputy DSL should make an immediate risk/needs assessment. Where there has been a report of sexual harassment, the need for an 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.

Such assessments will be recorded (either written or electronic) and kept under review. The DSL will consider the risks posed to victim, perpetrator and all pupils/students 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 premises and transport. Following a report of sexual violence and/or sexual harassment the DSL will consider the appropriate response. This

will include:

- the wishes of the victim;
- the nature of the alleged incident;
- the ages of the children involved;
- the developmental stages and understanding of the children involved;
- any power imbalance between the children;
- if the alleged incident is a one-off or sustained pattern;
- any ongoing risks;
- other related issues and context.

PROCEDURES FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF, VOLUNTEERS AND THE HEAD

The School's procedures for dealing with allegations against any staff member (and volunteers who work with children) aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from vexatious allegations. The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

The School will liaise with the LADO, police and social services as to managing confidentiality as appropriate. The School's procedures for managing allegations against staff (including the Head and DSL) and volunteers follows Departmental guidance and LCSB arrangements and apply when staff, including volunteers, have (or 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 would pose a risk of harm if they were to work regularly or closely with children.

Should the allegation of abuse concern the DSL/Headmaster the member of staff should inform the Chairman of Governors or the safeguarding governor, without informing the Headmaster, and one of the other safeguarding leads who will act in the place of the DSL.

Should the allegation be against the Head or a School governor the safeguarding lead will immediately inform the Chairman of Governors without the Head or School governor being informed first. Staff may also discuss any concerns with the Deputy DSL's and make a



referral via them. It will be the Chair's responsibility to contact the LADO.

If the allegation concerns a member of staff, the Head or a volunteer he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The School will normally appoint a senior member of staff to keep the person informed of the likely course of action and the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on 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 DfE advice. A copy will only be provided to the individual concerned following consultation with appropriate agencies and agreement has been reached as to what information can be disclosed. Allegations proven to be false, unsubstantiated or malicious will not be included in employer references.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. The School recognises it has a duty of care to staff but may take action in the event of allegations against staff in accordance with its disciplinary procedures. The School will ensure support is in place for individuals facing an allegation and a representative will be appointed to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.

During the course of the investigation the School in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in Keeping Children Safe in Education relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Allegations against a member of staff who is no longer at the School (including historical

allegations) should be referred to the police.

Any pupils or students who are involved will receive appropriate care.

Staff should also have regard to the Staff Code of Conduct Policy to minimise the risk of allegations being made.

WHISTLEBLOWING

If staff and volunteers have concerns about poor or unsafe practices or potential failures in the School's safeguarding regime, these should be raised in accordance with the School's Whistleblowing Policy. Concerns regarding the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm may be dealt with in accordance with the School's Managing Allegations of Abuse against staff procedure (see above). 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 feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 0800 028 0285 or email: help@nspcc.org.uk).

EXTERNAL REFERRALS

We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, schools have a legal duty to refer to the DBS anyone 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.

Slindon College will make such a referral as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

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 School will consider making a referral to the National College for Teaching and Leadership (NCTL) as required by sections 141D and 141E of the Education Act 2002 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). The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

The School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

From October 2015, section 5B of the Female Genital Mutilation Act 2003 placed a statutory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's designated safeguarding lead and involve children's social care as appropriate.

Should historical allegations of child abuse be made against a teacher who is no longer teaching, the School will, in accordance with Keeping Children Safe in Education, report the matter to the police. Similarly, allegations against a teacher who is no longer working at the School will also be referred to the police. All allegations of historical abuse should be referred to the Head or DSL straight away.

PARENTS

In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL/Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

PROMOTING AWARENESS

The School's curriculum and pastoral systems are designed to foster the spiritual, moral,



social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. We expect all the teaching and support staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils/students on issues relating to health, safety and well-being. Further information please see Appendix 3. All staff, including all non-teaching staff, have an important role in insisting that pupils/students always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our Anti-Bullying Policy.

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding.

All pupils/students know that there are adults to whom they can turn to if they are worried, including the independent listeners and the medical staff. If the School has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils and students includes the following:

- All children have access to a telephone helpline enabling them to call for support in private.
- Notices around the school contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.
- Our surgery and our boarding house displays advice on where pupils/students can seek help.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the School's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection. For more details on cyber-bullying please refer to the School's anti-bullying policy.

POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff should refer the School's policies which also includes its Staff code of conduct.

RECORDS

All concerns, discussions and decisions (with reasons) made in accordance with this policy will be recorded in writing.

Annual Monitoring by:	Head Teacher/DSL DDSL Chair of Governors Safeguarding Governor
Evidenced by:	<ul style="list-style-type: none"> Governing body visits to the School; Senior leadership team discussion sessions with children and Staff
	<ul style="list-style-type: none"> Regular analysis of a range of risk assessments Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the School e.g. sufficient account must be taken of the nature, age range and other significant features of the School, such as historical issues, in the provisions made for safeguarding. Logs of sanctions/behavior/exclusions incidents are reviewed regularly by the senior leadership team and the governing body Regular review of parental concerns Regular review of training offered to staff, including e-safety training.

Policies are subject to continuous monitoring, refinement and audit by SLT. The Chairman of Governors undertakes an annual review of policies and of the efficiency with which the related duties have been discharged by the date stated or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

- Appendix 1: The Signs and Types of Abuse
- Appendix 2: Safeguarding Flow Chart
- Appendix 3: Teaching children how to be safe
- Appendix 4: The Quick Guide to Safeguarding
The Safeguarding Team



Appendix 1 - The 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.

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: 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 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 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 deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might 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 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.

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 cyber bullying), 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; faith abuse; 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.

Sexting: Sexting is a child protection issue and if explicit material is sent or elicited with malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sexting as part of their e-safety education. The School takes incidences of sexting very seriously, and deals with them in accordance with child

protection procedures, including reporting to the police.

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 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. 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 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. 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 fmu@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;
- 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.

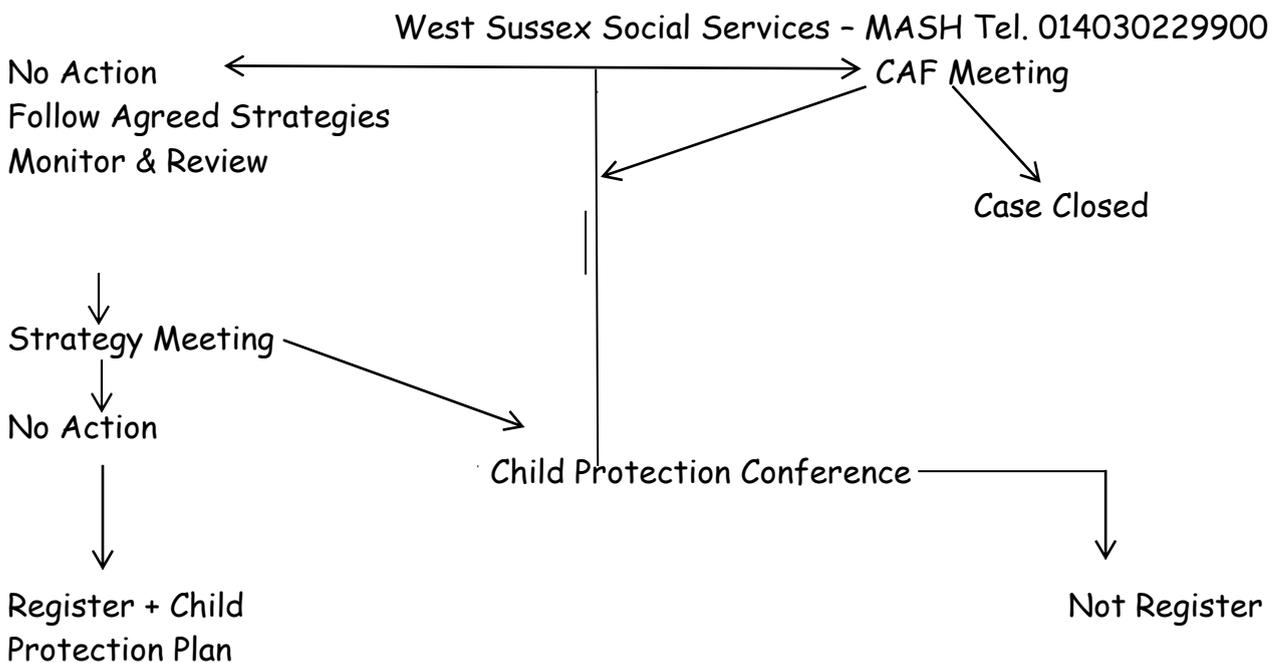
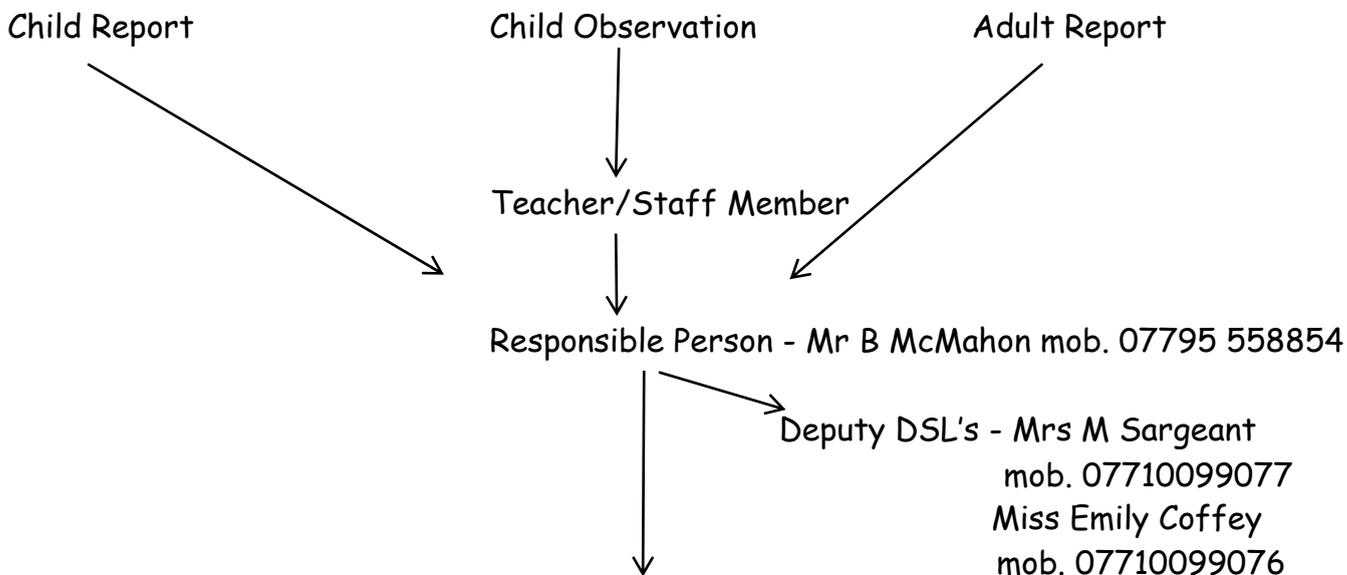
Lesbian, Gay, Bi or Trans (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Peer - on - peer abuse: Peer on peer abuse, is abuse by one or more pupils/students against another pupil/student. 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. 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' 'banter' or 'boys being boys'. We are committed to fostering the spiritual, moral, social and cultural development of all our boys and will help ensure that they all relate to one another, in order to minimise the risk of peer on peer abuse.

Many factors could lead to one child abusing another. On occasion they themselves are being abused. Each disclosure will be treated purely on the facts. Although no one prescribed solution can be regarded as a best fit, the procedures below must always be followed. The reporting arrangements for all forms of abuse include making contact with a welfare agency within 24 hours of a disclosure of abuse. It is an expectation that in the event of disclosures about pupil-on-pupil abuse all children involved, whether perpetrator or victim, are treated as being 'at risk'. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.'



Appendix 2 - Safeguarding Flow Chart



Local Safeguarding Children Board (LSCB):
www.westsussexcb.org.uk
 West Sussex Safeguarding Policy: www.westsussexcb.org.uk/our-procedures
 West Sussex Prevent Duty Contact:



Appendix 3 - Teaching children how to be safe

The curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils, to build resilience and to reduce risks, including to radicalisation. We are committed to actively promoting British values. All staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the College. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness, which is appropriate to the pupil's age, amongst all our pupils on issues relating to health, safety and well-being. Time is allocated in PSHE for discussions on safeguarding (including online), what constitutes appropriate behaviour and why bullying and lack of respect of others is never right. Assemblies, drama and RE lessons are used to promote tolerance, mutual respect and understanding.

All boys know that there are adults to whom they can turn if they are worried, including any member of staff but specifically, the form tutor, Assistant Head, the DSL and deputy DSLs, boarding staff and matron. Our support to boys also includes the following:

- all pupils have access to a telephone helpline enabling them to call for support in private (Childline);
- I'm here, I'm listening posters are all around the school and boarding house listing numbers they can phone for help or advice;
- we operate a senior prefect scheme, whereby supported older boys are encouraged to offer support to younger pupils

We recognise the importance of providing pupils with the opportunities to talk about any problems they may encounter, in order to be able to identify any pupils who may benefit from early help. Early help means providing support as soon as a problem emerges in a pupil's life, from the foundation years through to the teenage years.

Guidance on how to identify a pupil who requires early help can be found in the 'Working together to safeguard children 2018' document which can be found at:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>.

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.

Appendix 4 - QUICK REFERENCE TO SAFEGUARDING

If you think a child is in immediate danger, or you believe a crime has been committed, ring the police on 999.

If you want to report a concern to the police or seek their advice, but an immediate response is not required, call 101.

The Designated Safeguarding Lead for Slindon College is Mr Barry McMahon
He can be reached on: 01243 814320 (main office number) or
07795558854 (messages checked frequently)

The Deputy Designated Safeguarding Leads are:

Mrs Maureen Sargeant
She can be reached on: 01243 814320 (main office number) or 07710099077
Miss Emily Coffey
She can be reached on: 01243 814320 (main office number) or 07710099076

Either the DSL and/or the Deputy DSL will be available at all times.

The Governor with Leadership Responsibility for Safeguarding is Ms Lucinda Davies.
She can be reached by on:
01243 814320 (main office number)

Anyone with a concern about a child can make a direct referral to West Sussex County Council Children's Services via the MASH (Multi-Agency Safeguarding Hub).

They can be reached on:
014030229900 - Monday to Friday from 9am to 5pm
(emergency duty team, out-of-hours can be contacted from that number)

West Sussex Local Authority website for child protection: www.westsussexcp/org.uk

Local Area Designated Officer (LADO) - 0330 222 3339

You can also seek advice at any time from the NSPCC helpline: 0808 800 5000
text: 88858 Email: help@nspcc.org.uk

THE SAFEGUARDING TEAM OVERVIEW

Head Teacher: responsible, in liaison with the DSL, for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Name: Mark Birkbeck

Tel no 01243 814320

Designated Safeguarding Person (DSL): a member of the senior leadership team with appropriate authority, responsible for dealing with safeguarding issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies. This is a post which requires assessment of children.

Name: Barry McMahon

Tel no: 01243 814320 (school) or 07539 722832

Deputy Designated Safeguarding Person (DDSL): a member of the senior member of staff, offering teaching, support or pastoral staff support. The DDSL will, with sufficient status & authority, effectively deputise for the DSL role.

Name: Maureen Sargeant Tel no. 01243 814320 (school) or 07715340692

Emily Coffey Tel no. 01243 814320 (school) or 07710099076.

Special Educational Needs and Disability Coordinator (SENCo): staff member who provides advice, liaison & support for school staff and other agencies working with pupils with special education needs and their mothers, fathers or carers.

Name: Sotiria Viahodimou Tel no: 01243 814004 (direct line)

Looked After Children (LAC) Designated Teacher: promotes the educational achievement of 'looked after' children when they are placed on the school roll, helping staff understand issues that affect how they learn and achieve. Ensures appropriate staff have the information they need.

Name: Sotiria Viahodimou Tel no: 01243 814004 (direct line)

E-Safety Coordinator: develops and maintains an e-safe culture within a setting.

Name: Barry McMahon Tel no: 07539 722832 (mobile)

Safeguarding Governor: the latter ensures there are appropriate safeguarding children policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified.

Name: Lucinda Davis Tel no: 01243 814647 (school)

Chair of Governors: take the lead in dealing with allegations of abuse made against the Head Teacher and other members of staff when the Head Teacher is not available, in liaison with the Local Authority; and on safe recruitment practices and effective implementation of child protection procedures.

Name: Michael Withers Tel no: 01243 814647 (school)

