

PANGBOURNE

CHILD PROTECTION AND SAFEGUARDING POLICY

	SMT REVIEW	GOVERNOR REVIEW ¹
Last action	July 2020	September 2020 [Ed & Welfare Committee]
Next action	July 2021	Due March 2021 [Governing Body]

¹ This Policy is update within the stated review periods to reflect changes in practice; local (West Berkshire), National or local to the College. In such instances of substantive change, SMT will be made aware and the designated Safeguarding Governor will be notified.

March 2020: College response to the “Covid-19, West Berks Covid-19 Safeguarding Policy Addendum” can be found as the final Appendix to this Policy



KEY EXTERNAL CONTACT DETAILS

<p>Local Authority Designated Officer</p>	<p>Fiona Goossard, Local Authority Designated Officer (LADO) TEL: 01635 503153 Extn: 1197 LADO email: lado.lado@westberks.gcsx.gov.uk</p> <p>Joan Ball, Education Welfare and Safeguarding Officer TEL: 01189 167770 EMAIL: joan.ball@westberks.gov.uk</p>
<p>Local Authority Children’s Social Services</p>	<p>Contact Advice and Assessment team TEL: 01635 503190 EMAIL: child@westberks.gov.uk</p> <p>OUT OF HOURS EMERGENCY DUTY TEAM TEL: 01344 786543</p>
<p>Support and Advice about Extremism</p>	<p>Police</p> <p>DS Kulvinder Bansai, Thames Valley Police TEL: 07788307178 EMERGENCY: 999 NON EMERGENCY NUMBER: 101 EMAIL: Kulvinder.bansal@thamesvalley.pnn.police.uk</p> <p>Local Authority</p> <p>Principal Education Psychologist and PREVENT Lead, Education TEL: 01635 519014 EMAIL: linda.curtis@westberks.gov.uk PREVENT LEAD: Linda Curtis</p> <p>Department for Education</p> <p>NON EMERGENCY NUMBER: 020 7340 7264</p>

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

KEY SCHOOL CONTACT DETAILS

Governors	Chair of Governors Mr Roger Lane-Nott TEL: 0118 984 2101 EMAIL: chairman@pangbourne.com	Nominated Safeguarding Governor Dr Matilda Oppenheimer TEL: 0118 984 2101 EMAIL: mngoppenheimer@hotmail.com
Designated Safeguarding Lead (DSL)	Main DSL for the School Mrs Caroline Bond	Deputy DSL Mr Rupert Bancroft

<p>{and Deputy Designated Safeguarding Leads (DDSLs)}</p>	<p>TEL: 07766 578617 HOME: 0118 9845297 EMAIL: caroline.bond@pangbourne.com</p>	<p>TEL: 07974 755502 EMAIL: rupert.bancroft@pangbourne.com Mr Tom Cheney TEL: 07887 473900 EMAIL: tom.cheney@pangbourne.com Mr Mark Skidmore TEL: 07590 059551 EMAIL: mark.skidmore@pangbourne.com</p>
<p>Headmaster</p>	<p>Mr Thomas Garnier TEL: 0118 9767417 EMAIL: headmaster@pangbourne.com</p>	

POLICY STATEMENT

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

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2020) ('KCSIE')
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (September 2018)
 - Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
 - The Prevent Duty: Departmental advice for schools and childminders (June 2015)

- The use of social media for on-line radicalisation (July 2015)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (September 2020). It is important to note that schools, following the Coronavirus pandemic, have flexibility as to how to discharge their duty to deliver RSE for the first year of compulsory teaching.
- Teaching Online Safety in Schools (June 2019)

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

CONCERNS ABOUT A CHILD

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

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

Definitions of safeguarding and types and signs of abuse

Safeguarding and promoting the welfare of children are defined as protecting children from maltreatment; preventing impairment of children's physical and mental health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Keeping Children Safe in Education, 2020

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

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

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

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

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

All staff should:

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

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

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

- Establishing and maintaining an environment where children also feel secure, are encouraged to talk, and are listened to.
- Encourage healthy and appropriate relationships (Relationships Education, Relationships and Sex Education (RSE) and Health Education, September, 2020)
- Including opportunities in the PSHCE curriculum for pupils to develop the skills which they require to recognise and stay safe from abuse.
- Ensuring that the Anti-Bullying Policy is understood by pupils, staff and parents.

- Ensuring that the Cyberbullying Policy and E-Safety Guidelines are understood by pupils, staff and pupils. Staff should be aware of the government guidance contained in 'Teaching Online Safety in School' (June 2019)
- Ensuring positive behaviour is promoted consistently and that staff use effective de-escalation techniques. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and those around them, and in line with the College physical intervention policy. All incidents will be reviewed, recorded monitored and the views of the child sought and understood.

The College operates its processes with the best interests of the pupil as the guiding principle.

Early Help

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

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

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the College's DSL. The DSL will consider the appropriate action to take in

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

Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

What staff should do if they have concerns about a child

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

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

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and

children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

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

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. Pangbourne College encourages a 'speak up' culture and staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the Local Authority Children's Social Care.

It is important to recognise that the Data Protection Act 2018 and the GDPR places a duty on staff to process personal information fairly and lawfully and to keep the information safe and secure. **However, the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

Further details on information sharing can be found:

- in Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing;
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful; and
- at [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department.

Staff working in one to one situations

Staff working in one to one situations (for example, one to one music tuition, interviews, sports coaching as well as communication with individual pupils by electronic means) may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct meetings accordingly. Pre-arranged meetings with pupils away from school premises should not be permitted unless approval is obtained from their parent and the Headmaster or other senior colleague with delegated authority. To ensure the safety and security needs of both staff and pupils are met, the following should be adhered to:

- Avoid meetings with pupils in remote, secluded areas of the school.
- Ensure there is visual access and/or an open door in one to one situations.

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

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

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

The College, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL (and DDSL) and governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

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

Staff **must** report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still

consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

What staff should do if a child goes missing from education

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

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

What staff should do if they have safeguarding concerns about another staff member (including supply staff and volunteers)

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

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

The College aims to ensure there is a 'speak up' culture of safety where concerns are raised and an attitude of 'it could happen here'. Staff are the eyes and ears of the community and their role in reflecting on their observations and raising concerns is valued as an integral piece of the *safeguarding jigsaw*. Where staff have concerns about poor or unsafe practices and potential failures in the College's safeguarding systems, these should be raised in accordance with the College's whistleblowing procedures which can be found in the Staff Principles of Professional Conduct. All staff are required to report any concerns or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. Such reports should be made to the Headmaster or the DSL or one of the DDSLs on the understanding that there will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. The school will take seriously all concerns raised. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line (0800 028 0285).

Children and Young People in West Berkshire - Whistleblowing Guidelines for Schools

- Adults working in a school are often the first to realise that someone's behaviour is, or is likely to cause harm to a child or a young person.
- Research tells us that adults who target children for abuse will often seek out jobs and positions that bring them into close contact with children.
- This school is committed to safeguarding and promoting the welfare of every child, and expects the highest possible standards of openness.
- This school recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisals from those responsible.
- This school will not tolerate harassment or victimisation and will take all possible measures to protect anyone who raises concerns in good faith.
- All concerns will be treated in confidence and we will make every effort not to reveal your identity if you so wish. At the appropriate time, however, you may need to come forward as a witness.
- If you voice a suspicion in good faith but it is not confirmed by the investigation, no action will be taken against you.
- If the investigation concludes that you have maliciously fabricated the allegations, disciplinary action may be taken against you.
- The earlier a concern is reported the easier it is to take action.
- As a first step concerns should normally be raised with the Headmaster or immediate manager, alternatively the Designated Lead for Child Protection.
- If your concerns relate to the Headmaster, then you should raise your concerns with the Chair of Governors via Mrs Caroline Bond or Mr Rupert Bancroft.
- You may wish to consider discussing your concerns with a colleague first and you may find it easier to raise the matter if there are two, or more of you who have had the same concerns.
- If you feel that you cannot approach any of these, you may wish to directly contact the Local Authority Designated Officer (LADO), Fiona Goussard on lado.lado@westberks.gov.uk
- Concerns are often better raised in writing. If you feel this is not possible you can telephone or meet the appropriate person.
- Your report, written or verbal, should set out the background and history of the concern, giving names, dates and places where possible, and the reason why you are concerned about the situation.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8.00 am to 8.00 pm, Monday to Friday and email: help@nspcc.org.uk

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. For further examples of peer on peer abuse, please see Appendix 1. Abusive comments and interactions

should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh” or “boys being boys”. While every case will be different, it is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. All staff should be aware of implications of such behaviour. The College recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

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

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

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

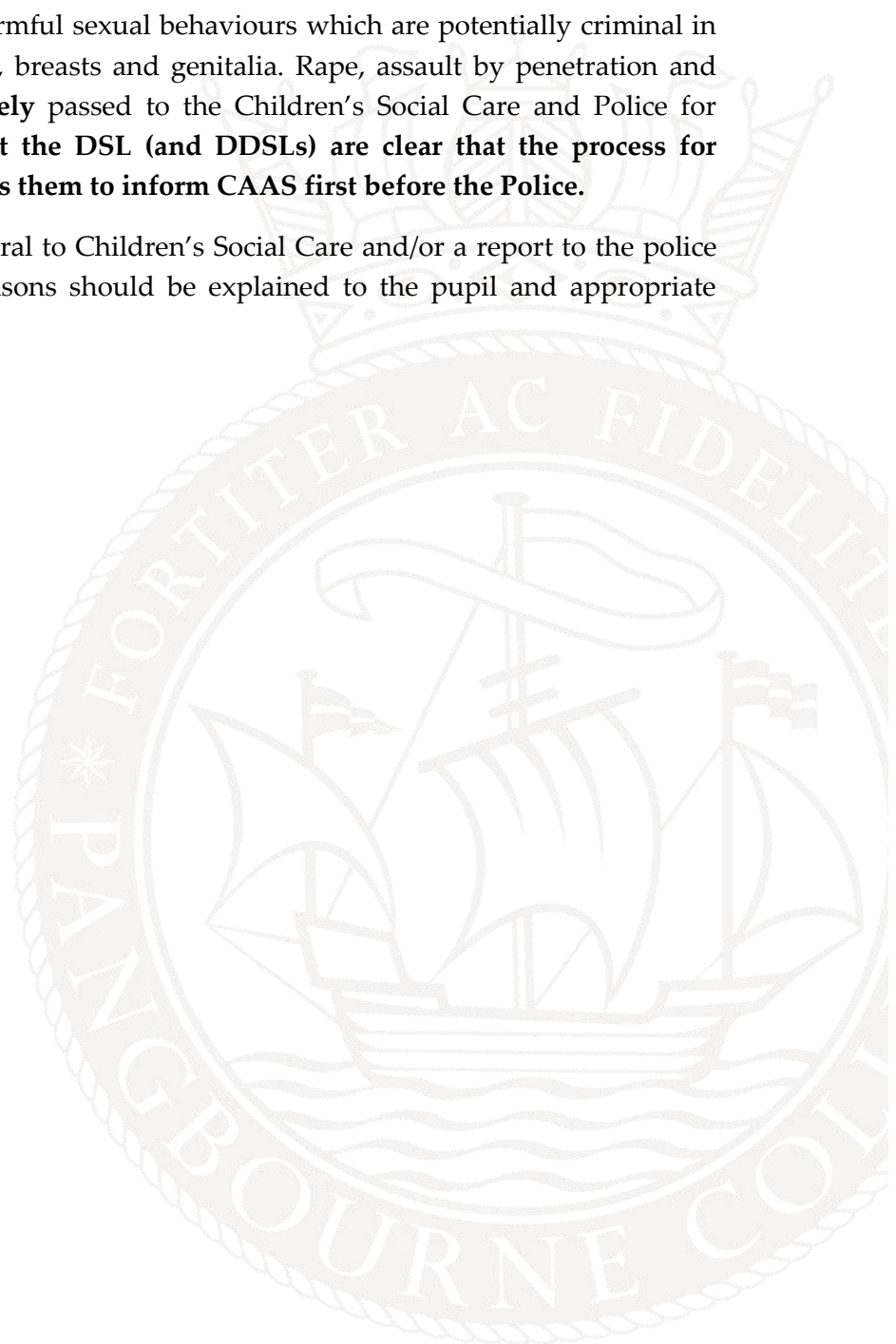
- Making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up;
- To not tolerate or dismiss sexual violence or sexual harassment as ‘banter’, ‘part of growing up’, ‘just having a laugh’ or ‘boys being boys’;
- To challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.
- To make it clear that ‘upskirting’ is now a criminal offence. ‘Upskirting’ typically involves taking a picture under a person’s underwear without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.
- To educate young people about the issues surrounding ‘consent’ and the often devastating consequences for young men and women of not getting consent.

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

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

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be **immediately** passed to the Children's Social Care and Police for investigation. **It is important that the DSL (and DDSLs) are clear that the process for referral in West Berkshire requires them to inform CAAS first before the Police.**

If the DSL decides to make a referral to Children's Social Care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.



Sharing indecent images (sexting)

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

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

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

It is important to note that any of these actions, even if they are done for the best of intentions, will involve committing the criminal offence of making and distributing indecent images of children. If a member of staff is concerned about an 'indecent' image, they should immediately speak to DSL or DDSL, describing the image in words rather than the above. Please also note the social media site, the date and time the image was posted, the date and time it was seen and the names of those involved. The DSL/DDSL will then make a decision and, if appropriate, report the incident to Thames Valley Police on 101. Thames Valley Police will secure the evidence rather than non-police staff.

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

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

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

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

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

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

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, (for example, domestic violence)

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

If an allegation is made against anyone working with children in the school, the College should not undertake their own investigation of allegations without prior consultation with the West Berkshire LADO on 01635 503090 or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the College may discuss informally with the LADO on a no-names basis.

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

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the DSL. If an allegation is reported to the

DSL, the DSL will keep the Head informed at all times. Where the Head or DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors and Safeguarding Governor. Where the Head or DSL is the subject of the allegation or concern, the Head or DSL must not be informed of the allegation prior to contact with the Chair of Governors and Safeguarding Governor and the LADO. However, if appropriate, staff may consider discussing any concerns with the Head or DSL and make any referral via them.

2. The case manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO and KCSIE, 2020 when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
5. Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.
6. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
7. The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The

College has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the College must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

8. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the College's safeguarding procedures or practices to help prevent similar events in the future.

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

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

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Headmaster will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

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

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

STAFF PRINCIPLES OF PROFESSIONAL CONDUCT

The College's Staff Principles of Professional Conduct can be found on the website and in the Staff Handbook. The aim of the Staff Principles of Professional Conduct is to provide

clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

SAFER RECRUITMENT

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

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

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

MANAGEMENT OF SAFEGUARDING

The College's DSL is Mrs Caroline Bond who is a member of the leadership team. Mr Rupert Bancroft, Mr Tom Cheney and Mr Mark Skidmore are the DDSLs and the persons to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times. The DSL and DDSLs' contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the College. The DSL's responsibility is to maintain an overview of safeguarding within the College, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the College's policies and procedures in practice. The DSL should share information with staff about the welfare, safeguarding and child protection issues that pupils have experienced so that staff can best support them. The DSL meets with the nominated safeguarding governor regularly (at least three times a year) to review and update the College's safeguarding policy. Where a pupil leaves the College, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

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

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

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

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

TRAINING

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

All Staff

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

- the Child Protection policy;
- the role and identity of the DSL and DDSL
- the behaviour policy
- Physical intervention and restraint policy
- the Anti-Bullying policy (including racism)
- Details of how to raise concerns about child welfare
- the Staff Principles of Professional Conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- a copy of Part one of *KCSIE*
- School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE* (and Part five of *KCSIE*).

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

All staff are also required to:

- Read Part one of *KCSIE* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via formal briefings at INSET training and via email and Common Room Pastoral meetings.

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

DSL and DDSLs

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

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

The DDSLs are trained to the same level as the DSL.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

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

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

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

THE COLLEGE'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

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

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

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

KCSIE, 2020 includes additional resources and advice regarding online learning, including a link to the Government guidance for home learning amidst the Coronavirus pandemic. It is essential that staff read and understand the West Berks addendum attached to this policy.

Looked after children

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

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

Arrangements for visiting speakers

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

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

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

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

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

Use of mobile phones and cameras

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

APPENDIX 1 - SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Contextual safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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

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

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

environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual “jokes” or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature including ‘upskirting’; 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 (see below). Safeguarding issues can also be linked to children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; practices linked to culture, faith and beliefs; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

KCSIE 2020 contains additional guidance in Part 1 and Annex A on county lines, criminal exploitation and serious violence to assist schools in identifying children at risk.

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). It can occur within an intimate partner relationship. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is important to note that

this is a criminal offence under the Voyeurism (Offences) Act, April 2019 and a person of any gender can be a victim of upskirting.

- sharing indecent images sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Staff should report all incidents of peer on peer abuse to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads.

Child Trafficking

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

Children are trafficked for:

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

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

Child sexual exploitation

Child 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.

Serious Violence

KCSIE 2020 expects schools and colleges to be aware of the risks associated with serious violence (including involvement in criminal networks or gangs) and the measures in place to manage them. **County lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of 'deal line'.

Staff should be aware of the following warning signs:

- Increased absence from school
- A change in friendships or relationships with older individuals or gangs
- A significant decline in performance
- Signs of self-harm
- Significant change in well-being
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions

The guidance directs staff to the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Domestic Abuse

According to KCSIE 2020, the definition of domestic violence and abuse is:

'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.'

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass operates in West Berkshire and helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [SafeLives: young people and domestic abuse.](#)

Honour based Violence

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. However, it is important to note that honour-based abuse may include non-violent forms of abuse, for example psychological pressure which may take the form of strict monitoring, humiliation and threats.

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

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

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

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children’s social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18], teachers should follow the School’s local safeguarding procedures.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@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.

It is important that the DSL is aware of the procedures in West Berkshire for making Prevent referrals (contact details are outlined at the beginning of this policy).

Special educational needs and/or disabilities

Pupils with SEND may not outwardly shown 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.

Children who go missing from school

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

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

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

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

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

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a Deputy.

The government guidance 'Mental Health and Behaviour in Schools' is very helpful and staff are recommended to read it. Please see:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance 'Promoting children and young people's emotional health and wellbeing'. See 'Rise Above' for links to all materials and lesson plans.

West Berkshire Covid-19 Safeguarding Policy Addendum (updated 28/08/2020)

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of key workers critical to the Covid-19 response. Schools and all childcare providers were also asked to provide care for children who are vulnerable.

From September 2020 pupils will be expected to return to school.

This West Berkshire addendum should be used in conjunction with the College Safeguarding and Child Protection policy.

2. Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be expected to attend school unless they have a health condition which prevents them from attending.

Those children who have been assessed as otherwise vulnerable by education providers or the local authority, for example those children who are:

- On the edge of receiving support from Children's Social Care
- Adopted
- At risk of becoming NEET (not in employment or training)
- Living in temporary accommodation
- Young carers

The Designated Safeguarding Lead, Caroline Bond (and Deputies, Rupert Bancroft, Tom Cheney and Mark Skidmore) will know the vulnerable children attending Pangbourne College.

Pangbourne College will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be **Caroline Bond**.

3. Attendance monitoring

We will resume taking our attendance register.

From the beginning of the academic year, schools should return to using the attendance and absence codes in use before the outbreak set out on page 10 of the attendance guidance, in addition to the new category of 'not attending in circumstances related to coronavirus (COVID-19)':

- pupils not attending a session who meet the criteria for 'not attending in circumstances related to coronavirus (COVID-19)' should be recorded using code X. (Code X is not counted as an absence in the school census)
- Code Y will return to its original meaning "Unable to attend due to exceptional circumstances" – but not COVID-19 related.

Where any child we expect to attend school does not attend, or stops attending, we will:

- Follow up their absence with parents
- Notify a Social Worker if they have one

We will make arrangements with parents and guardians to make sure we have up-to-date emergency details.

4. Designated Safeguarding Lead

Pangbourne College has a Designated Safeguarding Lead (DSL) and three Deputy DSLs.

The Designated Safeguarding Lead is: **Caroline Bond**

The Deputy Designated Safeguarding Leads are **Rupert Bancroft, Tom Cheney and Mark Skidmore**

It is important that all school staff and volunteers have access to a trained DSL (or Deputy). If the DSL (Caroline Bond) falls ill or is not available, the Senior Deputy, Rupert Bancroft will take overall responsibility.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Best practice is to have a trained DSL (or Deputy) available on site. Where this is not the case a trained DSL (or Deputy) will be available to be contacted via phone or online video, for example when working from home.

In the event of a trained DSL (or Deputy) not being on site, a member of the senior leadership team will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to Child Protection files and liaising with the offsite DSL. If we have children attending from another school, this will also include liaising with the DSL from their school, and if required, liaising with children's social workers.

5. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the College Safeguarding Policy.

Staff are reminded of the need to report any concern immediately and without delay.

The College is aware that the number of disclosures from pupils and the number of concerns from staff are likely to increase with pupils returning to school.

Where staff are concerned about an adult working with children in the school, they should report immediately to the DSL/Headmaster

Concerns around the Headmaster should be directed to the Chair of Governors: **(Roger Lane-Nott)**

DSLs will continue to report concerns to CAAS in the usual way.

During office hours call **01635 503190**

Out of office hours, Emergency Duty Team Tel: **01344 786543**

6. Safeguarding Training and induction

Designated Safeguarding Lead training is now available via remote learning from the West Berkshire LA.

The DSL and Deputies will ensure that their training is refreshed every two years.

All existing school staff have had safeguarding training and will read part 1 and Annex A of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, they will continue to be provided with a safeguarding induction. In addition, Online Safeguarding training (IHASCO) is available for staff.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children

- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of Pangbourne College's Safeguarding Policy, confirmation of local processes and confirmation of DSL arrangements.

7. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, **Pangbourne College** will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education, 2020(KCSIE).

In response to Covid-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If the school should utilise volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE, 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Pangbourne College will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Pangbourne College will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the Covid-19 period all referrals should be made by emailing:

Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, **Pangbourne College** will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 169 in KCSIE, 2020.

8. Children and online safety away from College

Pangbourne College will continue to provide a safe environment, including online. This includes the use of an online filtering system - iboss.

Where students are using computers in school, appropriate supervision will be in place.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the College's Safeguarding/Child Protection Policy and where appropriate contact should still be made to West Berkshire CAAS.

Pangbourne College will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

It is important that all staff read **Staff Safeguarding Guidelines for Remote Teaching**.

There is a parallel document, **Pupil Guidelines for Remote Learning**.

All staff at Pangbourne College should also remind themselves of the following policies:

- Staff Code of Conduct
- ICT/Acceptable Use policy

8.1 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from the College
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources the College provides.

9. Supporting children not in school

Pangbourne College is committed to ensuring the safety and wellbeing of all of its pupils.

Where the DSL/ HOMS have identified a child (via Traffic Lights) to be on the edge of social care support, or who would normally receive pastoral support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on the pupil's file.

Communication may include phone contact, email, messaging via Google Hangouts or Meets.

In some carefully considered cases, the DSL/DSLs may conduct door-step visits (observing social distancing). Other individualised contact methods should be considered and recorded.

10. Safeguarding all children

Pangbourne College staff are aware that this difficult time potentially puts all children at greater risk.

Staff will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and acts on concerns immediately in line with the procedures set out in the College Safeguarding and Child Protection policy.

Face coverings will be used by staff and pupils in line with government advice and College policy.

10.1 Children returning to College

The DSL (and Deputies) with the assistance of Housemasters/Mistresses and Tutors will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before the child returns.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

10.2 Children at home

The College will maintain contact with children who are not yet returning to school. Staff will try to speak directly to children at home to identify any concerns. They will use College phones and devices to make calls.

Staff will look out for signs like:

- Not completing assigned work or logging on to College systems
- No contact from children or families
- Seeming more withdrawn during any class or tutor Meets.

The DSL (or Deputies) will work closely with all stakeholders to maximise the effectiveness of any communication plan put in place for a child where there are concerns.

This plan must be reviewed regularly (at least once a fortnight) and the DSL will consider any referrals as appropriate.

The College will share safeguarding messages on its website and social media pages.

Pangbourne College recognises that school is a protective factor for children and young people. It recognises that that the current circumstances can affect the mental health of pupils and their parents/carers. Teachers need to be aware of this in setting pupils' work when they are at home.

Pangbourne College will ensure that where we care for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them. This will be bespoke to each child and recorded appropriately.

11. Peer on Peer Abuse

Pangbourne College recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of Keeping Children Safe in Education and of those outlined within the College Safeguarding Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded, and appropriate referrals made.

All staff will be sent this additional policy to read and will complete a Google Doc to say they have read and understood the content. This also applies to those staff working at home.

