

SAFEGUARDING POLICY

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 College 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 College 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 College hours including activities away from College. 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 Tom Belcher or Deputy Designated Safeguarding Leads (Deputy DSL) Mark Birkbeck, Paul Burbidge, Emily Coffey, Teresa Miles who are informed by statutory and best practice guidance. Our Local Safeguarding Board (LSP) is the West Sussex Safeguarding Children's Partnership 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 LADO Miriam Williams and Donna Tomlinson

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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 pupil can learn in safety. In all matters relating to child protection, the College will follow the procedures laid down by our own (or where appropriate the relevant child's) Local Safeguarding Children Board (LSCP) which is West Sussex County Council together with DfE guidance contained in Working Together to Safeguard Children (August 2019) Keeping Children Safe in Education (KCSIE September 2020).

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

The Education Acts
Education (Independent Colleges 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 2019 (A guide to inter-agency working to safeguard and promote the welfare of children)
Keeping Children Safe in Education (KCSIE) September 2020
DBS Referrals Guidance (as may be amended from time to time)
Independent Colleges Inspectorate Handbook – the regulatory requirements (and as amended)
National Minimum Standards for Boarding Colleges April 2015
Teacher misconduct: regulating the teaching profession March 2014 (and related guidance)
Use of Reasonable Force in Colleges 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 Colleges and childminders (June 2015)
The use of social media for online radicalisation

This policy and its associated procedures address the Independent Colleges' 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 College 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 Colleges and childminders and the use of social media for online 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>)

This 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 this.

Annex A of KCSIE should also be referred to by all members of College 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, truanting, gender-based violence and sexting also put children in danger. 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. Further information on this form of abuse is detailed in the section on procedures for managing peer-on-peer abuse.

CHILD'S WISHES

Where there is a safeguarding concern the College will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The College 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 College may provide the only stability in the lives of children who have been abused or who are at risk of harm. The College has age- appropriate systems in place for pupils 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 pupil's wishes or feelings cannot override the duty to refer suspected abuse to children's social care or police. The College will operate processes with the best interests of the pupil 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 College. 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 College 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 College is also attuned to the specific safeguarding requirements that boarding College settings need and always seeks to exceed them. These are detailed in other policies, but two are particularly appropriate here:

All staff, and particularly those involved in the pastoral care of our boarders, are highly conscious of pupil relationships, and in particular the potential for peer on peer abuse. Further information on this form of abuse is detailed in the 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 Schools Standards Regulations. Please also see the College'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 2020), 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 College 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 2020, 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 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 the appointment. Alternatively, if the applicant has subscribed to it and gives permission, the College 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 the management of independent colleges 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 College's pupils at the College or on another site. Should the College 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 College'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 College'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 College 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 College plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views.

DESIGNATED SAFEGUARDING LEAD

Tom Belcher, 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 07710099076. He has been fully trained for the demands of this role in child protection and locally agreed on 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 middle leadership team at our College. Mark Birkbeck, Emily Coffee, Paul Burbidge and Teresa

Miles are our deputy DSLs. Their contact details are 01243 814320. The deputies is 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 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 deputies 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 refreshers 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. The DSL role is to ensure that each member of staff has access to and is aware of and understands the College's safeguarding policy and procedures. Their training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE) (September 2020). The DSL has ultimate responsibility for safeguarding and child protection in the College. This responsibility should not be delegated. The DSL and/or the deputy DSL's can be contacted at any time during College hours for staff in College 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 LSCP 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 College 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 2020 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 College'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 College will ensure that the DSL has sufficient time, funding, supervision and support to fulfil his child welfare and safeguarding responsibilities effectively. The College's records on child protection are kept securely in the DSL/Head's office and are separated from routine pupil records. Access is restricted to the DSL and Deputy DSLs.

INDUCTION AND TRAINING

Every existing/new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the College, 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 LSCP 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 College 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 'Staff Induction Policy'. Induction training includes:

- a review of the College's safeguarding policy including the staff code of conduct policy/behaviour policy, and the College's whistleblowing policy
- 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 College policies listed in our Staff Induction Policy.

- Temporary staff and volunteers will be provided with the following information: Their responsibilities regarding safeguarding children.
- The College safeguarding policy, including Whistleblowing, and Behaviour Policy.
- The Staff Code of Conduct.
- College Policies and Procedures.
- The name of the DSL.
- Part 1 and Annex A of KCSIE (September 2020)

All staff receive appropriate safeguarding and child protection training which is regularly updated in line with advice from the College's LSCP (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 College are required to notify the College immediately if there are any reasons why they should not be working with children.

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

The College 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 College 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 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 College to support children and that College 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 College 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 College, 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 DSLs and governor responsible for safeguarding to ensure the College's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

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

VISITING SPEAKERS

The Prevent statutory guidance requires Colleges to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The College'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 College and British values. The College is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the College. 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 College employee. On attending the College, Visiting Speakers will be required to show the original current identification document 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 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 College will be managed in accordance with the College's Attendance and absence procedure. The College will monitor all pupil absences from College and promptly address concerns about irregular attendance with the parent/carer. A pupil who fails to attend College regularly or has been absent from College without the College's permission for a continuous period of 10 College days or more will be reported to the local authority. Our staff will follow the College'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 forced marriage. More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE (September 2020). 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 show 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 College'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 College's 'Acceptable Use policy'.

ONLINE SAFETY

The College will ensure that:

appropriate filters and monitoring systems are in place to keep children safe online. The College'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 aim 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 College's E-Safety Policy also sets out the College's approach to online safety.

PROCEDURES FOR DEALING WITH CONCERNS OR SUSPICIONS OF ABUSE OR NEGLECT

The College 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 College staff are made aware of their duty to safeguard and promote the welfare of children in the College's care. Staff members are alerted to the particular potential vulnerabilities of looked after children. The College SENCo, is the appropriately trained teacher promoting the educational achievement of 'looked after' children when they are placed on the College roll, helping staff understand issues that affect how they learn and achieve. Ensuring that appropriate staff have the information they need. The College 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 College 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 College 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 re- assurance 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 College should report any concerns (including those where a pupil 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 LCSP. 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. If the DSL is unavailable they should contact the MASH team or Early Help Hub.

The LADO Miriam Williams and Donna Tomlinson
Tel: 0330 222 3339 Email: LADO@westsussex.gov.uk

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 College 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 reconsideration. The College 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 College will co-operate with Channel panels and the Police when assessments are being undertaken.

In the case of pupil-on-pupil abuse which the College 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 College Behaviour

and Discipline Policy after discussion with the LADO. Where the suspicion of 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 College will not discuss any concerns in relation to possible radicalisation without first agreeing with children's social care or the police on what information can be disclosed. For children in need of additional support from one or more agencies, the College will adhere to the Child's Educational Health Care Plan. The College's local authority is West Sussex which operates the West Sussex Local Safeguarding Children's Partnership. Slindon College's points of contact are as follows:

External Agency Contact Information

The College'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

The LADO Miriam Williams and Donna Tomlinson

Tel: 0330 222 3339 Email: LADO@westsussex.gov.uk

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 online 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 boy 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 LSCP 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 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 LSCP, parents are informed as soon as possible. The pupils 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 LSCP 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 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 harassment, abuse or 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 College'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 College will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

The College will liaise with the LADO, police and social services as to managing confidentiality as appropriate. The College's procedures for managing allegations against staff (including the Head and DSL) and volunteers follow Departmental guidance and LCSP 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 College governor the safeguarding lead will immediately inform the Chairman of Governors without the Head or College 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 College 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 the 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 College 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 College will ensure support is in place for individuals facing an allegation and a representative will be appointed to keep the individual informed of the progress of the case and to consider what other support is available and appropriate for the individual. During the course of the investigation the College 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 College (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 and Expectations 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 College's safeguarding regime, these should be raised in accordance with the College'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 College's Managing Allegations of Abuse against staff procedure. 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 College 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 the involvement of the LADO, Colleges 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 College 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 College 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 College'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 College will, in accordance with Keeping Children Safe in Education 2020 report the matter to the police. Similarly, allegations against a teacher who is no longer working at the College 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 College'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 College. 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 always adhere to the standards of behaviour set out in our Behaviour Management 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 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 College 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 College contains guidance on where to turn for advice, including confidential helplines 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 can seek help. We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the College'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 College'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 College'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.

WHERE TO RECORD INCIDENTS

Staff or visitors can request a safeguarding form from the front office or download from the portal. Help can be sought from the safeguarding team or the Headmaster to complete the form.

Appendix 1: The Signs and Types of Abuse

Appendix 2: Teaching children how to be safe

Appendix 3: The Quick Guide to Safeguarding

Appendix 1 - The SIGNS AND TYPES OF ABUSE

All College 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 that 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 from 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 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, truancy 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; 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 College 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 College or education or do not take part in education.

So called 'Honour Based' Violence: encompasses crimes that 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 injuries 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 College and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo a 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 College'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. Colleges and colleges can play an important role in safeguarding children from forced marriage. Handling cases of forced marriage. College 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 is 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 . 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 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.'

Upskirting:

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).

County lines criminal activity:

For the purpose of this policy, "County lines criminal activity" refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL PAT Child Protection and Safeguarding Policy. The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in College results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Appendix 2 - 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 College 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 2019' 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.

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 teaching 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: Tom Belcher

Tel no:01243 814320 (College) or 07710 099076

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

Name: Emily Coffey, Paul Burbidge, Teresa Miles

Tel no. 01243 814320 (College)

Special Educational Needs and Disability Coordinator (SENCo): staff member

who provides advice, liaison & support for College 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 College 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-safety culture within a setting.

Name: Tom Belcher 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 (College)

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: David Slee

Tel no: 01243 814647 (College)

Appendix 4 Quick guide

When and what might I be concerned about?

At any time you may be concerned about information which suggests a child is being neglected or experiencing physical, emotional or sexual harm.

You may observe physical signs, notice changes in the child's behaviour or presentation, pick up signs of emotional distress or have a child disclose a harmful experience to you.

Harm to a child can be caused by:

- A parent/carer
- A family member/friend
- Another child
- A stranger
- A member of staff/volunteer *

What should I do if a child discloses that s/he is being harmed?

1. Listen

Listen carefully to what is being said to you, do not interrupt.

2. Reassure

Reassure the pupil that it is not their fault. Stress that it was the right thing to tell. Be calm, attentive and non-judgemental. Do not promise to keep what is said a secret. Ask non-leading questions (TED) to clarify if necessary:

- Tell me more...
- Explain that to me...
- Describe what happened...

Then follow the steps in the flowchart to the right.

The information you have may not be enough on its own for a Child Protection referral, however it will help your DSP to make a decision about risk of harm to the child.

What must I do?

Recognise your concern

Respond - inform your DSP/Deputy DSP without delay (or Head Teacher/Chair of Governors where appropriate*)

Make a written record (using the child's own words), sign and date it

Pass the record to the DSP/deputy DSP (where appropriate) *

