

**Safeguarding and promoting the welfare of children is about protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.**

**(KCSIE, 2020)**

The College fully recognises its Safeguarding responsibilities. This policy applies to the whole College and all staff (The phrase "staff" in this document will always include any supply staff working at the College), trustees and volunteers working in the College including those in the EYFS provision.

**This policy should be read alongside the College's [Covid-19 Safeguarding Appendix IV] which sets out how this policy has been adapted to ensure appropriate regard to KCSIE during this time.**

### **ROLES AND RESPONSIBILITIES**

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. All members of staff therefore have a duty to safeguard our pupils' welfare and must familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of children is **everyone's** responsibility. All College staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

Mr Simon Collingridge is the Trustee designated to take a lead in relation to responsibility for the safeguarding arrangements in the College. The Trustees will ensure that there is an effective safeguarding policy in place and that a review of the policy takes place at least annually, including an update and review of the effectiveness of procedures and their implementation.

The Trustees will:

- ensure that safeguarding is raised at all Council of Trustee meetings
- ensure the Chair of the Welfare Committee regularly reviews the safeguarding files held by the College Designated Safeguarding Lead ('DSL'). (Trustees will not usually be given details relating to individual child protection cases or situations to ensure confidentiality is not breached)
- receive regular safeguarding and Gloucestershire Safeguarding Children Executive ('GSCE') updates and training
- in conjunction with the College leadership team, ensure that the DSLs are properly supported to carry out their roles and responsibilities and that they are given time to fulfil the duties that their role demands
- ensure that the College follows safer recruitment processes
- ensure the Head, the College DSL and other staff responsible for recruitment and two members of the Trustees undertake safer recruitment training
- ensure a single central record of appointments is maintained of all staff and regular volunteers in accordance with government guidance.

The College leadership team will ensure that the DSLs and all staff (including the nominated Trustee) will attend the necessary safeguarding training as set out in this policy.

The College has a main DSL whose role is to take lead responsibility for safeguarding and child protection matters in the College. The College's main DSL is **Kate Corbin**. Each section of the College then has its own DSL (Senior, Prep and EYFS). Each DSL's contact details, together with other key people who have specific safeguarding responsibilities, can be found in the Key Contacts Table below. (Appendix I)

The College DSL will provide an annual report for the Trustees detailing any changes to this policy and procedures, training undertaken by staff and Trustees and other relevant safeguarding issues.

### **ETHOS**

The College fully recognises its responsibilities for safeguarding children and is committed to establishing a safe environment in which children can learn and develop. The safety and welfare of all our pupils at the College is our highest priority.

The College recognises the importance of creating an ethos within the College that will help children feel safe and confident that they will be listened to.

At the heart of our policy lies:

- prevention (a positive College atmosphere, careful and vigilant teaching, strong pastoral care, effective support for pupils, provision of good adult role models, an effective safer recruitment policy).
- protection (following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
- support (for pupils and staff who have been involved in any allegation and/or investigation).

This policy is available on the College website and can be made available to parents in hardcopy upon request. This policy can also be made available in larger print or more accessible format if required.

### **AIMS**

The College aims to:

- provide relevant information, skills and attitudes to help pupils to resist abuse and prepare for the responsibilities of adult life including home and family. Together with these skills the College hopes that pupils will feel confident they can confide in staff.
- allow staff to be familiar and confident with the appropriate Safeguarding procedures and issues. All staff will receive information about Safeguarding as part of their introduction to the College. This policy is intended to give clear guidance to all staff - teaching and non-teaching on: the signs that may indicate the possibility of abuse and the procedures to follow if there is a safeguarding concern.
- work with parents to build an understanding of the College's responsibility to ensure the welfare of all children and recognition that this may require cases to be referred to other investigative agencies as a constructive and helpful measure.
- monitor children who have been identified as 'at risk'.
- contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools, thereby contributing towards a more effective detection of the incidence of child abuse i.e. contributing to 'inter-agency working', to the 'common assessment framework' (CAF) or the 'team around the child' (TAC) approach, or to the College contributing to a co-ordinated offer of 'early help', in accordance with 'Working Together' (WT).
- review the College procedures and improve the way safeguarding issues are managed.

### **DESIGNATED SAFEGUARDING LEAD (DSL)**

The DSL for the whole College is **Kate Corbin** who is a member of the senior leadership team. She has been fully trained for the demands of the role in child protection and inter-agency working in accordance with the locally agreed procedures and as set out in Annex B of *KCSIE* (2020).

The College 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 College and Section DSLs will liaise with the local authority when necessary and work with other

agencies in line with WT and attend strategy meetings. The College and Section DSLs will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience when appropriate.

Where a pupil leaves the College, including in-year transfers, the College or Section DSL will ensure their child protection file is transferred to the new educational setting (separately from the main pupil file) as soon as possible. The DSLs will ensure secure transit and obtain confirmation of receipt.

The College DSL works with the Trustees to review and update the College's safeguarding policy. The DSL also 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 their Section DSL or the College DSL, or in the absence of action, directly to local children's services.

During term time the DSLs will always be available for staff in the College to discuss any safeguarding concerns. For out of hours/out of term activities, the College's arrangements above apply but in the event of staff being unable to contact the DSLs they should make contact directly with local children's service, details of which can be found in the Key Contacts Table below. (Appendix I)

Full details of the DSL's role can be found in Annex B of *KCSIE* (2020).

Initial reports/concerns should be made to Lisa Nicholls, Lynda Askew or Mandy Hawes who are the DSLs for the three sections of the College (Section DSLs). This ensures that there is the required cover for the role at all times.

Whilst the Trustees are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the College DSL remains ultimately responsible for safeguarding and child protection and this responsibility cannot be delegated.

### **DSL-Senior**

The DSL for the Senior School is **Lisa Nicholls**. The DSL-Senior is trained to the same standard as the College DSL and, in the absence of the College DSL (**Kate Corbin**), will carry out the same functions to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the College DSL, the DSL-Senior will assume all of the College DSL's role and responsibilities.

### **DSL - Prep**

The DSL for the Prep School is **Lynda Askew** (Director of Pastoral Care for Prep School). The DSL-Prep is trained to the same standard as the College DSL. She will liaise with the DSL for the whole College on any safeguarding concerns regarding children at the Prep School and will carry out the DSL's functions to ensure the ongoing safety and protection of all Prep College pupils. In the event of the long-term absence of the Prep School DSL, the Deputy DSL-Prep will assume all the DSL- Prep's role and responsibilities.

### **DSL-EYFS**

**Mandy Hawes** (Nursery Class Teacher) is the Early Years (EYFS) DSL. It is her role to lead responsibility for safeguarding children within the EYFS setting and liaise with agencies as appropriate. It is her role to liaise with the College DSL. The Prep School DSL, in the absence of the EYFS DSL will carry out the EYFS DSL's functions to ensure the ongoing protection of pupils in the early years' provision. In the event of the long-term absence of the EYFS DSL, the Deputy DSL-Prep will assume all the DSL-EYFS's role and responsibilities.

All Section DSL's have job descriptions for their safeguarding roles and key activities. Their training meets the requirements of the DfE's guidance contained in *KCSIE* (2020) and will support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance.

## **THE ROLE OF ALL STAFF**

**Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.**

The guidance "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. If in doubt about what information can and should be shared, staff should speak to their Section DSL.

### **All staff have a professional duty to:**

- observe and be alert to signs of abuse
- report an unexplained absence of more than two days by any pupil with a Child Protection Plan
- be alert to when a child may be in need of Early Help and aware of the process for making a referral to Children's Social Care and for statutory assessments under the Children Act 1989 that may follow a referral and how they may play a role in such an assessment
- act on **any** concern, suspicion or evidence of abuse or non-accidental injury immediately and in accordance with the procedures laid out in this policy. All forms of self-harm must also be reported to the Section DSL
- understand that if a pupil confides in a member of staff that he or she has been abused in any way or staff suspect a pupil is at risk of abuse or neglect, the member of staff must follow the College's Safeguarding procedures as set out in this policy
- enquire about the progress of individual cases in which they are/have been involved and chase up if no update has been provided, or matters do not appear to be progressing
- understand that a number of specific measures may be necessary to protect individual boarders. These will depend on individual case circumstances and may involve the use of the Medical Centre or other appropriate places in order to safeguard the welfare of the pupil concerned
- be familiar with the Staff Code of Safe Practice to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (e.g. one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on)
- be aware of and understand the College's 'Whistle Blowing' Policy
- 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. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination, and
- notify the College immediately if there are any reasons why they should not be working with children.

## **TRAINING**

Induction and training are in line with advice from GSCE.

All DSLs undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Further details of the required training content for the DSLs are set out in Annex B of *KCSIE* (2020). In addition to their formal training, the DSLs' knowledge and skills are updated, at regular intervals but at least annually, to ensure they remain conversant with best practice and to keep up with developments relevant to their role. All Section DSLs are trained to the same level as the College DSL. All staff (including the Head) are trained in safeguarding regularly, in line with advice from GSCE, which states every three years, with yearly updates in between. In addition, the Head and all staff receive safeguarding and child protection updates as required, but at least annually to provide them with the relevant skills and knowledge to safeguard children effectively. The College provides these via, for example, staff INSET at the start of the academic year, emails, e-bulletins and staff meetings. Training includes:

- the College's Safeguarding Policy
- the Staff Code of Safe Practice Policy including the Whistleblowing Policy, and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- the Behaviour Policy
- the safeguarding response to children who go missing from education
- the role and identity of the DSLs
- a copy of Part One of *KCSIE* (2020).

College leaders and staff who work directly with children will also be required to read Annex A of *KCSIE* (2020) and also Part 5 (Paragraphs 267-289 – Child on child sexual violence and sexual harassment).

For staff who cannot read English, the College will take steps to ensure that they understand key information.

All staff are also required to:

- sign a pro forma to indicate that they have read the College's Safeguarding Policy in its entirety and Part One of *KCSIE* (2020) and that they accept their duty:
- to be familiar with this policy; and
- to implement this policy and to co-operate with College management in promoting 'Child Protection' (See Appendix V for Aide Memoire)
- Each time Part One of *KCSIE* (2020) is updated by the Department for Education (DfE), staff will be updated on the changes via staff INSET, email or e-bulletins together with copy of the
- new document.
- understand key information contained in Part One of *KCSIE* (2020). The College will ensure staff understanding by highlighting the key information together with simplifying explanations and where relevant giving examples.
- Senior pupils given positions of responsibility over other pupils are briefed on appropriate action to take should they receive any allegations of abuse.

## **SAFE WORKING PRACTICE**

The College has developed a clear code of safe practice that staff understand and agree to. The aim of the Staff Code of Safe Practice Policy is to provide clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegation of harm to a pupil. The **Staff Code of Safe Practice Policy** can be found in the Staff Employment Handbook.

## **RECORD KEEPING**

All concerns, discussions and decisions (together with reasons) made under these procedures are recorded on CPOMs. Safeguarding records are kept centrally and securely on CPOMs. Paper work related to safeguarding cases prior to September 2020 are held safely by College DSL for Senior School cases and DSL-Prep for EYFS and Prep cases. Staff are aware that they must make a record as soon as possible to include the date, time and place of the conversation and detail of what was said on CPOMs. Staff with no access to CPOMS know they should report concerns to their Line Manager, who will report on CPOMS on their behalf with them present, or should go to their section DSL who will add their concern to CPOMS with them present. Access to Safeguarding files is restricted through CPOMS. A back up paper chronology will be kept by the relevant DSL (Appendix III)

## **PARENTS**

A statement in the College joining literature will inform parents and guardians about the College's safeguarding duties and responsibilities. Parents can obtain a hard copy of the Safeguarding Policy on request or can access it via the Parent Portal. The Safeguarding Policy is also available on the College's website. Wycliffe informs parents/guardians that staff are required to follow the College's safeguarding procedures and those laid down by GSCE.

In general, the College believes that parents should be informed about any safeguarding concerns regarding their children. It is important that the College is honest and open in our dealings with parents. However, in some cases, it may not be appropriate to inform parents of the College's concerns without first taking advice from Children's Social Care, the Local Authority Designated Officer ('LADO')/Designated Officer and/or the police (as appropriate).

Parents are encouraged to raise any concerns directly with the College, if necessary using this Safeguarding Policy for concerns about the safety and/or welfare of children. Parents may also contact the ISI directly if they wish.

## **PROMOTING AWARENESS**

All pupils are taught about safeguarding, including online, through the curriculum and PSHEE to help children to adjust their behaviours in order to be aware, reduce risks and build resilience.. 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. The College ensures pupils understand and adhere to the College's guidelines in this area. For more details on cyber-bullying please refer to the College's Anti-bullying Policy.

Time is allocated in Life Skills/PSHEE to discussions on what constitutes appropriate behaviour. Relationships and Sex Education is now mandatory for Year 7-13 in all Secondary Schools. Assemblies, Chapel, Drama, RS lessons, House meetings, Tutorials etc. are used to promote tolerance and mutual respect and understanding of others.

All pupils know that there are adults to whom they can turn to if they are worried. If the College has concerns about a child there is always a recognised requirement for sensitive communication and staff are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- all pupils have access to a telephone helpline enabling them to call for support in private.
- every child has guidance of where to turn for advice within the College, but also has access to confidential helplines and web addresses for external specialists.
- our House and Medical Centre notice boards display advice on where pupils may seek help.
- the College operates a peer support programme whereby trained pupils are encouraged to offer advice and support.
- the College provides leadership training to our Head and Deputy Heads of the Senior School, our Senior School Prefect Team and our Senior School Heads of House, which specifically covers



safeguarding and how to respond if they have a concern.

## **IMPORTANT CONSIDERATIONS FOR COLLEGE SAFEGUARDING**

### **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the College and can occur between children outside College. All staff, but especially the DSLs, should consider the context within such safeguarding incidents and/or behaviours occur. The College will, as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The College will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

### **Working with Other Agencies**

The College must work with local agencies. Even after referrals the College must maintain strong links. The College will ensure all relevant staff are available to attend relevant meetings including case conferences, core groups and strategy meetings. The College has a pivotal role to play in multi-agency safeguarding arrangements. The College must ensure that it contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place in the LA. The College must follow the local arrangements of the three safeguarding partners (the local authority; clinical commissioning group; and the chief officer of police for Gloucestershire) to safeguard and promote the welfare of pupils at Wycliffe. NPCC- When to call the police, should help the College DSL and Section DSLs to understand when they should consider calling the police and what to expect when they do.

### **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 manages this by allowing pupils to express their view and give feedback where appropriate. The College will operate processes with the best interests of the pupil at heart.

### **Boarding Issues**

As a boarding School there are additional factors to consider with regards to safeguarding set out in the National Minimum Standards for Boarding Schools.

### **Mental Health Concerns and Safeguarding.**

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. Staff 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. 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, report your concern on CPOMS as outlined earlier in this document.

### **SEND**

All staff also need to be alert to the specific needs of those pupils who have special educational needs and/or disabilities (SEND), including young carers. The College recognises that children with SEND can be more prone to abuse and will consider extra pastoral support for those children (this will include extra support in boarding houses, support from medical centre staff, and also from teachers during

lessons and through counselling, if required). Those with SEND may not outwardly show signs of abuse and/or may have difficulties in communicating about abuse or neglect. Staff will support such pupils in expressing any concerns they may have on CPOMs and will be particularly vigilant to any signs or indicators of abuse, discussing this with their Section DSL as appropriate.

### **Use of Mobile Phones and Cameras**

Staff, children and parents are not permitted to use their own mobile phones to take photographs within the College's EYFS setting; Nursery and up to Reception year. (Staff working with early years must follow the specific guidance given in the Nursery New Staff Information, Learning Journey Information and EYFS Parent's Information documents and in addition be alert to the Prep School Use of Photography and Videos policy.) Please see the College's Data Protection Policy and the Staff Code of Safe Practice Policy for the College's policy on taking photographs of pupils outside of these year groups. Staff who act in breach of this may be subject to disciplinary action.

### **Online Safety**

In addition to what is outlined in the Promoting Awareness paragraph earlier in this document, the College will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. The College uses *Smoothwall* for its filtering system and *Securus* for monitoring purposes. 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;
- staff are equipped with the knowledge to safeguard children online by attending regular online safety training.

The College's ICT & E-Safety Policy also sets out the College's approach to online safety. The College's ICT & E-Safety Policy also includes detail on the use of mobile technology in College (and accessing 3G, 4G and 5G technology on College premises) and the College's IT arrangements to ensure that children are safe from inappropriate material, including terrorist and extremist material, when accessing the internet through the College's systems.

### **Looked After Children**

The Trustees ensure that staff members have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority. Staff will be alerted to the particular potential vulnerabilities of any looked after children in the College. The Deputy Head Pastoral is the designated member of staff who has responsibility for their welfare and progress. The College ensures that they are appropriately trained in order to carry out their role.

### **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. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.



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).

### **The use of College premises by other organisations**

Where services or activities are provided separately by another body, using the College premises, the Trustees will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children. The College will also ensure that any necessary vetting checks on the organiser's staff are undertaken by the organization and that the College has received written confirmation that the required checks have been undertaken before the hirer is permitted to hire the College's premises.

### **Cross reference to other College policies**

The College recognises that a number of other policies and procedures developed and operated by the College form part of the wider agenda of safeguarding and promoting children's welfare and this policy should be read in conjunction with these policies and staff guidelines (See Staff Handbook), which have particular relevance to the Safeguarding Policy. These include:

- Anti-Bullying Policy
- Behaviour (which includes Alcohol, Smoking and Drugs) and Behaviour for Learning Policies
- Complaints Policy
- Confidentiality Policy
- Confidentiality for Pupils Policy
- Health & Safety Handbook, including:
  - Health & Safety Policy
  - First Aid & Medical Policy (which includes Mental Health)
  - Transport Policy
- ICT & E-Safety Policy
- Missing Pupil Policy
- Relationships & Sex Education Policy
- SEND and SEND (EYFS) Policies
- Staff Code of Safe Practice Policy
- Staff Handbook, including:
  - Data Protection Policy
  - Whistle Blowing Policy
  - Use of Telephone, E-Mail Systems and Internet
  - Equal Opportunities
  - Recruitment, Selection and Disclosures Policy and Procedure (which includes Safer Recruitment)
- Statement of Professional Roles & Duties of Teachers
- Visitors Policy

### **Policy Developments**

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2020) ('KCSIE')
- Interim guidance on Coronavirus (Covid-19): safeguarding in schools, colleges and other providers (first published on 27 March 2020 and updated regularly)
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (September 2018) ('WT')
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
- The Prevent Duty: Departmental advice for Colleges and child care providers (June 2015)

- The use of social media for on-line radicalisation (July 2015)
- Relationships education, relationships and sex education (RSE) and health education (June 2019).

This policy also takes into account the procedures and practice of Gloucestershire County Council as part of the inter-agency safeguarding procedures set up by the GSCE. (<https://www.gscb.org.uk/i-work-with-children-young-people-and-parents>).

### **Internal Case Reviews**

A case review is conducted annually by the College DSL, Section DSLs, the Head of the Prep School and the Head. In addition, the Designated Trustee for Child Protection is updated regarding child protection cases (no details disclosed) at termly Welfare Committee Meetings.

### **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 College 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, Trustees and volunteers to work with children and young people is set out in the College's Safer Recruitment Policy.

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 the College immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. This also includes any staff who are disqualified from childcare or registration.

Where staff work in, or are involved in the management of, the College's early years or provision of care of pupils under the age of eight, the College will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the College's safer recruitment practices, further details of which can be found in the College's Safer Recruitment Policy.

The College records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the College will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the College will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

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 HR Manager for more details.

The College has a duty to refer to the DBS anyone who, not only has harmed, but also poses a risk of harm, to a child or vulnerable adult in certain circumstances. More information related to this can be found in paragraphs 101-102 and 179 - 181 of KCSIE 2020, and in Part 4 of the same document.

### **Visiting Speakers**

The Prevent statutory guidance requires College 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 that a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the College campus, will be supervised by an employee. On attending the College, visiting speakers will be required to show an 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 Data Protection policy.

For further information on visiting speakers in College, please refer to the College's Visitors' Policy and Visitors' Leaflet.

### **Early Help**

All staff are expected to identify when a child may benefit from Early Help. 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.

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.

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

GSCE referral threshold document. The Section 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.

### **GDPR**

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 safeguard and 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
- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- in Data protection: toolkit for schools – Guidance to support schools with data protection activity, including compliance with the GDPR.

### **DEFINITIONS AND SIGNS AND SYMPTOMS OF ABUSE**

It is important that all staff understand that safeguarding and promoting the welfare of children is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and efficient care, and
- taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and promoting welfare. Child protection is the activity undertaken to promote specific children who are suffering, or are likely to suffer, significant harm.

Abuse is a form of maltreatment of a child. All staff must be aware of the signs and symptoms of abuse and neglect.

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

### **PROCEDURES FOR DEALING WITH CONCERNS**

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must immediately follow the relevant procedure below. All staff should:

- recognise that abuse is possible
- listen carefully and treat the matter seriously
- avoid asking leading questions
- avoid carrying out their own investigation
- reassure the individual that the allegation/complaint will be taken seriously
- **not** guarantee absolute confidentiality and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken
- make an accurate record of what was said and what you have done as soon as possible afterwards on CPOMs. A CPOMs record should be made on the same working day of any disclosure
- speak with their Section DSL

If anyone other than one of the College DSL or Section DSL makes a referral, they should inform their Section DSL as soon as possible that a referral has been made.

If a child's situation does not appear to be improving, staff should challenge any inaction and follow this up with their Section DSL or College DSL and children's social care as appropriate.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded on CPOMS. 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 Section DSL.

All signs and symptoms, and ways of dealing with the list of concerns above are in Appendix II

#### **WHAT STAFF SHOULD DO IF A CHILD IS IN DANGER OR AT RISK OF IMMEDIATE HARM**

If staff (including Trustees, 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. Staff should not assume that someone else will take action and share information that might be critical in keeping children safe. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than one of the DSLs makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and the type of response required.

#### **WHAT STAFF SHOULD DO IF THEY DISCOVER AN ACT OF FEMALE GENITAL MUTILATION (FGM)**

Staff should follow the College's normal referral processes AND report to the police cases where they discover that an act of FGM appears to have been carried out. Staff are referred to Appendix II 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, are 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 set out in the College's Missing Pupil Policy which sets out the procedures to be used for searching for, and if necessary, reporting, any pupil missing from education. Further detail can also be found at Appendix II of this policy.

Where reasonably possible, the College will hold more than one emergency contact number for each pupil to provide the College with additional options to make contact with a responsible adult particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

The College will report to Gloucestershire County Council 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 school days or more.

#### **WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT ANOTHER MEMBER OF STAFF**

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Trustees. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the LADO. Staff may consider discussing any concerns with their Section DSL and make any referral via them.

#### ***Managing Allegations of Abuse against Teachers and Other Staff (including the Head, Trustees, Supply Staff and Volunteers)***

The College's procedure for managing allegations against teachers, other staff or volunteers currently working in the College follows the DfE guidance *KCSIE* (2020) and GSCE local arrangements.

The procedure below is followed when staff or volunteers have (or alleged to have):

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicated that he or she may pose a risk of harm if he or she works regularly or closely with children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

All staff, governors and volunteers (including those senior pupils in a position of responsibility) have a responsibility to familiarise themselves with this procedure so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff.

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 and social care services as to managing confidentiality as appropriate.

If an allegation is made against anyone working with children in the College, the College should not undertake their own investigation of allegations without prior consultation with the LADO 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.

Concerns, including allegations about staff, should be investigated as a priority to avoid any delay.

### **Procedure**

1. Concerns, including allegations, which appear to meet the above reporting criteria are to be reported straight away to one of the 'case managers' who are the Head and the College DSL. If an allegation is reported to the College DSL, the DSL will keep the Head informed. In the absence of the Head or the College DSL, the allegation should be reported to the Chair of Trustees. Should the initial allegation first be made to any other member of staff then that member of staff must either request the person raising the allegation to report it to the Head or College DSL, or if that is not possible, to pass details of the allegation to the Head immediately.

Where the allegation is made against the Head or College DSL, the person must immediately inform the Chair of Trustees, without first notifying the Head or DSL.

Where an allegation is made against a Trustee, you should immediately contact the Chair. The Chair will discuss the matter with the LADO before any further action is taken.

Where an allegation is made against the Chair, the person should immediately contact the Designated Trustee for Child Protection without notifying the Chair first. The Designated Trustee for Child Protection will discuss the matter with the LADO before any further action is taken.

If a staff member is unsure they should always speak to the College DSL. In exceptional circumstances, such as in an emergency or where the staff member has a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care.



2. The LADO will be informed of 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.

The case manager (or relevant member of staff) should immediately discuss the matter 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 College's attention and appear to meet the criteria or that are made directly to the police and/or children's social care. Where necessary, the LADO will obtain further details of the allegation and the circumstances in which the allegation was made. The College will act in accordance with any advice given by the LADO and will not investigate allegations or inform any individuals without the LADO's consent.

3. The case manager will ensure that the individual who is the 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 normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case and will consider what other support is appropriate for the individual.
4. 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 *KCSIE* (2020) relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.
5. 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, WT 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 College and shall provide them with their contact details.
6. 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.
7. The College may take action in the event of allegations against staff in accordance with its disciplinary procedures, subject always to prior discussion with the LADO. 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 College 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). The Secretary for 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.

8. The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), unfounded (no evidence or proper basis which supports the allegation being made) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive).
9. On conclusion of the case, the case manager should review the circumstances of the case with the LADO 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.
10. 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.

*Early Years Foundation Stage* – the College DSL will inform Ofsted as soon as reasonably practicable and at the very latest within 14 days of any allegation of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere).

### **Suspension**

Suspension will not be an automatic response to an allegation but will be considered where the circumstances warrant it, including:

- there is cause to suspect a child or other children at the College is or are at risk of significant harm
- the allegation warrants investigation by the police
- the allegation is so serious that it might be grounds for dismissal
- it is necessary to progress the investigation

If suspension is deemed appropriate, the reasons and justifications will be recorded by the College and the individual will be notified of the reasons usually within one working day.

### **Duty of care**

The College recognises that it has a duty of care towards its employees and will ensure support is in place for individuals facing an allegation. Individuals should be informed of concerns or allegations and given an explanation of the likely course of action as soon as possible, unless external agencies object to this.

### **Record keeping**

The College will keep a clear and comprehensive record of any allegation made, the action taken and decisions reached. The College will provide the accused person with a copy of the record following consultation with the appropriate agencies and agreement has been reached as to what information can be disclosed. The record will be kept confidentially on the personnel file.

### **Malicious, unsubstantiated or false allegations**

Allegations that are found to be malicious will be removed from the 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* (2020) and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child's

Sexual Abuse (IICSA). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations found to be false, unsubstantiated or malicious will not be included in references. If an allegation is shown to be deliberately invented or malicious, the Head 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.

### **Timescales**

It is in everyone's interest for cases to be resolved as quickly as possible consistent with a fair and thorough investigation.

### **Historical/non-recent allegations of abuse**

Should historical/non-recent allegations of child abuse be made against a teacher who is no longer teaching, the College will, in accordance with *KCSIE* (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. The Head or DSL should be informed of any non-recent allegations of abuse.

### **Supply Staff**

The College's procedures for managing allegations against staff above also apply to staff not directly employed by the College, for example, supply teachers provided by an employment agency or business ('the agency'). The College will usually take the lead but agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

In no circumstances will the College decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The College will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the College, whilst they carry out their investigation.

The College will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the College during the investigation.

When using an agency, the College will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

### **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 which can be found in the Staff Handbook. If a teacher or member of staff has concerns about the behavior of another member of staff which is likely to put pupils at risk of abuse or other serious harm, it may be dealt with in accordance with the College's Managing Allegations of Abuse against Staff procedure (see above). Such reporting will be without prejudice to the member of staff's position in the College. 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.

Where there are allegations of criminal activity, the LADO will always be informed, and advice taken (including from the police, where appropriate) before the College undertakes any investigation of its own. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation.

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 external whistle blowing channels, such as the NSPCC Whistleblowing Helpline. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

### **EVALUATION, MONITORING AND COMPLIANCE OF THIS POLICY**

The Trustees undertake an annual review of the Safeguarding policies and procedures and of the efficiency with which the related duties have been discharged. The Trustees' Welfare Committee will monitor the implementation of this policy, the College's safeguarding procedures and the efficiency by which the College's duties have been discharged. The College will remedy any deficiencies or weaknesses in child protection arrangements without delay, not just at the next policy review, should this be appropriate. Where a substantial allegation is made against another member of staff, the College will work with the LADO to determine whether any improvements can be made to the College's procedures or practices to help prevent similar events in the future.

The College Solicitors assist with the annual policy review. The DSL holds accurate and up to date records of policy review and implementation.

The College monitors and evaluates its Safeguarding Policy and procedures through the following activities:

- Trustee visits to the College – Council meetings and Welfare Committee meetings
- review of Safeguarding cases by the Designated Safeguarding Trustee – the Chair of the Welfare committee
- Senior Leadership Team discussion sessions with children and staff regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the College
- frequent scrutiny of attendance data
- logs of bullying and/or racist behaviour incidents are reviewed regularly by the Senior Leadership Team and the Trustees
- regular review of parental concerns and parental questionnaires, and
- regular review of child-specific leisure/common rooms and clubs/activities at lunchtime and after College.

In summary, the College is committed to:

- information sharing and inter-agency working with GSCE, Children's Social Care, police, Child and Adult Mental Health Service, Children and Young People's Service, education welfare service, educational psychology service and other relevant agencies to promote and safeguard the welfare of children in accordance with the Information Sharing guidance
- following the procedures in accordance with GSCE and guidance issued by the DfE
- ensuring the operation of safer recruitment practices in checking the suitability of staff and volunteers (including those employed by another organisation) to work with children are always followed, including enhanced DBS checks and compliance with Independent School Standards Regulations, National Minimum Standards for Boarding Schools and DfE guidance issued under section 157 of the Education Act 2002 (See separate Policies on Recruitment and DBS)
- carrying out necessary checks on the College's governing body in accordance with the Independent School Standards Regulations and National Minimum Standards for Boarding Colleges and DfE guidance issued under section 157 of the Education Act 2002
- ensuring that a referral to external organisations such as DBS and TRA are made in accordance with this policy
- establishing and maintaining a safe environment in which children feel secure, can learn and develop, are encouraged to talk, and are listened to
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe

- ensuring that in the Early Years setting the use of personal mobile phones and cameras is not permitted and that if children have their photographs taken, it is performed with a College camera and only to provide evidence of their achievement for development records. Staff and visitors are not permitted to use personal mobile phones or cameras to take or record any images of children in the EYFS setting
- supporting pupils who have been abused in accordance with his/her agreed child protection plan ensuring that, where a pupil with a Child Protection Plan leaves, their information is safely and securely transferred to the new College (separately to the main pupil file) immediately and that the child's social worker is informed
- supporting staff with specialist support and counselling should they require it, following disclosures of abuse
- recognising that all matters relating to child protection are confidential so the Head or DSL will only disclose any information about a pupil to other members of staff on a need to know basis only
- all staff must be aware that the College has a legal responsibility to share information with other agencies in order to safeguard children.

**Member of Staff responsible: Kate Corbin (Deputy Head Pastoral)**

**Policy published and effective from: September 1999**

**Reviewed, approved and signed off by Trustees**

**Reviewed Annually in June/July (or when new Safeguarding/CP legislation comes into force)**

## **APPENDIX I**

### **Key Contacts**

<b>Kate Corbin:</b> Deputy Head Pastoral <b>College DSL</b>  <b>Designated Mental Health Lead and Designated Teacher for Looked After Children</b>	<b>01453 820415</b> (Office Number – office hours) <b>01453 822432</b> (Senior School – office hours) <b>07591 952289</b> (Mobile Number) Email: <a href="mailto:Kate.Corbin@Wycliffe.co.uk">Kate.Corbin@Wycliffe.co.uk</a>
<b>Lisa Nicholls:</b> Teacher of Geography <b>DSL - Senior</b>	<b>07968 423629</b> (Mobile Number) Email: <a href="mailto:Lisa.Nicholls@wycliffe.co.uk">Lisa.Nicholls@wycliffe.co.uk</a>
<b>Lynda Askew:</b> Director of Pastoral Care (Prep) <b>DSL - Prep</b>	<b>01453 820474</b> (Office Number) <b>07968 423607</b> (Mobile Number) Email: <a href="mailto:Lynda.Askew@wycliffe.co.uk">Lynda.Askew@wycliffe.co.uk</a>
<b>Mandy Hawes:</b> Nursery Class Teacher <b>DSL - EYFS</b>	<b>01453 820475</b> (Office Number) Email: <a href="mailto:Mandy.Hawes@wycliffe.co.uk">Mandy.Hawes@wycliffe.co.uk</a>
<b>Simon Collingridge:</b> Designated Trustee for Safeguarding (Lawyer)	Contact details to be requested from the Head or from the Director of Finance & Operations when required
<b>Nick Gregory:</b> Head	<b>01453 822432</b> (Senior School Reception – office hours) Email: <a href="mailto:Head@wycliffe.co.uk">Head@wycliffe.co.uk</a>
<b>Robin Bacon:</b> Chair of Trustees	Contact details to be requested from the Head or from the Director of Finance & Operations when required Email: <a href="mailto:chair@wycliffe.co.uk">chair@wycliffe.co.uk</a>
<b>Glos. Safeguarding Children Executive (GSCE)</b>  <b>Emergency Duty Team: (Out of Hours)</b> <b>Stroud (Community Social Workers):</b> <b>Glos. Social Care Services - Children &amp; Families Helpdesk:</b>	<b>01452 426565</b> Email: <a href="mailto:gsce@gloucestershire.gov.uk">gsce@gloucestershire.gov.uk</a> <b>01452 614194 or 101 (police)</b> <b>01452 328130</b> <b>01452 426565</b> Email: <a href="mailto:childrenshelpdesk@gloucestershire.gov.uk">childrenshelpdesk@gloucestershire.gov.uk</a>
<b>Local Authority Designated Officer (LADO)</b> GSB Business Unit, Block 1, Shire Hall GL1 2TP  <b>Allegations Management Coordinator</b>	<b>Nigel Hatten</b> Email: <a href="mailto:Nigel.Hatten@gloucestershire.gov.uk">Nigel.Hatten@gloucestershire.gov.uk</a> <b>01452 426994 / 425017 / 07783 691575</b>  <b>Tracy Brooks</b> Email: <a href="mailto:Tracy.Brooks@gloucestershire.gov.uk">Tracy.Brooks@gloucestershire.gov.uk</a> <b>01452 426320</b>
<b>Gloucestershire Police:</b> <b>Child Abuse Investigation Team (CAIT):</b> <b>Central Referral Unit</b>	<b>101 / 999 / 0845 090 1234</b> <b>01242 261112</b> <b>01242 247999</b>
<b>Glos. County Council</b> Operations Director Children's Safeguarding & Care Shire Hall, GL1 2TP	01452 583578 Email: <a href="mailto:kathy.omahony@gloucestershire.gov.uk">kathy.omahony@gloucestershire.gov.uk</a> GSCB: <a href="http://www.gscb.org.uk">www.gscb.org.uk</a>
<b>OFSTED</b> <b>EYFS</b> (Registering Authority for the EY Register) Piccadilly Gate, Store Street, Manchester M1 2WD  <b>OFSTED Safeguarding Children</b>	<b>0300 123 1231</b> Email: <a href="mailto:enquiries@ofsted.gov.uk">enquiries@ofsted.gov.uk</a>  <b>0300 123 4666</b> (Monday- Friday from 8am to 6pm) Email: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a>



<b>Disclosure &amp; Barring Service (DBS):</b> DBS Customer Services PO Box 3961 Royal Wootton Bassett SN4 4HF  DBS Barring service: PO Box 3963 (address above)	<b>03000 200 190</b> Email: <a href="mailto:customerservices@dbs.gsi.gov.uk">customerservices@dbs.gsi.gov.uk</a>  <b>03000 200 190</b>
<b>Prevent Team</b> Gloucestershire Constabulary	<b>0845 090 1234</b> <a href="mailto:Special.Branch@gloucestershire.pnn.police.uk">Special.Branch@gloucestershire.pnn.police.uk</a> Prevent - Home Office website: <a href="http://www.gov.uk/government/organisations/home-office">www.gov.uk/government/organisations/home-office</a>
<b>Teaching Regulation Agency</b> Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT	<b>0207 593 5393</b> E-mail: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>
<b>NSPCC whistleblowing advice line</b> Weston House, 42 Curtain Road London EC2A 3NH	<b>0800 028 0285</b> Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
<b>Support and Advice about Extremism</b> <b>Prevent Team</b> Gloucestershire Constabulary  <b>LA Prevent Lead :</b> <b>Adam Morris / Matt Morris</b> Gloucestershire Constabulary Waterwells, 1 Waterwells Drive, Gloucester GL2 2AN  <b>DfE</b> (non-emergency prevent advice)  <b>Police</b>	<b>0845 090 1234</b> Email: <a href="mailto:Special.Branch@gloucestershire.pnn.police.uk">Special.Branch@gloucestershire.pnn.police.uk</a> Prevent - Home Office website: <a href="http://www.gov.uk/government/organisations/home-office">www.gov.uk/government/organisations/home-office</a>  <b>Ext 2802.</b> <b>Direct Dial 01452 752802</b> <b>Group – 01452 754319</b> <b>Force Control Room – 101</b> Email: <a href="mailto:Special.Branch@gloucestershire.pnn.police.uk">Special.Branch@gloucestershire.pnn.police.uk</a>  <b>020 7340 7264</b> Email: <a href="mailto:counter-extremeism@education.gov.uk">counter-extremeism@education.gov.uk</a>  <b>0845 090 1234</b> <b>EMERGENCY: 999</b> <b>NON EMERGENCY NUMBER: 101</b>
<b>Children's Commissioner for England</b> Office of the Children's Commissioner Sanctuary Buildings, 20 Great Smith Street, London SW1P 3BT  <b>Advice Team for Children</b>	<b>Anne Longfield</b> <b>020 7783 8330</b> Website: <a href="http://www.childrenscommissioner.gov.uk">www.childrenscommissioner.gov.uk</a> Email: <a href="mailto:info.request@childrenscommissioner.gov.uk">info.request@childrenscommissioner.gov.uk</a>  <b>0800 528 0731</b> Email: <a href="mailto:help.team@childrenscommissioner.gov.uk">help.team@childrenscommissioner.gov.uk</a>
<b>Independent Schools Inspectorate</b>	<b>0207 600 0100</b> Email: <a href="mailto:concerns@isi.net">concerns@isi.net</a>

All Houses should display the relevant telephone 'Help Line Numbers' for pupils to contact: ChildLine; CareLine; Samaritans; Rape Crisis; NSPCC; Counselling Service; Independent Person etc.

## **APPENDIX II**

### **TYPES OF CHILD ABUSE AND THEIR POSSIBLE SIGNS/SYMPTOMS**

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. It can therefore manifest itself in a wide variety of ways.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between children outside of these environments. All staff, but especially College and Section DSLs 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.

**1.1 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.

#### ***Typical signs of Physical Abuse are:***

- bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently
- slap marks – these may be visible on cheeks or buttocks
- twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking
- bruising on both sides of the ear – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury
- grip marks on arms or trunk - found in babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse
- black eyes/bilateral black eyes - are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred
- damage to the mouth - e.g. bruised/cut lips or torn skin where the upper lip joins the mouth
- bite/teeth marks
- fractures - in children less than 2 years
- poisoning and other misuse of drugs - e.g. overuse of sedatives
- burns and/or scalds - a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks
- unexplained injuries or refusal to discuss them
- fear of medical treatment
- self-destructive tendencies
- unexplained patterns of absence that could be in order to hide injuries
- female genital mutilation (FGM) – all procedures that involve partial or total removal of

external female genitalia, or other injury to the female genital organs for non-medical reasons. It is performed a few days after birth to age 15, and occasionally in adulthood. It is practised in 28 countries in western, eastern and north-eastern Africa, particularly in Egypt and Ethiopia, and in parts of Asia and the Middle East. There are numerous serious short and long term physical health consequences, in addition to the psychological and mental health consequences. Further information on this can be found under section 6 below.

- 1.2 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 can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. 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 is 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.

***The key elements in any definition of child sexual abuse are:***

- betrayal of trust and responsibility
- abuse of power for the sexual gratification of the abuser
- inability of child to consent.

***Typical signs of Sexual Abuse are:***

- a detailed sexual knowledge inappropriate to the age of the child
- behaviour that is excessively affectionate or sexual towards other children or adults
- attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality
- a fear of medical examinations
- a fear of being alone – this applies to friends/family/neighbours/ baby-sitters, etc.
- a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa
- excessive masturbation is especially worrying when it takes place in public
- promiscuity
- unusually explicit or detailed sex play in young children
- sexual approaches or assaults - on other children or adults
- pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for

immediate concern in young children, or in adolescents if his/her partner cannot be identified bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place

- discomfort or pain particularly in the genital or anal areas
- the drawing of pornographic or sexually explicit images.

**1.3 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.

All abuse involves some emotional ill treatment.

**1.4 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.

***The typical signs of Neglect are:***

- underweight – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a College trip. Some children also lose weight or fail to gain weight during College holidays when College lunches are not available and this is a cause for concern
- inadequately clad - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect.

Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedures in the case of neglect where the child's development is being adversely affected.

### **THE SYMPTOMS OF STRESS AND DISTRESS**

When a child is suffering from abuse or neglect he/she will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration, a sudden change in/a fall-off in College performance
- extreme passivity or aggressive/hostile behaviour
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- difficulties in relationships with peers/social isolation
- regression to more immature forms of behaviour, e.g. thumb sucking
- self-mutilation/self-harming or suicidal behaviour
- low self-esteem
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual/physical abuse
- disturbed sleep/tiredness
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour
- fear of medical treatment
- unexplained patterns of absence to hide injuries
- 'chronic' medical problems (stomach pains/headaches)
- drug/solvent abuse
- telling of a 'friend with a problem of abuse'
- anorexic/bulimic
- excessive fear of certain situations or people.

### **PARENTAL SIGNS OF CHILD ABUSE**

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries
- unwillingness to seek appropriate medical treatment for injuries
- injured child kept away from College until injuries have healed without adequate reason
- a high level of expressed hostility to the child
- grossly unrealistic assumptions about child development
- general dislike of child-like behaviour
- inappropriate labelling of child's behaviour as bad or naughty
- leaving children unsupervised when they are too young to be left unattended.

### **CHILD SEXUAL EXPLOITATION (CSE) & CHILD CRIMINAL EXPLOITATION (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

CCE indicators can be children who:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

### **COUNTY LINES**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

### **SO CALLED 'HONOUR BASED' ABUSE ('HBA')**

So called HBA can include forced marriage and Female Genital Mutilation (FGM) and practices such as breast ironing. College staff will be alert to possible indicators of HBA. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Guidance on the warning signs of HBA can be found on pages 38-41 of the *Multi-agency statutory guidance of FGM* (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) and pages 13-14 of the *Multi-agency guidelines: Handling a case of forced marriage* (<https://www.gov.uk/guidance/forced-marriage>).

---



### **FEMALE GENITAL MUTILATION (FGM)**

What is FGM?

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

Why is it carried out? Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- preserves a girl's virginity
- part of being a woman / rite of passage
- upholds family honour
- cleanses and purifies the girl
- gives a sense of belonging to the community
- fulfils a religious requirement
- perpetuates a custom/tradition
- helps girls be clean / hygienic
- is cosmetically desirable
- mistakenly believed to make childbirth easier.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- child talking about getting ready for a special ceremony
- family taking a long trip abroad
- child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- knowledge that the child's sibling has undergone FGM
- child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- prolonged absence from College and other activities
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder, stomach or menstrual problem
- spending longer than normal in the bathroom due to difficulties urinating
- finding it difficult to sit still and looking uncomfortable
- difficulties walking or standing
- complaining about pain between the legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- reluctance to undergo medical examination
- disclosure.

**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.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Suspected FGM cases are to be referred to the police immediately.

### **FORCED MARRIAGE**

Forced marriage should always invoke child protection procedures within the College.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is a marriage conducted without the full consent of both parties, and one where duress, threats or any other form of coercion is used. Threats can be physical or emotional and psychological. A forced marriage is not the same as an arranged marriage – in an arranged marriage the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people.

Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the student's education. There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Students may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

Colleges 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.

Further guidance is available from The Forced Marriage Unit:

Tel: (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday

Emergency Duty Officer (out of hours): (+44) (0)20 7008 1500

E-mail: [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk)

Website: [www.fco.gov.uk/forcedmarriage](http://www.fco.gov.uk/forcedmarriage)

### **RADICALISATION**

Protecting children from the risk of radicalisation is seen as part of Colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

As with managing 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. College staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a Prevent referral. Staff should contact the DSL who should be aware of the local procedures in place, before making a Prevent referral.

Signs and indicators of a child who is in the process of being radicalised may include:

- self-identification e.g. naming new ideological leaders/role models, lingering concerns with questions of meaning and identity, concentrated self-image
- very strong devotion to a particular change, new-found patriotism
- an 'Us Versus Them' societal view e.g. seeing society as the enemy, verbal expression against the government, expressed feelings of disconnection, change in personal narrative
- social interaction e.g. disconnecting with a former community, initiating personal violence, forcing customs on others, untouchable demeanor, dependence on communication technology
- persona e.g. change in personality, particular emotional expressions
- association e.g. associating with Extremist Groups, word choice, change in physical appearance and/or attire, internet identity, training and/or travel for training.

The College recognises that pupils may be at risk of being drawn into terrorism and as such, 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 Trustee 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 that they are regularly revised.

### **CHILDREN MISSING FROM EDUCATION**

A child going missing from education is a potential indicator of abuse or neglect. College and college staff should follow the College's procedures for dealing with children that go missing from education (see Missing Pupil Policy), particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. All unexplained absences will be followed up in accordance with the Missing Pupil Policy.

It is essential that all 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.

The Local Authority will be informed of any pupil who is going to be added to or deleted from the 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 College 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.

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

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.

### **DOMESTIC ABUSE**

Domestic abuse includes any incidents of controlling, coercive, threatening behaviours, 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 abuse.

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 serious, long lasting emotional and psychological impact on children. The College should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy.

### **PEER ON PEER ABUSE**

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Peer-on-peer abuse also includes 'upskirting', a criminal offence, which typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys".

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 (this will include extra support in boarding houses, support from medical centre staff, and also from teachers during lessons and through counselling, if required).

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 may be an isolated incident or indeed a series of incidents over a period of time. The College's approach to sexting and how this is approached by the College may be found in the Discipline and Exclusion, the Behaviour and the Anti-bullying Policies, and advice on searching and confiscation can be found in the Searching Pupils Guidelines. The College also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence. As a boarding school there are additional factors to consider with regards safeguarding set out in the National Minimum Standards. For example, the College should be alert to inappropriate pupil relationships, initiation type behaviours and the potential for peer on peer abuse, particularly if there is a significant gender imbalance.

The College takes steps to minimise the risk of peer-on-peer abuse via Life Skills/PSHEE and vigilance by staff and the pupils themselves, in classrooms, on campus and especially within the boarding houses.

It is important that the children involved (both the alleged perpetrator and the victim) receive the correct help at the right time to address risks and prevent issues escalating. Victims and perpetrators of peer

on peer abuse will therefore be offered support by the College, as appropriate – e.g. counselling.

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. Where an issue is borderline, the Section DSL may seek advice from Children's Social Care without necessarily making a referral.

Any allegations made against other pupils must be reported on CPOMs so that appropriate action can be taken. If a staff member is unsure they should always speak to their Section DSL.

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

It is important to be aware that boarders can be particularly vulnerable and that staff should be alert to pupil relationships and the potential for peer abuse.

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 Section or College 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 College premises and boarding houses, and College transport.

### **HOMELESSNESS**

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The College should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

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 WITH FAMILY MEMBERS IN PRISON**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **CHILDREN AND THE COURT SYSTEM**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The College may refer some parents and carers to this service where appropriate.

### **SERIOUS VIOLENCE**

All staff should be aware of indicators, which may signal children at risk from, or are involved in serious violent crime such as knife crime. These may include increased absence from College, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with, individuals associated with criminal networks or gangs.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with their Section DSL to agree a course of action, although staff can make a direct referral to children's social care.



**APPENDIX III**

**SAFEGUARDING CHRONOLOGY – log of incidents**

<b>Date/Time</b>	<b>Event – disclosure/observation/meeting etc.</b>	<b>Supporting Documentation</b>	<b>Staff Initials</b>

**[Keep this form securely, separately from main pupil file]**

## **APPENDIX IV**

### **COVID-19**

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the College's Safeguarding Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the College and following [advice from government](#) and local agencies.

#### **The Current College Position and Local Advice**

The College is currently open, having made considerable adaptations to account for social distancing as well as staff and pupil safety. There are also some pupils who are likely to be accessing learning remotely for the foreseeable future due to travel restrictions. Local children's safeguarding services continue to run in Gloucestershire with some adaptations to reduce the risk for key workers such as telephone or video link meetings. The LADO continues to work remotely for setting or staff related concerns. Gloucestershire Children's Safeguarding Executive has advised all professionals to continue to contact the 'Front Door' in the usual way.

#### **Reporting Arrangements**

Both safeguarding email addresses will continue to be monitored:  
[safeguarding@wycliffe.co.uk](mailto:safeguarding@wycliffe.co.uk) and [prepsafeguarding@wycliffe.co.uk](mailto:prepsafeguarding@wycliffe.co.uk)

The College Designated Safeguarding Lead (DSL): **Kate Corbin**, 07591 952289 (Mobile Number)  
Email: [Kate.Corbin@Wycliffe.co.uk](mailto:Kate.Corbin@Wycliffe.co.uk)

Senior College Deputy DSL: **Lisa Nicholls**, 07968 423629 (Mobile Number)  
Email: [Lisa.Nicholls@wycliffe.co.uk](mailto:Lisa.Nicholls@wycliffe.co.uk)

Prep School DSL: **Lynda Askew**, 07968 423607 (Mobile Number) Email: [Lynda.Askew@wycliffe.co.uk](mailto:Lynda.Askew@wycliffe.co.uk)

Early Years DSL: **Mandy Hawes**, Email: [Mandy.Hawes@wycliffe.co.uk](mailto:Mandy.Hawes@wycliffe.co.uk)

The College approach ensures the DSL or a deputy is always on site while the College is open. In the unusual circumstance this is not possible the DSL or Deputy DSL will be contactable and the Headteacher or a member of the Senior Leadership Team will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DSL or Deputy DSL.

Staff will continue to follow the Safeguarding procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in College or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services are:

- During office hours: Contact the MASH on **01452 42 6565 (Option 1)** or Email [childrenshelpdesk@gloucestershire.gov.uk](mailto:childrenshelpdesk@gloucestershire.gov.uk)
- Outside office hours: Call the Emergency Duty Team on **01452 614194** or 101 (Police)

### **Identifying Vulnerability**

We have undertaken a scoping exercise to identify the most vulnerable children. That attend the College We have put in place specific arrangements in respect of the following groups:

- Children who have, or have previously had, a social worker – One pupil in the Nursery who has recently been taken off a care plan and for whom there will be no further Social Care involvement; and a pupil in the Prep College who has returned to reside with his father outside the area following a recent court ruling.
- Children with an EHCP – All of the children who are in receipt of an EHCP are deemed to have their needs well met by their parents, who do not require College cover during this period

In addition, the following groups have specific arrangements around contact and support from the College, should the UK Government issue a lockdown order for our area:

- Children of key workers who may attend College – Peter Woolley (Senior Deputy) has been liaising directly with all keyworker families to ensure appropriate College provision is made
- Children at home – agreed regular contact with Tutors on an individual basis, alongside online and remote learning contact by teaching staff. House mistresses and Masters have established social contact platforms for pupils to remain in contact with each other and their Houses

Plans for contact with all pupils will be reviewed monthly at SLT level across the College

### **Holiday Arrangements**

There are no pupils who currently require holiday cover who attend the College

### **Attendance**

Staff will follow the well established procedures should a pupil not engage in online learning for more than one working day. The Tutor will be alerted and all staff who teach that pupil will be asked if any contact has been received. In the event of no contact, an attempt will be made to contact the young person, if appropriate and parents will be contacted. Should no contact be possible the situation will be escalated to the DSL.

### **Increased Risk Awareness**

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both [children](#) and their [parents and carers](#), informing the DSL about any concerns.

### **Peer on Peer Abuse**

We recognise the potential for abuse to go on between young people, especially in the context of a College closure or partial closure. Our staff will remain vigilant to the [signs of peer-on-peer abuse](#), including those between young people who are not currently attending our provision. When making contact with these families our staff will ask about relationships between learners.

### **Risk online**

Young people are likely be using the internet more during a period of lockdown and/or ongoing social distancing precautions. The College may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of [cyberbullying](#) and [other risks online](#) and apply the same child-centred safeguarding practices as when children were learning at the College.

- The College continues to ensure [appropriate filters and monitors are in place](#)
- Our Trustees will review arrangements to ensure they remain appropriate
- The College has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium. Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the College's code of conduct and importance of using College systems to communicate with children and their families.
- Staff have read the '[Wycliffe Livestreaming Guidance](#)' prior to delivering any livestreamed sessions from April 1<sup>st</sup> 2020
- Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the College, [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#).
- Parents and carers have received information about keeping children safe online with peers, the College, other education offers they may access and the wider internet community. We have set out the College's approach, including the sites children will asked to access and set out who from the College (if anyone) their child is going to be interacting with online. Parents have been offered the following links:
  - [Internet matters](#) - for support for parents and carers to keep their children safe online
  - [Net-aware](#) - for support for parents and careers from the NSPCC
  - [Parent info](#) - for support for parents and carers to keep their children safe online
  - [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
  - [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

### **Allegations or concerns about staff**

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged: Nigel Hatten **01452 42 6994** or [Nigel.Hatten@gloucestershire.gov.uk](mailto:Nigel.Hatten@gloucestershire.gov.uk) If necessary, the College will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk).

## **APPENDIX V**

<p style="text-align: center;"><b>Wycliffe College</b> <b>Safeguarding Guidelines</b></p> <p><i>"The College's aim is to ensure that pupils live and work in a safe environment where they are respected and listened to by adults. In this environment children will feel confident and be able to approach adults about matters of concern to them. All adults who work in the College will have knowledge of child abuse matters and be sensitive to the signs of children who are in distress or under stress of some kind."</i></p> <p style="text-align: center;"><i>A Code of Good Practice for all Staff working for Wycliffe College</i></p>	<p><b>WHAT TO DO....</b></p> <p><b>If a pupil discloses to you abuse by someone else:</b></p> <ul style="list-style-type: none"> <li>• offer immediate support, understanding and reassurance explaining that you must pass on information and that you cannot promise confidentiality</li> <li>• allow him or her to speak without interruption, accepting what is said, but do not investigate</li> <li>• alleviate feelings of guilt and isolation, while passing no judgement-use phrases like 'I believe you', 'it's not your fault' and 'I am going to help you'</li> <li>• let the child know you are pleased he or she has shared this information with you</li> </ul> <p><b>If you have concerns about a pupil (as opposed to a pupil being in immediate danger):</b></p> <ul style="list-style-type: none"> <li>• report the matter to your Section DSL. However, any member of staff may make a referral to Children's Social Care – if you make a direct referral, inform the Section DSL that you have done so as soon as possible.</li> </ul> <p><b>If you suspect that a pupil is in immediate danger or is at risk of harm:</b></p> <ul style="list-style-type: none"> <li>• refer the matter to Children's Social Care and/or the police immediately. If you have to make a referral direct, inform your Section DSL that you have done so as soon as possible.</li> </ul> <p><b>If you receive an allegation about any adult or about yourself:</b></p> <ul style="list-style-type: none"> <li>• – immediately tell the case manager</li> </ul> <p><b>In all cases:</b></p> <ul style="list-style-type: none"> <li>• record the facts and ensure that you have made a report and refer as appropriate</li> <li>• you must refer; you must not investigate</li> </ul>
<p><b>YOU MUST....</b></p> <ul style="list-style-type: none"> <li>• treat all pupils with respect</li> <li>• always try to be an exemplary role model for pupils</li> <li>• respect a pupil's right to personal privacy</li> <li>• where possible, avoid one-to-one situations and ensure there is always another adult present, or that you are within sight or hearing of others if you intend to discuss sensitive issues with a pupil</li> <li>• remember that someone else might misinterpret your actions, no matter how well-intentioned</li> </ul>	<p><b>YOU MUST NOT....</b></p> <ul style="list-style-type: none"> <li>• have inappropriate physical or verbal contact with children or young people in or out of College</li> <li>• make suggestive or derogatory remarks or gestures in front of pupils</li> <li>• show favoritism to any individual</li> <li>• rely on your good name or that of the College to protect you</li> <li>• believe 'it could never happen to me' or others</li> <li>• exaggerate or trivialise child abuse issues</li> <li>• jump to conclusions or make assumptions about others without checking facts</li> <li>• allow yourself to be drawn into inappropriate attention-seeking behaviour</li> <li>• (Please refer to <b>Staff Code of Safe Practice</b> for further guidelines)</li> </ul>