



# BRADFIELD COLLEGE

## Document Control Template

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1.1	S Davies	20 February 2018	Change of title for clarity from Safeguarding at Bradfield to Pastoral Protocols: Information for Parents and Staff
1.2	S Davies	28 February 2018	Change to A6: Promoting Pupils' Mental Health with the addition of the Red Card Protocol on Page 39
1.3	S Davies	27 March 2019	Change to A5: Pupils with Eating Disorders with addition of updated flow chart on Page 35
1.4	S Davies	03 May 2019	Change to A5: Update to flow chart on Page 35

1.5	S Davies	24 February 2020	New Section added A16: Sex and Relationships Education and Sexual health. Change of Med Centre to Health Centre.
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# BRADFIELD COLLEGE

## Pastoral Protocols: Information for Parents and Staff

Dated: 24 February 2020

### *Safeguarding Mission Statement*

**Bradfield College is committed to providing a caring, friendly and safe environment for all its pupils so they can learn in a relaxed and secure atmosphere. The College takes seriously its responsibility to protect and safeguard its pupils. Ours is a TALKING SCHOOL. This means that anyone who has worries about a pupil in the College ought to talk about it. Telling is not “dobbing in” or “grassing”.**

### **A: The Child Protection Policy**

There is a Safeguarding and Child Protection Policy which applies to Governors, all College employees, volunteers working at the College and to contractors’ employees (e.g. employees of Chartwells). It must be read and well-known by all who work at Bradfield. All employees and volunteers have a duty to promote safeguarding and the welfare of children. The College has a duty to refer child protection issues to Children’s Services.

All staff must fulfil their duty and recognise that it is vital they raise concerns about attitudes or actions of colleagues that are prima facie suspicious. There is a College “Whistleblowing” policy.

#### **1. [A1: Listening to Children and Sharing Information](#)**

Bradfield prides itself on being a school where pupils can turn to any teacher or member of the pastoral staff, in search of help or guidance. As professionals, teachers and pastoral carers, we are expected to be able to listen effectively and it is incumbent upon us to respond positively if approached, encouraging the pupil to talk and giving the child our undistracted attention.

Sometimes what we are told may need to be discussed with managers or other members of the College staff, but such discussions should only be on a need-to-know basis.

Things disclosed by pupils should never be discussed casually and must not be mentioned outside the College, other than by those particularly charged to undertake “inter-agency” work.

#### **2. [A2: Confidentiality](#)**

Absolute confidentiality cannot be promised to any pupil at the College, If a pupil discloses something to a member of staff then it is fine to discuss the disclosure within the College organisation, providing that the discussion is exclusively with people who need to know (because their advice is needed or because they need to be informed to effectively fulfil their duty of care). This sharing of information must never be greater than necessary and the pupil should always be told if a disclosure is to be discussed with someone else. The well-being of the child must always take priority and under certain very limited circumstances this may mean parents are not told things confidentially disclosed by pupils. It also means that medical

professionals and the College Chaplain, who offer a greater level of confidentiality than others working at Bradfield, have a duty to report concerns and refer to Children's Services where child protection is at issue in something they have been told.

### **3. A3: Required Working Practices for Staff**

High standards are expected of adults who work with children. All those working at Bradfield must be mindful of this; behaviour within or outside the workplace and online must not compromise the confidence and respect of the public. All staff are expected to exercise professional judgement in what they do and, when uncertain, proposed actions should be checked against the judgement of another member of staff. Communication between staff and pupils must always remain within normative professional boundaries. Where a one-to-one meeting takes place between a teacher and pupil there must be careful attention to the rules laid out in this policy. Meetings in staff houses must be discussed in advance with HsMs and never result in a teacher being alone at home with a pupil. Unnecessary physical contact between pupils and staff is not permitted; there is specific guidance in this policy which must always be followed. As adults in a "position of trust" teachers and pastoral carers should adhere to legislation on the "abuse of a position of trust". Members of staff may only take photographs of pupils to support curricular/co-curricular activities or to contribute to College publicity material: taking photographs of pupils for personal use is never permissible. In circumstances where a pupil develops an infatuation with a member of staff it is important to discuss this expeditiously with a senior colleague.

### **4. A4: Self-Harm by Pupils**

Self-harm is a response to some problem(s), a signal of distress. It is not attention-seeking behaviour and it is not an illness. Potentially such behaviour may be an indication that a child is affected by abuse. Teachers who spot the physical evidence of self-harm must always report their observations to the pupil's HsM and inform the DSL. The DSL may discuss this with Children's Services. Teachers and pastoral carers must also be ready to talk to children who self-harm and do so in a non-judgemental way, exhibiting low-expressed emotion. Such conversations must comply with the Confidentiality Policy and information must always be shared with the pupil's HsM. Unless the well-being of the pupil will not be served, the HsM will discuss issues of self-harm with a pupil's parents; the Health Centre will also be involved. Pupils who are known self-harmers must be advised about the hygienic management of wounds, the right means of disposing of blades and other sharp implements used for cutting behaviour, and be alerted to the College's first aid provision. Their accommodation in the Boarding House should be risk assessed.

### **5. A5: Pupils with Eating Disorders**

Pupils affected by eating disorders are ill: their behaviour is not willful, disobedient or silly. There is good evidence that swift intervention when a disorder is budding is highly effective so those who teach or work in pastoral care at Bradfield are expected to be alert to the signs of anorexic or bulimic behaviour (detailed in this policy). All should be aware that most people with eating disorders are not significantly underweight, that they tend to be secretive and do not view themselves as ill. Staff need to be astute and avoid accepting easy reassurances from pupils causing them concerns. Teachers who spot the physical evidence of an eating disorder must always report their observations to the pupil's HsM and inform the DSL and the Health Centre. The parents of the pupil should be notified, too, and involved in any strategies developed to support the pupil.

More generally, College staff are expected to support pupils' regular attendance at meals and to

challenge any suspected of non-attendance. Pupils making use of protein supplements should be warned that excessive consumption can increase body fat and is potentially dangerous.

#### **6. A6: Promoting Pupils' Mental Health**

Teachers have a significant role to play in promoting good mental health in youngsters and they can contribute by developing strong relationships with pupils that are supportive and warm. Equally children need to have clear, consistent boundaries as they go through adolescence, and to know that there are clear expectations of their behaviour; the consequences of falling short of expectations and crossing boundaries need to be clear and established pro-actively. Pupils must be given opportunities both to develop individual autonomy and to have a sense of belonging within the College community. College staff are expected to be alert to signs that individuals are not coping with life and to discuss concerns expeditiously with a pupil's HsM. Where the teacher's concerns seem well-placed, the HsM will take matters forward in discussion with the Deputy Head Pastoral.

#### **7. A7: Pupils Possibly Suffering from Depression**

Depression is exhibited in shifts in mood, changes in attitudes, and alterations in activity levels. It is much more common than might immediately be expected. Teachers and pastoral carers should be alert to the possibility that lethargy, low self-esteem, diminishing engagement in co-curricular activity, missed work and detachment from friends, are things potentially indicative of the possible onset of depression. Such developments in the way a pupil presents should never be ignored but must be discussed sensitively with the child in question, in a way that is supportive, diagnostic and not confrontational. HsMs should always be kept informed of any such discussions and the DSL alerted. The College Medical Advisor(s) will be consulted. Parents, too, will be warned (by the HsM) of developing concerns.

#### **8. A8: Pupils Possibly at Risk of Suicide**

If a member of staff suspects a pupil is contemplating suicide (or close to entertaining such thoughts), they must, in every instance and without delay, inform the pupil's HsM, the Deputy Head Pastoral and the Headmaster, BOTH by e-mail and by telephone. The HsM will contact the pupil's parents and the College Medical Advisor(s). The DSL may also discuss concerns with Children's Services. If the pupil subsequently has to spend time at home, his/her teachers will make available and support such work as is necessary to minimise the disruption of education, whilst accepting that the completion of such work may not be accomplished as priority is given to the pupil's need to recover emotional equilibrium. In order to support pupils who are worried that a friend or peer may be harbouring suicidal thoughts the College publicises the work of PAPYRUS, a charity committed to the prevention of youth suicide.

#### **9. A9: Pupils Missing from School**

If a pupil cannot be located when required, it is important that members of staff do not assume all is well, but instead consider seriously the possibility that the pupil has absconded or been taken away from the College illicitly. The pertinent HsM should be informed that pupil is missing so that formal checks on the pupil's whereabouts can be initiated. The HsM will keep a record of the checks as they are made and, if the pupil is not located, inform the parents of the developing concerns. The Head and/or Second Master must be kept informed of developments and the Police should be contacted expeditiously if there are particular concerns about the vulnerability or mental state of the missing pupil.

Once the pupil is located, the arrangements for his/her return to College must be discussed

with the Second Master and with the DSL: it may be that a Pupil Welfare Plan will need to be developed to support the pupil within the College community. Potentially, running away may be an indication that a child is affected by abuse and the DSL may consult with Children's Services.

#### **10. [A10: Pupil Welfare Plans](#)**

A file of Pupil Welfare Plans is maintained by the Deputy Head (Pastoral) Office. Individual Pupil Welfare Plans are up-dated in the course of the year to reflect changes in circumstances; all are reviewed at least annually, following an audit of the whole pupil body conducted by HsMs and the Deputy Head Pastoral. A Pupil Welfare Plan is designed to identify any special measure or controls that would need to be known by someone taking on the care of a pupil were her/his HsM absent from College. Those leading activities involving over-night residence outside Bradfield are required to read confidential copies of any Pupil Welfare Plans in place for pupils involved on the proposed trip. The list of pupils with Pupil Welfare Plans constitutes the College Welfare Register; it is published to the Health Centre, Chaplaincy and Counselling team. A pupil's name may be added to the Register at any time in the year.

Pupils' social integration at Bradfield is formally reviewed annually by the College Office. Where there are difficulties, these would be noted on the Welfare Plan for that child.

#### **11. [A11: Pupil Security](#)**

There is a College Security Team offering 24-hour cover in term-time; it can be contacted by both staff and pupils, by telephone or by e-mail. There is also extensive CCTV surveillance of the campus and many doorways to the main school buildings are keypad protected.

Points of access to the College campus are clearly signed and doorways to all boarding houses are keypad protected. Visitors are required to sign in at College Reception and are issued with a badge. Reception also holds a Security Phone ("hotline").

The main road, at the College Gateway, is supervised by a Crossing Patrol Officer at key times in the day. Pupils moving around the campus after the beginning of evening private study should not do so alone; if they cannot walk as part of a group, they should be accompanied by a member of the Security Team or by a member of the teaching/pastoral staff. Day pupils should not stand by the roadside, waiting to be collected at night.

#### **12. [A12: Badging of Visitors](#)**

Except in the case of people specified in the document, all visitors are required to report to one of the College reception points to sign in and to be issued with a badge. The issued badge has to be worn in a visible place for the duration of the visit; it is expected that staff take any visitor not wearing a badge to Reception, reminding him/her of the requirement to sign in.

#### **13. [A13: Parents Visiting Boarding Houses](#)**

Parents cannot have unrestricted access to their children's accommodation in the boarding houses. Other than at the beginning and end of terms and weekend leave, parents are expected to seek permission from the House Staff before going up to a child's room. Adults who are not parents or guardians of a pupil in the House should, in every circumstance, seek permission from the HsM or Matron before going up to a pupil's room in the boarding house. Adults should never use pupils' lavatory facilities unless the provision is en suite to a single room which is solely their child's accommodation.

#### 14. [A14: Pupil Access to High Risk Areas of College](#)

The College bounds are well-defined and prohibit pupil access to certain areas within the College precincts. Certain areas of College can be accessed by pupils only under supervision by a member of staff.

The roads running through Bradfield and the river present dangers. There is regular discussion of the hazards at issue and members of staff are expected to re-enforce the message that behaviour in the vicinity of these features of the Bradfield campus has to be sober and sensible.

Temporary hazards caused by building work et al. are identified by the Health, Safety and Security Manager, and his staff and the safety of pupils in proximity to such hazards is carefully managed to minimise risk.

#### 15. [A15: Statement on Preventing Radicalisation at Bradfield College](#)

The College constitutes a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

In the context of recent national and international events arising from the radicalisation of individuals and their subsequent involvement in extremist or terrorist activity, schools now have a statutory duty to be aware of and ready to respond to any signs that individuals are vulnerable to radicalisation or being influenced towards supporting terrorism and forms of extremism leading to terrorism.

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

**Extremism** is defined in the *Prevent* strategy as vocal or active opposition to fundamental British values.

The school is committed to working with others to prevent vulnerable people, including children, being drawn into terrorism or activity in support of terrorism.

#### 16. [A16: Sex and Relationships Education and Sexual health](#)

How Sex and relationship education (SRE) will be integrated into the new curriculum from September 2020, via the Wellbeing programme, RPE and Science subjects.

## **A1: Listening to Children and Sharing Information**

Last reviewed/revised: February 2018

### **1. A statement of College Principles**

The whole ethos of Bradfield College aims to create an environment in which pupils feel able, when in search of support or guidance, to turn with confidence to their teachers, matrons, and others working at the school. It is central to the College's Safeguarding Mission Statement.

#### **Safeguarding Mission Statement**

**Bradfield College is committed to providing a caring, friendly and safe environment for all its pupils so they can learn in a relaxed and secure atmosphere. The College takes seriously its responsibility to protect and safeguard its pupils. Ours is a TALKING SCHOOL. This means that anyone who has worries about a pupil in the College ought to talk about it. Telling is not "dobbing in" or "grassing".**

### **2. The Importance of Listening to Children**

The ability to listen receptively is one of the key skills of the effective teacher. This is true a fortiori in the boarding school context where the pastoral responsibilities of all teachers are paramount.

Pupils at Bradfield College will be encouraged to believe that every member of the teaching and pastoral staff is ready to help them if they wish to approach them to discuss some problem. In such circumstances, the employee's responsibility will be to allow open discussion that permits the child to talk freely on whatever issues he/she wishes. In such discussion, the employee is expected to listen in an encouraging way and to give full attention to the pupil.

### **3. The Importance of Sharing Information**

The Children Act 2004 places a duty on Local Authorities in England to make arrangements to promote co-operation between the authority and "relevant partners" to promote the well-being of children in its area. The co-operation sought is in the free sharing of information, failures in respect of which have resulted in some high-profile tragedies. Bradfield College acknowledges its duty to promote co-operation and the free sharing of information.

The College understands its duty to share information as a duty, both to co-operate with other agencies involved in promoting the care and welfare of children, and to encourage the co-operative sharing of information within the College itself.

The free sharing of information within the College is of profound importance at Bradfield because the institution has an atomised system of pastoral care (Houses, Health Centre, Chaplaincy, Counsellors, Tutors, and Deputy Head Pastoral); co-operation between the different pastoral agents is essential to the well-being of the College's pupils.

The arrangements in place to promote co-operation within the College, in the interests of children include:

- Weekly meetings at Morning Break, where issues of pastoral concern are raised by HsMs and noted by the Deputy Head Pastoral's PA;



- The weekly circulation of the Pupil Concerns list to all staff. This list is compiled by the HsMs and collated and distributed by the Deputy Head Pastoral;
- The annual Pastoral Welfare Audit, undertaken by Housemasters/mistresses and discussed with the Deputy Head Pastoral, which generates a series of Pupil Welfare Plans, held in the Deputy Head Pastoral's Office. The names of those with specific plans are circulated to the Health Centre, clinical psychologist, counsellors, HsMs.; the Chaplain;
- Termly meetings of the Pastoral Welfare Committee, chaired by the Deputy Head Pastoral;
- Professional support of teachers involved in pastoral care, given by the school doctors and other members of the Health Centre team, by the School Counsellors, and by a full-time Chaplain;
- Easy access for all members of the SCR to the school doctor;
- Weekly meetings of the Health Centre Healthcare Manager, School Doctor and the Deputy Head Pastoral to discuss pupils of concern;
- Regular meetings of the Health Centre Healthcare Manager, the Lead Counsellor and the Deputy Head Pastoral to discuss pupils of concern;
- Regular informal meetings between Housemasters and Housemistresses, at which good practice and issues of common concern are discussed;
- Regular formal meetings between Housemasters/mistresses and the Headmaster and Deputy Head Pastoral. (All those involved in pastoral care also have easy access to both of the Headmaster, the Second Master and the Deputy Head Pastoral on a daily basis);
- A school policy of daily meetings between each Housemaster/mistress and his/her Matron, and between the HsM and his/her head of house;
- A school policy of regular meetings between Housemaster/mistress and the House Tutor Team; the minutes of these meetings are copied to the Deputy Head Pastoral.

Bradfield College also recognises the limitations of what is described above and will seek always to work for improvement in order to establish excellent communication between those involved in the pastoral care of pupils; the College will seek to ensure that communication is as open as is permitted within the constraints of the Law.

In particular, Bradfield College will seek always to ensure that the culture of the College is such that **all those involved in pastoral supervision understand the importance of not seeking to manage information alone**, and accept the virtue of referring matters 'upward' at the first suspicion that more experienced or more specific help is needed. The speedy and effective sharing of pastorally important information in search of support and advice from managers, health professionals' et al. is judged fundamental to the proper care of children in a boarding environment.

In accordance with this principle, for example, the Housemasters/mistresses' Manual states:

***HsMs should understand that they hold confidential information as agents of the school thus any such information should be shared freely with the Headmaster and Deputy Head Pastoral. The Headmaster and Deputy Head Pastoral must be informed immediately of any issue or event that compromises the welfare of a pupil.***

In consideration of this, it is important that HsMs remember that information given to the Health Centre will not routinely be shared with the Headmaster/Deputy Head Pastoral (the Health Centre is governed by different rules of professional confidentiality). Thus, the need for the HsM to pass information on, to the Headmaster/Deputy Head Pastoral, stands – even if the Health Centre has been consulted or informed about something.

#### 4. Limiting the Distribution of Information

It is always important to be bear in mind that information gained whilst discharging a pastoral responsibility as an employee of the College is only ever to be disclosed on a need-to-know basis. The unnecessary discussion of any information about pupils is prima facie gossip; this is true even if the identities of the pupils at issue are not disclosed. College employees will thus be guarded in what they say in public about individuals and events at Bradfield, and be alert to the reality that identities can often be discovered with ease, even if they have not been specified. This is true a fortiori if those who are privy to ill-guarded remarks are parents of pupils (past or present) or in some other way associated with the College.

Those with a legitimate **need to know** information may include: a pupil's parents or guardians; employees of the College involved in the pastoral care of a pupil (the Housemaster/mistress, Tutor, College Chaplain, College Doctors, College Counsellors, the Headmaster and Second Master or Deputy Head Pastoral); representatives of outside agencies offering medical support, involved in social care, or responsible for law and order. Employees of the College believing they are in possession of information that should properly be shared, in order to promote the interests of the child or other members of the College community, may discuss matters with the pupil's Housemaster/mistress, the Deputy Head Pastoral or the Headmaster.

## A2: Confidentiality

Last reviewed/revised: February 2018

### Summary of the Confidentiality Policy

*This summative statement is published in ATATS, the Matrons' Manual and the Pupil Handbook.*

Any member of staff at Bradfield has a **duty of confidentiality** towards a pupil if:

- i. a pupil believes information learnt by the member of staff will be kept confidential;
- ii. the member of staff learns the information in the course of performing his/her job;
- iii. the pupil's belief is reasonable.

This is **not**, however, a duty of absolute confidentiality – the member of staff has no duty to keep these things secret.

The duty of confidentiality is not about keeping secrets but about maintaining confidentiality within an organisation (i.e. the College). An **appropriate sharing of information between College staff** is permitted and an essential element in ensuring pupils' well-being and safety.

The confidential sharing of information will always be **restricted**. It will take place only:

- i. on a need-to-know basis
- ii. to ensure pupils' safety and well-being.

A pupil will always be **informed** if a member of staff feels bound to discuss pastoral matters confidentially with his/her superior.

## POLICY ON CONFIDENTIALITY

### 1. Specific Duty of Confidentiality

In most cases, what will be available to pupils at Bradfield is limited confidentiality in pastoral discussions. The content of a conversation may be discussed with appropriate professional colleagues when it is necessary to achieve the best pastoral care of a child.

**The general rule on confidentiality is that staff will always make it clear to pupils that there are limits to confidentiality, and do this at the beginning of any conversation where it seems appropriate to remind the child of the rule.**

### 2. College Approach to Confidentiality

Anyone offering absolute confidentiality to someone else would be promising to keep the content of his or her conversation completely secret and discuss it with no-one. Such promises will not be made by employees of the College. An appropriate sharing of information between College staff will be an essential element in ensuring pupils' well-being and safety.

The safety, well-being and protection of pupils will be paramount in all decisions staff make

about confidentiality. Even medical professionals may break professional confidentiality in the interests of a child's safety (where abuse, or potential abuse, for example, is at issue).

Because a sense of trust is necessary if pupils are to seek help from teachers and others involved in their pastoral care, the College *will minimise* the sharing of information between College staff, restricting it to circumstances where it is needed to ensure pupils' well-being and safety.

### **3. Communication of Confidentiality Policy**

This policy will be widely publicised in *Advice to all Teaching Staff*, *the Matrons' Manual* and in the *Pupil Handbook*.

This policy will be discussed as part of the Induction of all new staff joining the College. Explanation of this policy will be built into the College Wellbeing curriculum.

Every effort will be made to ensure that actual practice in the College is consistent with this policy.

### **4. Boundaries of Confidentiality**

Different boundaries of confidentiality are appropriate in different circumstances.

#### **4.1 The Classroom**

In the course of Wellbeing lessons led by a member of teaching staff (or an outside visitor - e.g. a health professional) careful ground-rules will be established to ensure that confidential disclosures are not made by pupils. It will be made clear that a lesson is not an appropriate context for the disclosure of confidential, personal information. It will also be emphasised that a health professional contributing to a school health education programme in a classroom setting is, in such circumstances, working within the same boundaries of confidentiality as a teacher.

#### **4.2 Pastoral Discussions**

When it seems appropriate in one-to-one discussions with Housemasters/mistresses, tutors etc., all members of staff (including volunteers) will make it clear that there are limits to the confidentiality a member of staff can offer to a pupil.

In such discussions, members of the College staff will be mindful of sources of further support or help available to pupils, both those within the College (e.g. the College Counsellors, the Health Centre, the Chaplain) and those outside. A list of agencies a pupil can contact if they wish to discuss particular worries will be given on the back of the College White List.

All staff at Bradfield will encourage pupils to discuss difficult issues with their parents or carers. However, the needs of the pupil will be held paramount by the College, and staff will not automatically share information about a pupil with parents/carers unless it is considered to be in the child's best interests. In circumstances where a member of the College staff is told of a pupil's involvement in illegal activity, that information will always be disclosed to parents/carers (on the grounds that it is in the child's best interests for parents to be fully informed in such circumstances).

#### **4.3 Disclosures to a counsellor or health professional operating a confidential**

## **service in the school, and disclosures made (under the seal of confession) to the College Chaplain**

Under Canon 113 of 1603, the Chaplain, as a Priest in Holy Orders, is only required to keep secret whatever is confessed to him in a sacramental context. The Chaplain's duty of absolute confidentiality is a very specific one and does not extend to things he/she is told in the context of non-sacramental pastoral work.

Health professionals such as school nurses can give absolutely confidential medical advice to pupils, provided the pupil is competent in the terms of the Gillick/Fraser Guidelines. Those working in the College Health Centre are skilled in discussing issues and possible actions with young people and will always have in mind the need to encourage pupils to discuss issues with their parents or carers. However, the needs of the pupil will be paramount and counsellors and health professionals working at Bradfield will not insist that a pupil's parents or carers are informed about advice or treatment given.

The Department of Health has issued guidance (July 2004) which clarifies and confirms that health professionals owe young people under 16 the same duty of care and confidentiality on contraceptive advice and pregnancy as that which they owe to older patients. The guidance sets out principles of good practice in providing contraception and sexual health advice to under-16s. Whether a young person is competent to consent to treatment or is in serious danger is judged by the health professional on the circumstances of each individual case.

### **4.4 Discussion with Parents/carers**

Bradfield College believes that it is essential to work in partnership with parents and carers and will endeavour to keep parents/carers abreast of their child's development at school, including any concerns about their progress or behaviour. However, the College also needs to maintain a balance so that its pupils can share any concerns and ask for help when they need it.

Where a pupil does discuss a difficult personal matter with members of staff at Bradfield, they will be encouraged to also discuss the matter with their parent or carer themselves. However, the safety, well-being and protection of pupils is the paramount consideration in all decisions staff at this school make about confidentiality, and under certain circumstances the College will respect the confidence of a pupil and not share information with parents or carers. This will only happen after a case conference involving the Headmaster and Medical Advisor(s) has reviewed the concerns at issue.

### **5. Breaking Confidentiality**

Even when the College rule on Confidentiality has not been followed by a member of staff, with the result that a child reasonably believes that a promise of absolute confidentiality has been given, Bradfield College recognises that the confidential information may still be disclosed when it is in the public interest to make a disclosure e.g.: where the well-being of the pupil community is at stake. Equally in such circumstances, the safety and well-being of an individual pupil will supersede such a promise of absolute confidentiality.

### **6. General Duty of Discretion**

Employees of Bradfield College will be expected to recognise that they are inevitably in possession of information that is confidential to the organisation and this establishes a duty for all who work at the College to be professionally discreet in conversation in the outside world.

## A3: Required Working Practices for Staff

Last reviewed/revised: April 2017

### Introduction

The vast majority of adults who work with children in education settings act professionally. They seek to provide a safe and supportive environment that secures the well-being and best outcomes for those in their care.

It is recognised that achieving these aims is not always straightforward. Much relies on pupil and staff interactions; tensions or misunderstandings can occur and give rise to allegations being made against staff. Allegations may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event. When they occur, they are inevitably distressing and difficult for all concerned.

This policy has been produced with the purpose of minimising the possibility of tension and misunderstanding arising within interactions between pupils and staff. Whilst every attempt has been made to cover a wide range of situations, it is recognised that any such guidance cannot cover all eventualities. It is expected that in these exceptional circumstances staff will always advise their senior colleagues of the justification for any such action already taken or proposed.

**Staff should be aware that those whose practice deviates from this guidance may bring into question their suitability to work with children and young people and that breaches of this policy may lead to disciplinary action including possible dismissal for gross misconduct**

All who work at Bradfield will:

- have a clear understanding about the nature and content of this policy;
- discuss any uncertainties or confusion with their line manager;
- understand what behaviours may call into question their suitability to continue to work with children and young people.

### **1. Duty of Care**

All College staff have a duty to keep young people safe and to protect them from physical and emotional harm. This duty will in part be exercised through the development of respectful, caring and professional relationships between staff and pupils, and through behaviour by staff that demonstrates integrity, maturity and good judgement. Everyone expects high standards of behaviour from adults who work with children and young people. When individuals accept such work, they need to understand and acknowledge the responsibilities and trust inherent in that role.

#### Exercise of Professional Judgement

This policy cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff when dealing with children. It highlights behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to look beyond these specifications and decide or act on the basis of their own judgement in the best interests of the child. Individuals are expected to make professional judgements about their behaviour in order to

secure the best interests and welfare of the children in their charge; in so doing, they will be seen to be acting reasonably. The “Bolton Test” maintains that a professional discharges his duty of care by conforming to the standards of a reasonably competent professional at the relevant date.

This means that where no specific guidance is given in this policy or other College documentation members of staff will:

- discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted;
- always discuss any misunderstanding, accidents or threats with a senior manager;
- always record discussions and actions taken, with their justifications.

## **2. Power and Positions of Trust**

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

Wherever possible, College employees will avoid behaviour, which might be misinterpreted by others, and report and record any incident with this potential.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with (or in the presence of) that child, or to cause or incite that child to engage in (or watch) sexual activity.

## **3. Confidentiality**

There is a comprehensive policy on Confidentiality which will be applied by all members of the College teaching staff and others involved in pastoral roles at the College.

**The general rule on confidentiality at Bradfield is that staff should always make clear to pupils that there are limits to confidentiality, at the beginning of any conversation where it seems appropriate to remind the child of the rule.**

Furthermore, in order to undertake their everyday responsibilities, members of staff have access to confidential information about pupils. In some circumstances staff may be given additional highly sensitive or private information. They will never use confidential or personal information about a pupil or her/his family for their own, or others’ advantage (including that of partners, friends, relatives or other organisations). Confidential information about a child or young person will never be used casually in conversation or shared with any person, other than on a need to know basis. Information will never be used to intimidate, humiliate, or embarrass the pupil.

There are some circumstances in which a member of the College staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she will seek guidance from a senior member of staff. Any media or legal enquiries must be passed to the Headmaster.

The storing and processing of personal information about pupils is governed by the Data Protection Act 1998. College staff will be aware of and comply with Bradfield's Data Protection Policy and its associated protocols.

#### 4. Propriety and Behaviour

The Teachers' Standards (July 2011) assert that a teacher is "expected to demonstrate consistently high standards of personal and professional conduct"

The Standards require that teachers:

- have regard for the need to safeguard a pupil's well-being;
- treat pupils with dignity, building relationships rooted in mutual respect and, at all times, observe proper boundaries appropriate to a teacher's position;
- show tolerance and respect for the rights of others;
- do not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

All Bradfield staff, not only teachers, have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. They will maintain the confidence and respect of their peers, pupils and the public in general by the high standards of personal and professional conduct they exhibit. **An employee's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.**

Among other things, this means that, as part of their "safeguarding" duties, all College employees will not:

- behave, in school or outside, in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model;
- make sexual remarks to a pupil (including email, text messages, phone or letter);
- discuss their own sexual relationships with, or in the presence of, pupils;
- discuss a pupil's sexual relationships in inappropriate settings or contexts;
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

The behaviour of an adult's partner or other family members may also raise concerns and require careful consideration by the College as to whether there may be a potential risk to children.

Misuse of drugs, alcohol, acts of violence or conduct resulting in a criminal conviction, whether occurring inside or outside the school are instances of the sort of improper behaviour that could compromise a member of staff's position at Bradfield and constitute grounds for serious



disciplinary action, including dismissal for gross misconduct. The cited examples are not exhaustive.

A person's dress and appearance are matters of personal choice and self-expression. However, at Bradfield, adults will dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work.

Because the recording of an individual's activities by mobile phone camera/tape recorder is now easy, commonplace and all but invisible - the best way for a member of staff to safeguard his/her reputation is to behave at all times as if being photographed or recorded!

## **5. Gifts**

It is acknowledged that there are specific occasions when someone who works at Bradfield may wish to give a pupil a personal gift. This is only acceptable practice where the adult has first discussed the giving of the gift and the reason for it, with his line manager and the action is recorded. Any gifts will be given openly and not be based on favouritism. Adults need to be aware that the giving of gifts can be misinterpreted by others as a gesture either to bribe or groom a young person.

Bradfield staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment. The College's Anti- Corruption and Bribery Policy in the HR folder addresses the giving and receiving of gifts.

## **6. Infatuations**

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. Response to such situations will always be sensitive to maintain the dignity of all concerned. Bradfield staff will also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against a member of staff.

A member of staff who becomes aware that a pupil may be infatuated with him/herself or a colleague, must discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken.

## **7. Social Contact**

Social contact between staff and pupils lies at the heart of the boarding school ethos of Bradfield. However, College staff will not establish or seek to establish social contact with pupils **for the purpose of securing a friendship**.

Communication between children and members of staff, by whatever method, will take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, web-cameras, websites, social networking sites and blogs. Staff will not give their personal details (such as home/mobile phone number, home or e-mail address to pupils) unless the need to do so is agreed with a member of the Senior Team. Staff must take particular care, if sending e-mail to pupils by iPhone or similar device, that the mail is sent using the member of staff's Bradfield College e-mail account and not on any personal account also accessible on the iPhone.

A Housemaster / Housemistress or Matron (or any other member of staff) concerned that a colleague is seeking to establish inappropriate social contact with a pupil must discuss this with the DSL.

Email or text communications outside agreed protocols may lead to disciplinary investigations. This also includes communications through internet-based web sites. Internal e-mail systems will only be used in accordance with school policy.

## 8. One-to-One Situations

College staff working in one-to-one situations with children and young people may be more vulnerable to allegations. **Teachers and others will recognise this possibility and plan and conduct such meetings accordingly. They will adhere to the protocols in Advice to All Teaching Staff.** Every attempt will be made to ensure the safety and security needs of both staff and pupils are met.

Pre-arranged meetings with pupils away from the school premises will not be permitted unless approval is obtained from their parent and the Headmaster (or Second Master).

When meeting one-to-one with pupils at Bradfield, employees of the College will:

- avoid meetings with pupils in remote, secluded areas of school, or at times when other adults are not in the locality;
- consider whether the meeting can be seen through a window or if there is need for the door to be ajar;
- inform another member of staff of unusual one-to-one meetings beforehand, assessing whether it might be sensible to have a colleague close by;
- avoid use of 'engaged' signs;
- avoid continuing the meeting for longer than is necessary to achieve its purposes;
- avoid sitting or standing in close proximity to the pupil except when the need to do so is clear (e.g. to check work);
- avoid all unnecessary physical contact and apologise straight away if there is accidental contact;
- always report to a senior colleague any situation where a child becomes distressed or angry in a one-to-one meeting;
- enter discussions with a pupil on any serious matter, or one of possible delicacy, only after considering whether someone else might usefully be present at the meeting (this need not be an adult – the pupil can be asked to bring along a friend). The employee will make sure that a dated record is kept of any such meeting. A male teacher questioning a girl pupil (and female teachers questioning a boy) must pay special heed to this advice.

If a member of staff is meeting with a pupil in his/her boarding house bed-sit then the following guidelines must be followed:

- Such meetings will only take place if the pupil is happy to use his/her room in this way. The member of staff should respect the fact that the room is the pupil's personal space;
- The door of the bed-sit will be left ajar.
- The member of staff will sit at an appropriate distance from the and avoid sitting on the bed with the pupil.
- If the member of staff is not a tutor in the boarding house, then the HsM will always be

informed of such meetings before they take place.

If a member of staff is ever concerned that an action in a one-to-one setting might have been misconstrued by a pupil (or a witness) then the DSL and Second Master will be informed immediately and a written report submitted.

Heads of Departments and Housemasters/Housemistresses will undertake a risk assessment in relation to the specific nature and implications of one-to-one work for each worker in their House or Department.

## 9. Meetings in Staff Houses

Members of the teaching staff are encouraged to entertain pupils in their homes. However, they will always ensure that the Housemaster/Housemistress of the pupils involved has been told beforehand of such meetings. Under no circumstances will children or young people assist with chores in the home of a member of staff.

A teacher will see single pupils at home only if some other adult (e.g. a spouse) is also in the house – see also § 15.

If a member of staff decides that he/she intends to conduct *individual* tutorials/classes at home it is always wise practice to make this clear in a letter to parents. In many cases this can be mentioned in the letter of introduction a tutor writes when taking up responsibility for a new tutee. It is sensible for the teacher to remind parents in passing, from time to time (in conversation at Parents' Meetings, or in the occasional end-of-term report), that their child is receiving individual attention at home. Such tutorials will **NEVER** happen if the tutor and tutee will be alone in the tutor's accommodation.

During periods of darkness pupils will not walk to/from the teacher's house unaccompanied. They might walk in groups, or be accompanied to/from their boarding house by a teacher or the College Security Officer.

## 10. Physical Contact

Members of Staff are reminded that there is a College Policy on the use of pupils as babysitters. The College assures parents that their child(ren) will not be subject to physical contact other than when necessary for the maintenance of good order, to promote the safety of the child, or other important cause.

**A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. However, when physical contact is made with pupils, this will be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background.**

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff will therefore use their professional judgement at all times.

This means that College employees will:

- be aware that even well-intentioned physical contact may be misconstrued by the child,

- an observer or by anyone to whom this action is described;
- never touch a child in a way which may be considered indecent;
- always be prepared to explain actions and accept that all physical contact be open to scrutiny;
- never indulge in horseplay, tickling or fun fights.

Housemasters/mistresses and Matrons occasionally deal with situations (e.g. bereavement) where a pupil is seriously distressed. Holding delegated parental responsibility, the HsM/Matron may give a pupil in such circumstances a sideways hug. However, they will always ensure that:

- another member of staff is told before (ideally, but otherwise after) the comfort is given;
- that alternatives have been considered and discounted for good reason. (It is probably a good idea to ask the pupil what they would appreciate);
- that the physical contact is not prolonged and that it is given and ended in a way that is carefully sensitive to the wishes and needs of the child;
- that a note is made on the pupil's file afterwards.

If a member of the College staff believes that an action could be misinterpreted, the incident and circumstances will be recorded as soon as possible, discussed with the Deputy Head Pastoral and, if appropriate, noted on the child's file.

The general culture of 'limited touch' will be adapted, where appropriate, to the individual requirements of each child. Children with special needs may require more physical contact to assist their everyday learning. The arrangements will be noted on a child's Pupil Welfare Plan, understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

## **11. Physical Education and other activities which require physical contact**

Some College staff, for example, those who teach PE and games, or who offer music tuition may, on occasions, have to initiate physical contact with pupils in order to support a child so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument, or assist them with an exercise. This will be done with the pupil's agreement. Contact under these circumstances will be for the minimum time necessary to complete the activity, and take place in an open environment. College staff will remain sensitive to any discomfort expressed (verbally or non-verbally) by the child.

Guidance and protocols around safe and appropriate physical contact in specific settings are provided by national organisations (for example sports governing bodies or major arts organisations) and will be understood and applied consistently.

## **12. Behaviour Management**

All pupils have a right to be treated with respect and dignity and staff must be familiar with the College's Behaviour Policy. College staff will not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation but the use of sarcasm, demeaning or insensitive comments towards pupils will not be acceptable in any situation.

## **13. Care, Control and Physical Intervention (see also the Restraint**

## of Pupils Policy)

The circumstances in which staff can intervene with a pupil are covered by the 1996 Education Act. Bradfield staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order, and to maintain good order and discipline. College staff will have regard to the health and safety of themselves and others. Staff will be aware of and comply with Bradfield's policy on Restraint of Pupils. It is important that an Incident Record is made and lodged with the Second Master on any occasion when a member of staff has to use force to control or restrain a pupil.

### 14. Sexual Contact with Young People

Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. **They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not.**

This includes the prohibition on adults in a position of trust (see Bradfield's Safeguarding and Child Protection Policy).

The "sexual activity" referred to does not just involve physical contact, including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to watch pornographic material. *Working Together to Safeguard Children* defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Members of staff will be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

### 15. Transporting Children

In certain situations College staff may agree to transport children by car or minibus. A member of the staff must plan and provide oversight of all such transporting arrangements, complete an appropriate risk assessment (see *College Policy on Educational Visits*) and respond to any difficulties that may arise.

Staff will ensure that their driving/supervision of the children is safe and that the transport arrangements and the vehicle meet all legal requirements. They will ensure that the vehicle is roadworthy and that the maximum capacity is not exceeded.

Particular care must be taken when transporting pupils on a one-to-one basis, and this must be discussed with the pupil's HsM prior to the event.

### 16. Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing).

Children will be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When intimate assistance is required, Bradfield staff will ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

## **17. Curriculum**

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care will be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement, and staff may wish to take guidance in these circumstances from a senior member of staff.

Parents have a statutory right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

## **18. Photography, Videos and other Creative Arts (see also Data Protection Policy)**

Many College activities involve recording images. These may be undertaken as part of the curriculum, co-curricular activities, for publicity, or to celebrate achievement. It is not appropriate for adults to take photographs of children for their personal use.

Using images of children for publicity purposes requires the age-appropriate consent of the individual concerned and their parents or legal guardians. Images should not be displayed on websites, in publications or in a public place without such consent.

Members of staff will be alert to the possibility that they are open to being compromised if they possess a mobile telephone that receives pictures and if they receive photographs by e-mail. In particular they will immediately report to the DSL receipt of any image that pictures a pupil (or any other young person) in a compromising position. The Law deems an image of a person who **appears to be under 16** to be an image of someone under that age.

Certain members of staff are issued with a College mobile phone equipped to take photographs (e.g. Head Green keeper). These members of staff will be explicitly reminded that “using images of children without written, age-appropriate consent is illegal and constitutes gross misconduct”.

## **19. Internet Use**

Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being reported to the DBS and barred from working with children and young people and the probability of criminal prosecution.

Using College equipment, inclusive of infrastructure such as wired/wireless network to access inappropriate or indecent material, including adult pornography, constitutes gross misconduct

(see Employment Staff Handbook / Employment Policies / College Rules). Personal equipment, inclusive of mobile phones containing pornographic images or links to them must not be brought into the workplace. Any attempt to purposely bypass the College firewall and/or security elements by using a VPN or Proxy could result in severe disciplinary consequences for staff including possible dismissal for gross misconduct.

Any member of staff resident on site possessing *private* wireless network access must be aware of the potential for it to be used by pupils. Pupils provided with access the internet by using a private individual's wireless network access would be able to circumvent the controls on internet use in place on the College system. Thus, those resident in College accommodation (whether employees of the College or members of the employee's family) intending to have private Wireless Network Access must contact the College ICT Department for advice on limiting access by others to their private wireless facilities.

Sites like 'Facebook' are used by both staff and pupils. Staff ***will not allow*** pupils to become a 'friend' social media with access to their private pages. Communication with pupils on such social media will be restricted to official College accounts (e.g. the Bradfield Facebook page). Similar circumspection is expected of staff using other social media, such as Twitter, Instagram, and Snapchat etc.

All staff will be extremely guarded about the content of any messages or pictures they post on social media sites. Pictures or written remarks containing intimate details contravene the advice given in the ICT Acceptable Use Policy. Remarks which undermine fundamental British values are also proscribed by the Teachers' Standards (2012).

Pupil/Staff passwords should never be shared. If an employee or student suspects that an account has been compromised it is imperative that this is reported immediately and the associated password changed (or account disabled) via the IT Services team.

Breaches of these rules represent serious misconduct and could result in severe disciplinary consequences for staff including possible dismissal for gross misconduct.

## **20. Alcohol, Tobacco and Illegal Drugs**

Members of staff are reminded that the College has clear policies defining when alcohol may be given to pupils. These policies apply when pupils are visiting members of staff in their houses, or on occasions when staff and pupils meet off-site. Drink driving is a criminal offence; if proven it can constitute gross misconduct. Members of staff are also reminded that the College operates a strict "no smoking" policy and that staff are never permitted to smoke in front of pupils. The use of illegal drugs by members of staff is a criminal offence; if proven it also constitutes gross misconduct (see Employment Staff Handbook / Employment Policies / College Rules

## **21. Whistleblowing**

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Bradfield's policy is set out in the Employment Policies folder under Human Resources on Firefly).

Staff must acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

## **22. Sharing Concerns and Recording Incidents**

All staff will be aware of and must comply with the College's Child Protection procedures, including procedures for dealing with suspicions about, or allegations against, staff. Staff who are the subject of allegations are advised to contact their professional association.

All staff must also be aware of the College's Data Protection policies. In particular they must be aware that electronic, informal notes about a pupil form part of a pupil's Personal Data to which the pupil has the right of access under the Data Protection Act. It is thus important that members of staff are circumspect in notes they write (whether to file or to send on to someone else) and construct them in a way which will not cause embarrassment or offence if they have to be disclosed in the future.



## A4: Self-Harm by Pupils

Last reviewed/revised: October 2017

### 1. Introduction

More than 24,000 teenagers are admitted to hospital each year in the UK after deliberately hurting themselves. Most have cut, burned, severely scratched, bitten, scalded or poisoned themselves, or pulled out their hair. Recent research suggests that one in ten teenagers self-harm, so if you're teaching an average Lower School class, the chances are you'll have at least one or two self-harmers in your classroom at any time.

It is important to understand that self-harm is not an illness but a **response**. It is a 'signal of distress' (*Andrew McCulloch, Chief Executive, The Mental Health Foundation*). It is still **dysfunctional**, but it is a dysfunctional **coping strategy**.

Since self-harm is a coping strategy, the best way in which a pupil can be helped is by helping him/her resolve the underlying issue causing the self-harm. This is often extremely difficult. The other way forward is to help the pupil to develop alternative, less harmful, coping strategies. By being available to talk to a child who self-harms, a teacher can make all the difference.

If you come across a child in the act of self-harm or displaying marks/scars:

#### HOW CAN I HELP HIM/HER?

- Stay calm and constructive
- Show care for the person behind the pain
- Show concern for the injuries: clean and dress the wounds
- Speak to them in private: assure them it is OK to talk about self-harm
- Show them you respect their efforts to survive: suggest different ways of relief;
- Acknowledge how frightening it must be
- Re-assure yourself that you are not responsible for what the self-harmer does

#### WHAT SHOULDN'T I DO?

- Draw attention to the injuries
- Talk to the pupil about the behaviour whilst others are listening

#### WHOM SHOULD I TELL?

- Never keep what you have seen a secret
- Tell the pupil's HsM and the DSL.

## 2. Defining self-harm

Broadly defined, self-harm refers to the deliberate attempt to physically injure oneself without causing death. The National Inquiry on Self-Harm focuses specifically on self-mutilation (e.g. cutting behaviours, scratching), self-poisoning, burning, scalding, banging, and hair-pulling.

Although clearly damaging, alcohol and drugs misuse, eating disorders, unsafe sex and other excessively risky behaviour, such as dangerous driving, are not generally classified as self-harm.

## 3. Responsibilities of all teachers

### 3.1 Understanding self-harm

For most people, the notion of hurting oneself deliberately is a baffling one. Many assume that consciously inflicting injuries on oneself must be a means of seeking attention. This is usually a mistaken interpretation of the behaviour: those who use self-harm as a way of 'coping' with difficult emotions or situations in the main deny that it is a cry for help. Self-harm can be an indication that a child is being abused.

Self-harm is more usually a way of seeking relief. Where many people cope with difficulties by crying on another person's shoulder, self-harmers cope by injuring themselves. Self-harm is an individual's **solution** to a problem: **it is not itself the problem.**

Many people vent emotions by participating in extreme, or 'adrenaline sports'. And just as many 'adrenaline junkies' tend to take progressively greater risks in sporting activities, self-harmers can also take increasingly greater risks. In some cases those who repeatedly self-harm can become increasingly tolerant of the pain they cause, therefore needing to inflict on themselves ever more dramatic harm. Self-harm is not a form of attempted suicide but research does suggest that those who self-harm are 100 times more likely to go on to commit suicide.

Research suggests that the average age for the onset of self-harming behaviour is about 12. It is not surprising that the upheaval of changing schools at 12/13 can bring on self-harming behaviour and it is worth remembering that many self-harmers simply grow out of the behaviour.

### 3.2 Helping a self-harming pupil

It is Bradfield's policy that a pupil seeking to speak to any teacher about issues of self-harming should find in their chosen confidante a listening ear that is well-informed and gives priority to the needs of the pupil. By being available to talk to a child who self-harms, a teacher can make all the difference.

It is important to remember:

- Self-harm is very common and individuals who do it are by no means alone;
- Feelings of shame, guilt, fear and anxiety are fundamental to self-harm; it is very important that these are not magnified in discussion. Adults who suggest self-harmers should be ashamed about what they have done are likely to make the self-harming behaviour worse, not better. The teacher talking to the self-harmer needs to be a non-judgemental, reflective listener exhibiting low-expressed emotion;
- Peer support has been shown to be very useful in addressing self-harm. It is worth asking if friends know of the self-harmer's worries/troubles and are supportive. The College's Peer

- Mentoring programme is also worth mentioning;
- Expert help is available from the College Counsellors so it is worth trying to persuade a pupil to see one of the team to talk about things;
- There is little evidence that self-harming behaviour is contagious – on the whole pupils will not self-harm repeatedly (although they may experiment once) unless there is an underlying problem to be expressed. Teachers should not therefore worry that a self-harmer is likely to initiate an epidemic of imitative behaviour and can concentrate on addressing the individual's issues;
- The majority of self-harmers are not clinically depressed.

Teachers approached by pupils must understand that they can never promise to keep things told them utterly confidential and that they must operate within the terms of the College Confidentiality Policy. That policy allows the sharing of information within the organisation on a need-to-know basis and thus teachers to whom a pupil discloses information about self-harming behaviour **will make sure they inform the pupil's HsM and the Designated Safeguarding Lead of this fact.**

If a teacher discovers that a pupil is self-harming, not because the matter has been disclosed by the pupil but because the teacher has spotted the physical evidence, then the teacher **will report what has been observed to the HsM and the Designated Safeguarding Lead and not engage the pupil in discussion.**

#### **4. Responsibilities of the Housemaster/mistress**

When the HsM of a pupil is alerted to the fact that he/she is self-harming, the HsM will inform the Health Centre, the DSL and also the parents of the pupil unless there is good reason for not doing so (in which case the decision will be discussed with, and agreed by, the Deputy Head Pastoral and DSL). The HsM will also make this policy document available to the parent and make sure that they are in receipt of up-to-date advice on dealing with this complex issue. HsMs will be clear with parents that ill-judged intervention when dealing with a self-harming adolescent can be dangerously counter-productive. Obviously, such discussions are best conducted face-to-face and not by telephone or e-mail. A written record of the meeting will be made by the HsM once it is over and placed on the pupil's confidential file.

The HsM will prepare a Pupil Welfare Plan for the pupil and lodge a copy of this in the Deputy Head Pastoral's Office; the pupil's room in the House will be risk assessed.

#### **5. Advice for Self Harmers and their Carers (HsMs, Matrons, Parents)**

Since self-harming is a coping strategy, the best way in which a pupil can be helped is by helping him/her resolve the underlying issue causing the self-harm. This is often extremely difficult. The other way forward is to help the pupil to develop alternative, less harmful, coping strategies. Feelings of isolation are often part of the underlying problem. It is therefore a good idea to help a self-harmer to work on communication skills. Many experts on self-harm recommend encouraging pupils to articulate concerns in a private diary, or to write poetry. It is also worth recommending alternative non-verbal ways of expressing distress. Some think that getting pupils to draw and paint in expression of their feelings is a productive way forward. In other cases non-damaging physical expressions of distress can be helpful (e.g. 'cutting' using a red, water-soluble pen or an ice cube, rather than a knife).

Some practitioners suggest asking children who self-harm to think about what changes they would like in their lives and environment in order to stop harming themselves.

Carers should make sure that they know who self-harmers can approach for expert help:

- Health Centre
- School Counsellors
- The Site.org: [www.selfharm.org.uk](http://www.selfharm.org.uk)
- National Self-Harm Network: [www.nshn.co.uk](http://www.nshn.co.uk)
- [www.childline.org.uk](http://www.childline.org.uk)
- [www.mind.org.uk](http://www.mind.org.uk)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)

### *5.1 Practical avoidance techniques*

Identifying triggers for self-harm can help pupils to recognise when they might feel the urge to harm themselves and so take avoiding action. Many self-harmers have found the following techniques helpful:

- Counting backwards can help bring the mind to attention and prevent a self-harm episode. Focusing on the immediate environment and thinking about something the pupil can see, smell, hear, taste and touch is another way of redirecting the mind away from self-harming;
- Simple deep breathing techniques can prove calming and distracting;
- Some people who have cut themselves in the past have reported that ‘cutting’ in the place where they have the urge to cut, using a pen or an ice cube, rather than drawing blood, can help them avoid self-harm. If the urge itself cannot be eradicated, the goal should be to minimise the harm done. It is worth exploring alternative ways of venting anger, such as through vigorous exercise or comic relief. Even using a punching bag or screaming into a pillow, while not the ideal way to channel frustrations, is far preferable to self-harm and may help prevent it;
- Another idea is to get pupils to record themselves saying something self-affirming and positive. When they feel troubled and vulnerable, playing this positive message back can help them spring back emotionally;
- Encourage a child at risk of self-harming to make notes about their feelings and emotions and about what's going on in their lives when they feel the urge to harm themselves;

5.2 Encourage at-risk pupils to write and keep hold of a list of all the people who can help them and other places they can turn to in times of desperation. These could be friends, family, HsMs, tutors, teachers, School Counsellors, peer supporters, support lines (such as Childline or the Samaritans).

### *5.3 Dealing with the aftermath*

Even our best efforts, unfortunately, will not prevent recurrences of self-harm in all at-risk pupils. Because of this, it is important to help equip self-harmers with knowledge that can help them deal with the consequences of a relapse.

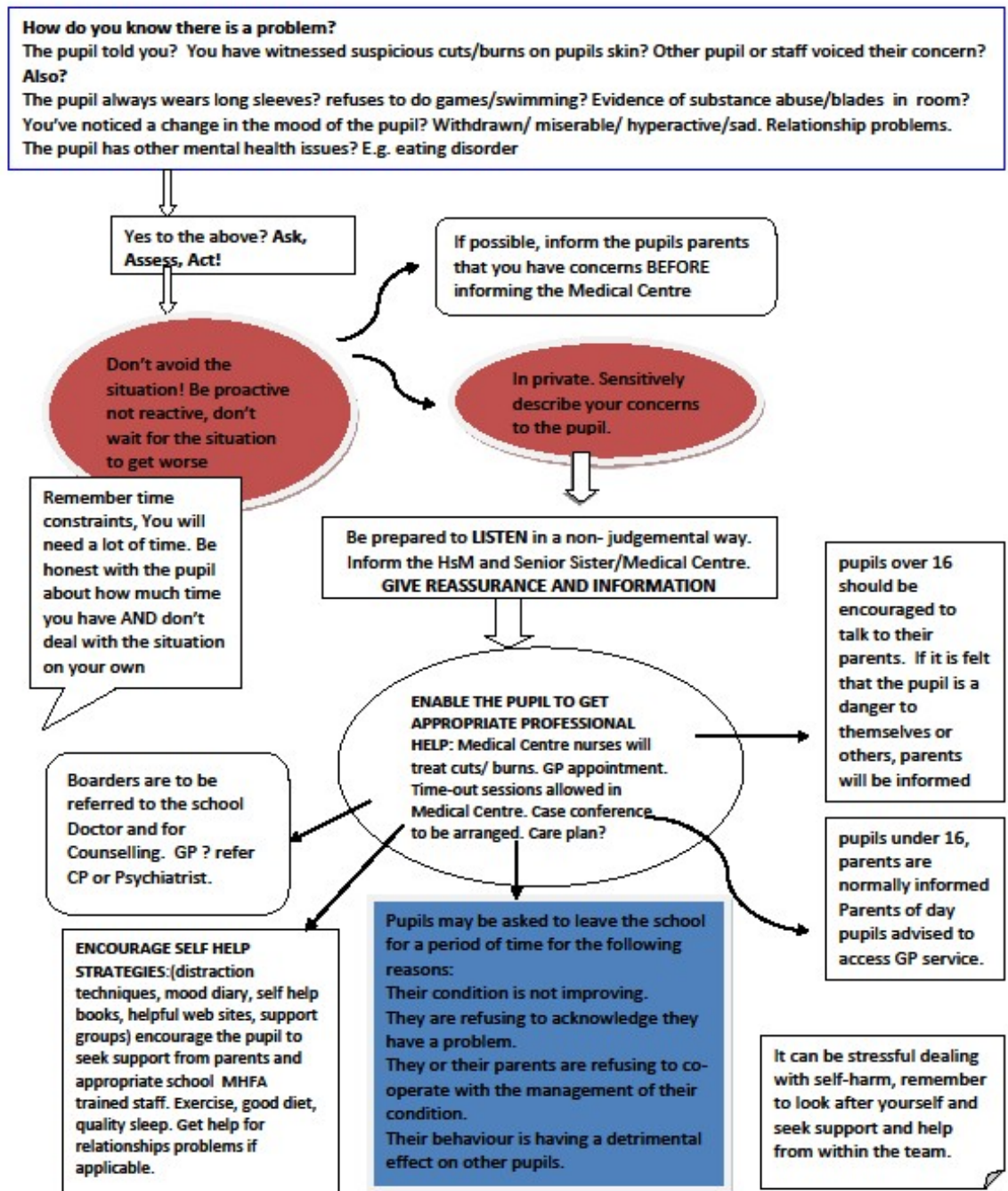
- Reiterate the need for cleanliness to avoid infection and other complications. Shallow or superficial cuts should be cleaned using antiseptic. Blades should not be reused;
- Self-harmers need to know about the College’s first aid provision. They should be clear that they can seek help from the House Matron or the Health Centre if they have a self-inflicted injury and that they will be helped in ways free of censure or criticism. Encourage self-harmers to dial 999 if they are seriously concerned about the injuries they have inflicted, especially if the bleeding looks serious;
- Vitamin E has been shown to reduce the appearance of scars. Creams and lotions containing Vitamin E can be bought from most good health stores.

## **6. Wellbeing Programme: Anger management and self-affirmation**

The Wellbeing Programme works towards pupils’ development of self-affirming attitudes and

offers some help on developing basic anger-management strategies.

### Guidelines for staff supporting pupils who are self harming



Supporting pupils who Self harm flow diagram February 2015- Updated in line with MHFA-Youth advice.

## **A5: Pupils with Eating Disorders**

Last reviewed/revised: May 2019

### **1. Introduction**

There are several different types of eating disorder. They most commonly begin in adolescence and the onset is often triggered by stressful developments in a young person's life. Eating disorders affect up to 6% of adolescent girls: boys too can develop eating disorders, but the majority of sufferers are female.

There is a good deal of evidence that swift intervention when a disorder is budding is highly effective, so it is really important that those who work at Bradfield are not complacent but well-informed of the potential problems and prepared to react judiciously. The stress associated with a change in school at 13+ (which often, at Bradfield, also involves the start of a boarding education) makes the adolescents at Bradfield College vulnerable individuals who need to be monitored with some care by teachers and carers. If problems are allowed to develop and eating disorders take root then they are difficult to deal with.

### **HOW CAN I HELP HIM/HER?**

- Know about eating disorders
- Know the signs of a potential problem: behavioural, physical, psychological
- Be vigilant and don't ignore suspicions
- Don't delay acting - discuss concerns with the HsM
- Show care for the person behind the disorder
- Reassure yourself that you are not responsible for what the anorexic / bulimic does

### **WHAT SHOULDN'T I DO?**

- Draw attention to the pupil's thin body
- Talk to the pupil about their eating behaviour whilst others are listening

### **WHOM SHOULD I TELL?**

- Never keep what you suspect or have seen a secret
- Speak to the pupil's HsM & the DSL

## 2. Most Common Eating Disorders

A lot of young people, many of whom are not overweight in the first place, want to be thinner. They often try to lose weight by dieting or skipping meals. For many this doesn't cause big problems. Others, however, possess a vulnerable biological or psychological make-up and their worries about weight can develop into an obsession. This can turn into a serious eating disorder. The most common eating disorders are **anorexia nervosa and bulimia nervosa**.

A person with **Anorexia Nervosa**:

- purposely loses weight to a point at least 15% below that expected for their age, sex and height;
- feels driven to lose weight because they experience themselves as fat, even when at a subnormal weight;
- is intensely afraid of becoming fat and preoccupied with worries about their body size and shape;
- directs all their efforts towards controlling their weight by restricting their food intake, but may also binge eat, self-induce vomiting, misuse laxatives or diuretics (purging behaviours), exercise excessively or misuse appetite suppressants;
- experiences changes in hormone levels which, in females result in amenorrhoea (if the weight loss occurs before puberty begins, sexual development will be delayed and growth might cease).

A person with **Bulimia Nervosa**:

- feels **overwhelmed** by the urge to binge eat, when they consume a large amount of food within a short period of time; they only stop eating once it becomes too uncomfortable to eat any more;
- because they have been unable to control their appetite and they fear weight gain, they feel guilty, anxious and depressed and try to regain control by getting rid of the calories consumed (the most common method used is vomiting);
- is usually within a normal weight range, but might be obese.

Both of these eating disorders are more common in girls, but do occur in boys.

Children affected by the conditions are *ill*: they are not being wilful, disobedient or silly. They have lost control of their behaviour and need help. Swift intervention can make a significant difference. This is why eating disorders are a child protection issue.

## 3. What are the signs of anorexia or bulimia?

It is unlikely that a young person would present with all or even most of the signs listed below. The list is intended to raise awareness of things to look out for. It is important to remember too that concern expressed by peers should always be taken seriously, even if adults have observed no signs of difficulties.

**Behavioural signs of an eating disorder include:**

- Restriction of eating or missing meals; Hiding, collecting or storing food; food disappearing from store cupboards etc.;
- Using a lot of salt, vinegar or spicy substances on food;
- Drinking a lot of water or fizzy drinks;

- Disappearing to the lavatory immediately after meals;
- Secretive eating or other secretive behaviour;
- Inability to tolerate unplanned events involving food;
- Irritability, distress and arguing around mealtimes;
- Frequent weighing;
- Excessive exercising;
- Wearing baggy clothes;
- Gathering information on dieting;
- Increasing conscientiousness over school work, room tidiness etc;
- Poor concentration or missing school;
- Ritualistic behaviour and obsessions;
- Spending long periods of time reading cookery books;
- Preference for eating alone;
- Always choosing low calorie foods, avoiding 'fattening' foods;
- Loss of confidence and withdrawal from friends.

**Physical signs of an eating disorder include:**

- Weight loss or unusual weight changes;
- Dizziness, tiredness or fainting;
- Feeling cold;
- Hair becomes dull and lifeless;
- Swollen cheeks;
- Calluses on the knuckles of the dominant hand;
- Tension headaches;
- Menstrual disturbances: periods irregular or even stopping;
- Sore throats, mouth ulcers and tooth decay;
- Dehydration.

**Psychological signs of an eating disorder include:**

- Self-dislike;
- Fear of gaining weight;
- Moodiness, anxiety, depression;
- Excessive perfectionism;
- Preoccupation with food;
- Sensitivity about eating;
- Denial of hunger despite lack of food;
- Feeling distressed or guilty after eating.

**4. Action disorder is suspected if an eating**

Being alert to the possibility that a child is developing a disorder and acting upon suspicions can make a great difference to the impact the condition has on a young person's life. Eating disorders can be indicative of child abuse so it is important to discuss all concerns with the Designated Safeguarding Lead

If things are spotted early then relatively simple advice can make a great deal of difference:



- Eat regular meals - breakfast, lunch and dinner;
- Try to eat a 'balanced' diet - one that contains all the types of food your body needs;
- Include carbohydrate foods such as bread, rice, pasta or cereals with every meal;
- Don't miss meals - long gaps encourage over-eating;
- Avoid sugary or high-fat snacks (try eating a banana instead of a bar of chocolate);
- Take regular exercise;
- Try not to be influenced by other people skipping meals or commenting on weight.

If matters **develop** and reach a point where an eating disorder is causing physical ill health, **medical help** will be necessary.

## 5. Responsibilities of Employees at Bradfield College

All those who work at Bradfield College, in addition to knowing what things signify an eating disorder should remember:

- Although Anorexia Nervosa is more visible due to extreme weight loss, those with Anorexia represent a minority amongst those with eating disorders: most young people with eating disorders are not significantly underweight and so can go unnoticed;
- People with eating disorders tend to be secretive; the disorders are associated with guilt and embarrassment. It is essential that teachers are alert and observant;
- Adults often find it difficult to discuss their concerns with the young person with the eating disorder and miss the chance to intervene early. Teachers at Bradfield should not speak to a pupil if they have worries: they should discuss their concerns with the Housemaster/mistress and with the DSL;
- Young people with eating disorders do not usually view themselves as ill; so consequently do not seek or welcome help. If concerns are expressed, the young person often denies that they have a problem.

The teacher's responsibilities in this respect are these:

- To observe each pupil's personal educational, social, behavioural, physical and emotional welfare within the school context;
- To identify any worrying signs;
- To discuss concerns with a pupil's HsM and with the DSL to establish if there is cause for concern.

The Matron's responsibilities are these:

- To challenge pupils found in the House when they should be eating in the Dining Hall;
- To weigh/measure groups of pupils at least twice in any year, in accordance with Health Centre policy.
- To report recorded weights to the Health Centre and to take note of each pupil's calculated BMI;
- To discuss concerns about any particular pupil with the HsM;
- To support the HsM in observing any pupil judged to be 'at risk' (e.g. in checking attendance at meals, participation in meals, behaviour after meals);
- To work with the House Cleaners to monitor any en-suite bathrooms and/or the contents of bins of any pupil judged to be 'at risk' (e.g. for evidence of the use of laxatives, diet pills) and to inform the HsM of anything thus discovered;
- To chat with pupils about eating habits (e.g. when operating the house tuck shop or

serving other house food ‘treats’) making sure that all pupils are aware of the College’s Safeguarding Mission Statement to be an “Talking School”

Where a pupil is causing concern, the HsMs responsibilities are these:

- To discuss concerns about any pupil with the House Matron and the Designated Safeguarding Lead (a formal Pupil Welfare Plan should be completed);
- To advise and support other pupils concerned about a friend with a possible eating disorder;
- To arrange a Health Centre appointment
- To inform parents of the College’s concerns and of the discussions with the Health Centre;
- To follow the advice of the Health Centre in supporting/treating the pupil implementing and monitoring any plan for action within school;

Additional responsibilities of the Health Centre:

- To contact the House Matron where the bi-annual weighing and measuring of pupils discloses the existence of a low or high BMI;
- To develop and follow Health Centre policies and protocols associated with eating disorders.

## **6. Eating at Bradfield College**

The College provides pupils with three cooked meals each day. In addition fruit is made available in houses, as is bread and milk. Houses supply additional ‘treats’ alongside these central provisions.

Lower School pupils are expected to attend all meals. In the Sixth Form this rule is relaxed and pupils are allowed to take one meal each day in their boarding house. House kitchens (“Brewers”) are provided to facilitate occasional cooking.

Pupils on trips out of College are provided with packed meals. Late meals can also be booked. Where a trip is delayed and likely to miss one of the scheduled meals then the teacher i/c of the trip is expected to telephone the Caterers and request an emergency late meal. If this is not provided for any reason then it is the responsibility of the teacher i/c to arrange for the group to be fed, e.g. by calling in at MacDonaldis at Calcot *en route* back to College. “Tuck” is available for purchase at Bradfield. Parents are given clear advice about the levels of pocket money children should be given to give access to reasonable levels of tuck and are also offered advice about the range and quantity of tuck that pupils should bring in from home following Leave Out.

### **Supervising Eating at Bradfield College**

The College is mindful of the difficulties associated with the supervision of eating at Bradfield and in consequence places great emphasis upon the responsibilities of adults as described in section 5 above. Both dining halls at the College offer cafeteria style meals and there is no checking of attendance. Anecdotal evidence suggests that a number of pupils miss occasional meals because they are discouraged from attending when the long queues have formed at the servery. Meals will be carefully timetabled to control the lengths of the queues and the dining

halls will be kept open for long periods at breakfast, lunch and tea, to give all pupils sufficient opportunity to eat. Close attention to pupil movement in houses will be, however, an essential part of the College's management of the risk that pupils, aware that meals can be missed, will miss them on occasion.

Where a pupil's Welfare Plan requires that meals have to be closely monitored, a Meal Attendance Card may be used to ensure that the pupil has attended Hall. However, where medical professionals have judged it essential that a pupil's eating is checked then a Meal Attendance Card will not be a sufficient instrument of supervision. In these circumstances, the pupil will be required to take their meals in the House, under the direct supervision of the House Matron. Meals will be supplied direct to the House by the College Caterers.

## **7. Wellbeing Programme: Healthy eating**

The Wellbeing Programme addresses this at various stages in the curriculum. The programme also works towards pupils' development of self-affirming attitudes.

## **8. Protein Supplements and Healthy Eating**

Some pupils at Bradfield make use of protein supplements to boost physical development in pursuit of enhanced sports performance. HsMs should take careful note of the pupils using such supplements and engage them occasionally in discussion to ensure their practice is well informed and free from unnecessary risk.

HsMs may find it useful to remind pupils that the recommended daily allowance for protein that the average person should get in their daily diet is 0.8 grams for every kilogramme of body weight. Those who take exercise significantly on a regular basis need between 0.8g and 1.7g per kilogramme of body weight. Taking protein in greater quantities than these will not increase muscle at a faster rate: in fact, if someone eats more protein than the body needs it will be stored as fat. Protein shakes can add as much as 200g (possibly 300g) of protein per day (800-1200 calories). If protein shakes take the user to the high end of the protein spectrum they can create health risks; very high protein diets may cause bone loss and kidney damage.

### **Monitoring Weight**

The formal monitoring of a pupil's weight (beyond the bi-annual weighing and measuring of all pupils required by the Health Centre) will only be undertaken on the instruction of medical professionals. This additional monitoring may take place in either the House or the Health Centre and details will be formally specified in the pupil's Pupil Welfare Plan.

## **9. Families of Pupils with Eating Disorders**

On occasions where the Health Centre judges that a pupil's condition is such that he or she should be referred to a Specialist, the Headmaster will be informed if the pupil's family refuses to follow this advice. He may seek to discuss this matter further and could insist that the pupil's continuing as a boarding pupil becomes conditional upon the family following medical advice.

## Guidelines for supporting pupils with a possible eating disorder

Please note: this is for guidance only. Always pay attention to your instincts and discuss with the Health Centre any concerns you have regardless of the pupil's BMI

How do you know there is a problem?

- The pupil told you
- Recent routine weight showed a steep decline over more than 2 readings
- The pupil's BMI <18 and you have concerns from the list below:
- You have noticed:
  - A significant change in appearance- weight loss/ gain/wearing baggy clothes
  - A preoccupation with food/ calories
  - An obsession with size of clothes/ mirrors/ scales
  - A change in mood- withdrawn/ isolated/ lethargic
  - A change in the pupil's eating habits- leaving meals immediately after eating/ avoiding meals/ change of appetite
  - Excessive exercising



Yes to any of the above- ask, assess and act. Do not avoid the situation. Be proactive not reactive



Inform the pupil's parents that you are concerned BEFORE informing the Health Centre



Sensitively describe your concerns to the pupil



Refer any concerns to the school nurses at the Health Centre



Pupil to be weighed and assessed at the Health Centre:

- Compare with previous weights.
- If BMI <16, <18 and concerns or normal with rapid weight loss then refer to GP



GP assessment will take place:

- Following this the GP will liaise with the HSM regarding the management plan.

This plan may involve regular monitoring or referral as appropriate to an eating disorder specialist, psychologist or dietician.

Consider input of pupils peer group, offer support, as needed (e.g. counselling).

## **A6: Promoting Pupils' Mental Health**

Last reviewed/revised: February 2018

### **1. Introduction**

Bradfield College is mindful of research that indicates that in the average secondary school 5% of children will be depressed, 10% will be suffering significant distress, 1% will be suffering from eating disorders and between 1% and 2% will have obsessive compulsive disorder. It is also mindful that research by CAMHS indicates that schools are trusted by, and important to, children and can make a significant difference to their ability to cope with the difficulties that underpin mental health problems, and their capacity to address those that have become established. The College recognises that the structures and systems in place within the school are essential to the creation of that stable and trusted society which helps children to deal effectively with the confusing and challenging society in which adolescents and young people have to "find themselves". The ethos of the College and its statement of Boarding Principles all aim to create a society which gives priority to establishing a College community in which pupils have opportunities to grow and flourish, and in which pupils experiencing difficulties find some of the stability they need to begin moving forward.

### **HOW CAN I HELP HIM/HER?**

- Foster good relationships with all your pupils
- Consistently support the College's rules and boundaries
- Encourage pupils' participation in and sense of belonging to the College community
- Encourage pupils' development of reflective autonomy
- Know the signs indicating a troubled child and be alert to them

### **WHAT SHOULDN'T I DO?**

- Draw public attention to a child's difficulties
- Talk to a pupil about apparent difficulties whilst others are listening

### **WHOM SHOULD I TELL?**

- Never keep your suspicions/concerns a secret
- Speak to the pupil's HsM & the DSL

The College recognises the importance of the roles of individual members of the staff in promoting the mental health of its children:

- a) Individual Teachers have an important part to play;

- b) Housemasters/mistresses (along with House matrons) have the most significant role in nurturing and supporting and developing young people. Extensive guidance on the discharge of the HsMs' role is given in the Housemasters/mistresses' Manual; HsMs are additionally encouraged to undertake suitable training such as the Mental Health First Aid course (offered internally) and that offered by the Boarding Schools Association's 'Professional Development Certificate'.
- c) The Deputy Head Pastoral has charge of the overall pastoral provision of the College and supports the work of the HsMs. In addition to regular formal visits to boarding houses, this support is available day-to-day through face to face discussion, telephone and email exchange. The Deputy Head Pastoral keeps the Headmaster fully informed on all aspects of the College's pastoral development.

## **2. Promoting Good Mental Health**

Generally the College seeks to promote good mental health in its pupils by fostering good relationships between pupils, between staff and pupils and between pupils themselves, their parents and the school. The teacher-pupil relationship is given the highest priority in classes, in co-curricular activities, in boarding houses and tutorial work. Advice to all Teaching Staff contains a range of advice to foster these good relationships and the organisation of College life is designed to provide an effective context for the steady development of mutually supportive, warm relationships.

The College also appreciates the importance of structure in the lives of young people developing towards adulthood. Rules and boundaries at the College are clearly defined and great care is taken to seek consistency amongst staff in the application of rules. Pupils should enjoy clear expectations about behaviour in classes, in activities and in their day-to-day social lives. They are provided with clear guidance that includes careful explanation of the consequences of poor behaviour.

The importance of pupil participation and an associated sense of belonging having a "stake" in the College is also central to the Bradfield ethos. All pupils are encouraged to participate in classes and action is taken to draw in those who are reluctant to join discussion. On the co-curricular front, pupils are encouraged to develop particular interests as they go through the school and to focus their co-curricular lives in areas they enjoy; each individual should find a particular co-curricular "home". Pastorally, the involvement of all pupils and teaching staff in one of the College boarding houses is key to the participatory ethos of Bradfield.

The development of reflective autonomy is recognised as critically important in the growth of young adults. Pupils are encouraged to think critically in classes, to take on responsibility in different areas of school life, and to be self-reflective in tutorial dialogue. Target-setting in academic, co-curricular and career development is part of the College's approach to pupils' nurture.

## **3. Children in Difficulties**

The College will seek to identify pupils facing difficulties, mindful that early intervention can make a significant difference. Thus College staff are expected to be alert to the following signs that a pupil is having problems coping with life:

- Sudden changes in behaviour/mood/appearance;
- Dramatic decline in the standard of work;
- Manner becomes more subdued or excitable;
- Radical alteration in dress – deliberately appearing untidy/unattractive at the one extreme: excessive cleanliness/tidiness the other;
- Hyperactive, attention-seeking, anxious or restless behaviour;
- Aggressive, defiant conduct – disruptive of others’ work;
- Unusually quiet or passive becoming evidently withdrawn;
- Obsessive behaviour (e.g. being overly tidy), a tendency to perfectionism (e.g. not handing in work because it isn’t “good enough”);
- Becoming overly absorbed in study;
- Losing enthusiasm and motivation for things associated with school life, missing lessons/co-curricular commitments.

Where a member of staff recognises some of these behaviours in a pupil he/she will discuss concerns with the individual’s HsM and with the Designated Safeguarding Lead. They will consider what is observed/reported, evaluating the behaviour in these terms:

- How extreme is the developing behaviour/attitude?
- How prolonged/persistent has it been?
- To what extent are there sudden changes in behaviour to be noted?
- Has anything happened in the child’s life to initiate a change in behaviour/attitude?

The HsM will talk to the child giving cause for concern, taking care to listen genuinely to what is being said. He/she will then discuss things with the Deputy Head Pastoral and with the pupil’s parents.

#### **4. Use of Counselling**

The College Counsellors will be involved in the care of pupils identified as facing difficulties (§ 3). If the Counsellor dealing with the pupil judges that the child may be developing (or have) mental health problems, the Counsellor will contact the College Health Centre. Following a discussion, the pupil will then be seen by one of the College Medical Advisors.

#### **5. College Health Centre**

- i. The College Medical Advisor(s) will assess a referred pupil for depression or other mental health problems by taking a history from the pupil, which includes a PHQ-9 questionnaire and such information from the HsM, matron and parents as is available;
- ii. If the pupil is found to be depressed he/she will be encouraged to tell their parents. If they are prescribed medication they will be told that someone outside the College Health Centre has to be aware of their condition;
- iii. Pupils may be encouraged to begin therapeutic work with the College Counsellors or, in certain cases, be referred to a child and adolescent psychiatrist, either at the College, privately, or outside through CAMHS;
- iv. Pupils with diagnosed mental health problems will be reviewed regularly by the College Medical Advisor(s) and the Health Centre is available to them as a “safe haven” when

they need time out from College or the boarding house;

- v. The Health Centre has its own Mental Health Policy.

## **6. Red Card Protocol**

Red cards can be issued to pupils who may need to leave a lesson for a pastoral reason, such as anxiety or a panic attack, where a pupil does not feel able to explain why to the teacher. The red card can be placed on the pupil desk, or given to the teacher, with the reassurance that no questions will be asked.

In the event a red card is shown:

- Pupil must return immediately to house and register with the matron.
- Teacher must email immediately HsM and Matron to let them know that the pupil is returning to house.
- If no adult is present in house, the pupil must phone either HsM or Matron (the appropriate numbers will be on the card) to inform them that they have returned.

Pupils who require red cards should be reviewed each week at the team meeting.



## A7: Pupils Possibly Suffering from Depression

Last reviewed/ revised: October 2017

### 1. Introduction

Mental Health is about being able to live life to the full; to develop psychologically, emotionally, intellectually and spiritually; to be able to develop and maintain relationships and to be able to deal with the stresses and difficulties of everyday living. Mental health is not about feeling happy all the time: it is about having the ability to cope with life's challenges and to grow.

Disordered mental health means that an individual is not good at coping with life and his/her ability to develop is inhibited.

Depression is one in a wide range of mental health disorders. It is relatively common and its incidence seems to be increasing in young people.

### 2. What are the signs of depression?

The National Institute for Health and Clinical Excellence points to three core changes that are significant:

- **Mood** changes
  - Depressed mood
  - Feeling very tired
  - Feeling like harming oneself
- Changes in a person's *thinking*
  - Loss of interest and enjoyment
  - Reduced concentration
  - Feeling guilty or unworthy
  - Feeling pessimistic about future
  - Suicidal thoughts
- Shifts in an individual's level of *activity*
  - Reduced energy
  - Disturbed sleep
  - Disturbed appetite
  - Avoidance of friends

Depression can arise suddenly as a result of some difficult life experience (e.g. bereavement, family break up, loss of close friends, bullying) or it can emerge more slowly with no evident reason behind it. It can happen to anyone and is much more common than people realise. Studies suggest it is more likely in pupils who think their academic performance is low or pupils who have experienced a significant drop in school performance.

## HOW CAN I HELP HIM/HER?

- Be alert to the signs of possible depression
  - Changes in mood/attitudes to school life
  - Drops in activity/energy levels
- Talk sensitively to any pupil exhibiting these over time
- Remember, the underlying cause may be much more important than the symptoms

## WHAT SHOULDN'T I DO?

- Focus exclusively on the symptoms and address them as a disciplinary issue

## WHOM SHOULD I TELL?

- Teachers/tutors should speak to the HsM
- **The HsM should speak to the Deputy Head Pastoral and the Medical Centre**

### 3. Responsibilities of Employees at Bradfield College

Housemasters/mistresses, matrons and tutors will:

3.1 Look out for changes in mood that might signify a pupil in developing difficulties  
Depressed, lethargic, low self-esteem

- Look out for changes in **attitudes** that might signify developing difficulties
  - Changed attitudes to work, sport, co-curricular activities, hobbies
  - Loss of interest/enthusiasm
  - Not keen to get involved
- Look out for changes in **activity levels**
  - Low energy
  - Missing lessons/co-curricular commitments
  - Not handing in work
  - Not bothering with friends

3.2 When these things are spotted they will try to get alongside the child and chat about the perceived changes to evaluate the likely cause:

- Talk to a child whose interest in study, sports, music or other co-curricular activity seems to be going into **decline**. Be alert to the possibility that this signifies something more than adolescent disaffection and try and get the child to discuss what is going on.

- Discuss matters with a child who seems to be becoming **withdrawn** and to be spending less time with friends. They should be alert to the possibility that this signifies a change in the child's sense of well-being.
- Be mindful that there is a correlation between poor (or deteriorating) academic performance and depression. Be alert to this when dealing with low achievers or previously sound achievers faced with academic difficulties and reduced levels of performance (e.g. at the beginning of the Sixth Form). High-achievers coming into Bradfield to do A Levels from girls' schools should be kept under careful review

3.3 Where the characteristics of depression are sustained or if the pupil displaying these characteristics seems unable to explain or make sense of the observed developments in his/her behaviour, the HsM will discuss matters with the Second Master/DSL.

An action plan will be agreed. It is most likely to involve the HsM/Matron arranging for the pupil to see the College Medical Advisor(s). Prior to that meeting the HsM should prepare written notes explaining the background to the consultation to the Medical Advisor(s). The pupil seeing the Medical Advisor(s) should be told these notes have been sent.

The HsM should inform the parents of the observed changes in the pupil's mood, thinking and behaviour, and let them know that this is being investigated.

3.4 In circumstances where the College Medical Advisor(s) considers that the pupil is depressed further action is governed by the policies and protocols of the College Health Centre. A Pupil Welfare Plan will be prepared by the HsM and lodged in the Deputy Head Pastoral's Office.

3.5 In circumstances of severe depression, where the pupil is receiving support from CAMHS or some privately-funded provision, the Headmaster will be kept informed by the HsM. Where the pupil's mental health deteriorates significantly and it is judged dangerous to continue with boarding, the Headmaster may require the pupil to be at home, or to be educated as a day pupil, for a period.

## A8: Pupils Possibly at Risk of Suicide

Last reviewed/revised: October 2017

### 1. Responsibilities of members of staff

#### **WHAT MUST I DO?**

If a member of staff suspects that a pupil is contemplating suicide or is close to entertaining such thoughts, they **MUST *in every instance and without delay***.

- Inform the pupil's HsM, Deputy Head Pastoral and the Headmaster, in writing (by email) **AND** by telephone.

The HsM **MUST *in every instance and without delay***:

- Involve the College Medical Advisor(s)
- Confer with the Designated Safeguarding Lead
- Alert the Counsellors and/or College Chaplain
- Organise an urgent case conference with parents.

#### **WHAT MUSN'T I DO?**

- Never keep your intuition/suspicion/concern to yourself

It is unlikely that the pupil will be able to continue to board if the risk of suicide is judged real by the medical professionals. Thus, in every instance where a pupil is suspected of having suicidal tendencies permission to continue as a boarder will only be granted when the Headmaster is in receipt of written medical advice confirming that continuing with boarding does not constitute an unreasonable danger. In circumstances where a pupil has to spend time at home the College will support and work with the family in search of a way forward that minimises the disruption to the pupil's education whilst trying to keep him/her safe.

### 2. Support for pupils concerned about peers

The College encourages pupils to talk to adults if they have any worries at all. The fundamental principle underpinning Bradfield's Child Protection Policy is that this is an "talking school" where talking between pupils, peers and teachers is very strongly encouraged and pursued as the norm in the community life.

*Safeguarding Mission Statement*

**Bradfield College is committed to providing a caring, friendly and safe environment for all its pupils so they can learn in a relaxed and secure atmosphere. The College takes seriously its responsibility to protect and safeguard its pupils. Ours is an TALKING SCHOOL. This means that anyone who has worries about a pupil in the College ought to talk about it. Telling is not “dobbing in” or “grassing”.**

The College also recognises that speaking about some worries is very difficult; thus Bradfield will publicise the work of POPYRUS in the Health Centre and in Boarding Houses.



For professional advice call in confidence

**HOPELineUK**  
**08000 68 41 41**

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HOPELineUK is run and administered by



tel: 01282 432555  
email: [admin@papyrus-uk.org](mailto:admin@papyrus-uk.org)  
website: [www.papyrus-uk.org](http://www.papyrus-uk.org)

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PAPYRUS (Prevention of Suicides) Registered office: Lodge House Thompson Park, Ormerod Road, Burnley BB11 2RU Registered Charity no. 1070896. A Company Limited by Guarantee no. 3555482

## What is HOPELineUK?

HOPELineUK is a confidential telephone helpline service providing support to anyone concerned that a young person they know may be at risk of suicide.

HOPELineUK is staffed by trained professionals who can discuss your needs in coping with someone who is feeling suicidal.

They will listen to you and can give you the practical advice, information and support you may need in order to approach and respond to suicidal feelings.

Our staff have access to a comprehensive database and can give you contact details of other sources of help should they be required.

## Who can we help?

### Family:

parents, siblings, partners, carers, grandparents ...

### Concerned friends:

At work, in school, at college ...

### Medics:

GPs, Nurses, A&E staff ...

### Mental Health Professionals:

CAMHS staff, CPNs ...

### Education Staff:

Teachers, lecturers, school nurses, education social workers ...

### Others who work with young people:

Police, ambulance staff, prisons, drugs and alcohol services  
Probation workers ...



son,  
girlfriend, partner,  
friend, daughter,  
boyfriend, patient,  
pupil, client.

Could someone you know  
be thinking of ending  
it all?

**Whatever your involvement in the life of a vulnerable young person, we are here to help you to help them.**

Many suicide can be prevented. It is not the inevitable outcome for a distressed young person going through a difficult time.

Whether you know someone through your work or personally - don't hesitate to call us.

You can speak to an adviser on weekday evenings and during the weekends. We also operate a callback service. If the helpline is busy or if you need to call outside our opening hours you can leave a message on the answer machine and we will get back to you as soon as possible.

Please note: Calling 08000 68 41 41 is free from BT landlines, other operators and mobiles may vary

## A9: Pupils Missing from School

Last reviewed/revised: April 2017

Specific action will be taken if a pupil is absent from the College without permission. The form on the following page will be passed on to the Second Master when a pupil has run away, even if the pupil is subsequently found.

### WHAT SHOULD I DO?

- Complete lesson attendance check on iSAMs promptly and accurately in every lesson
- Pass on any gossip you hear, or suspicions you develop, that a pupil might be AWOL or likely/planning to run away

### WHAT SHOULDN'T I DO?

- Leave iSAMs attendance check until break-time
- Keep suspicions/gossip/worries to yourself

### WHOM SHOULD I TELL?

- Pass concerns to the HsM/Matron without delay
- Discuss with the DSL

### Action at House Level

When it is suspected that a pupil has run away, the HsM will:

1. Confirm that, to the best of the HsMs knowledge, the pupil is absent from the College without permission.
  - Check with the class teachers, Health Centre, House Matron and friends of the missing pupil. Also search House and other likely College locations. Attempt to phone missing pupil on his/her mobile phone.
2. Establish, in as far as it is possible, time of departure, reason(s) for leaving and possible destination(s).
  - Look at any recent withdrawals from House bank or requests for bursary chits, also check what personal items have been taken, and check local taxi services. Try to establish what the pupil was wearing, for description to Police.
  - Contact parents (or guardians) immediately (beginning with the First Contact listed on the College Database), and discuss Police involvement and agree other courses for



action.

- When to involve the Police is a matter of judgement, which is to be based on the vulnerability and mental state of the missing pupil. There is no Police time-scale as to when they will act; they too, will use their discretion, based on our information.
  - If for any reason §3 is not possible, then go to §5 immediately.
3. Establish a routine with parents for keeping them informed of any subsequent developments.
- Notes should be kept of timings and action decided.
4. Inform Head and Second Master as soon as possible after the above has been completed.
5. When the pupil has been located, the HsM will inform the parents, the Police (if necessary), the Head and the Second Master. Arrangements will be made to return the pupil to his / her parents. The Second Master will be consulted as to when the pupil should return to College.
- On the pupil's return to College serious care will be taken to identify any significant causes of the pupil's decision to absent him/herself from College. This will involve discussions with parents, the pupil and, possibly, input from Counsellors and Medical professionals.
  - Discussion will take careful account of the fact that school avoidance/ running away can be an indication of child abuse.
  - A Pupil Welfare Plan will be constructed to support the pupil on return to the College community.

Action to be taken if a Pupil is absent from the College without Permission (Form)

Pupil's name:

Date:

Pupil's age:

Parents' address and telephone number:

First aware missing at: *[time]* \_\_\_\_\_

Last seen in College at: *[time]* \_\_\_\_\_

Check with class teachers: YES / NO *[time]* \_\_\_\_\_

Check with the Health Centre: YES / NO *[time]* \_\_\_\_\_

Check with Matron: YES / NO *[time]* \_\_\_\_\_

Check with friends of missing pupil: YES / NO *[time]* \_\_\_\_\_

Search of other likely College locations: YES / NO *[time]* \_\_\_\_\_

Check local taxi firms: YES / NO *[time]* \_\_\_\_\_

Any other relevant information:

Informed parents: YES / NO *[time]*

Agreed action to be taken:

Informed the Police: YES / NO *[time]*

Police Report number:

Informed Head: YES / NO *[time]*

Informed Second Master: YES / NO *[time]*

Any other relevant details:

## **A10: Pupil Welfare Plans**

Last reviewed/revised: February 2018

The Deputy Head Pastoral maintains a file of Pupil Welfare Plans. The names of the pupils requiring plans are reviewed regularly.

### **1. Annual Review of Pupil Welfare**

The Deputy Head Pastoral initiates an annual review by requesting an audit of pupils during Week 3 of the Michaelmas term. HsMs (in consultation with Matrons) are asked to identify, using codes, pupils facing particular difficulties:

<b>Alcohol Abuse</b>	<b>1</b>
<b>Allergies</b>	<b>2</b>
<b>Anxiety</b>	<b>3</b>
<b>Bereavement</b>	<b>4</b>
<b>Bullying</b>	<b>5</b>
<b>Counselling – In College</b>	<b>6</b>
<b>Counselling – Out of College</b>	<b>7</b>
<b>Counselling – Historical, has received previous therapeutic support</b>	<b>8</b>
<b>Dark Thoughts</b>	<b>9</b>
<b>Eating Disorder</b>	<b>10</b>
<b>Family – Acts as Carer</b>	<b>11</b>
<b>Family – Difficulty</b>	<b>12</b>
<b>Family – Split</b>	<b>13</b>
<b>Learning Difficulties</b>	<b>14</b>
<b>Low Self-Esteem</b>	<b>15</b>
<b>Medical Problems</b>	<b>16</b>
<b>Medication – Anti-Depressants</b>	<b>17</b>
<b>Medication – Other</b>	<b>18</b>
<b>Minority Religious or Cultural Background</b>	<b>19</b>
<b>Organisational Difficulties</b>	<b>20</b>
<b>Outside Agency Support</b>	<b>21</b>
<b>Prep School Reference</b>	<b>22</b>
<b>Self-Harm</b>	<b>23</b>
<b>Smoking</b>	<b>24</b>
<b>Social Problems</b>	<b>25</b>
<b>Substance Abuse</b>	<b>26</b>
<b>Sexual Abuse</b>	<b>27</b>
<b>Integration</b>	<b>28</b>

HsMs are asked to make a tabular response to the audit and to rate the severity of the difficulty in each pupil's case, using the following numerical scale:

A → Mild Concern – the problem identified exists but does not seem to affect the pupil very much at all

B → Developing Concern – the problem identified is not yet damaging the pupil's ability to function effectively but there are signs that it is gaining significance in the pupil's life

C → Established Concern - the problem identified has inhibited the pupil's ability to function effectively on the odd occasion

D → Significant Concern - the problem identified inhibits the pupil's ability to function effectively from time to time

E → Serious Concern - the problem identified inhibits the pupil's ability to function effectively a good deal of the time

F → Most Serious Concern – the problem identified inhibits the pupil's ability to function effectively more or less all the time. In addition to filling in the required codes, HsMs are asked to highlight on the table any pupils about whom they have general worries.

HsMs complete this audit by the end of Week 4 of the Michaelmas Term.

## **2. The Welfare Register**

On the basis of the various house audits and in consultation with the individual HsM, the Deputy Head Pastoral draws together a list identifying pupils with significant difficulties (either because they are identified as having multiple problems, or because an individual problem is of significant magnitude). This list constitutes the *College's Welfare Register*.

## **3. Pupil Welfare Plans**

In Week 5 of the Michaelmas Term, the Deputy Head Pastoral asks HsMs to prepare *specific* Pupil Welfare Plans on pupils listed in the Welfare Register; HsMs are asked to complete these plans **by the end of the same week**. The Pupil Welfare Plan is designed to identify any special measures or controls that would need to be known by someone taking on the care of the pupil were the HsM is absent from College.

## **4. Scrutiny of the Pupil Welfare Plans**

The file of Pupil Welfare Plans is available for consultation by all pastoral carers from the beginning of Week 9 in the Michaelmas Term. The list of pupils with Pupil Welfare Plans is circulated to the Health Centre, the Chaplaincy and the Counselling Team and all leading activities involving over-night residence outside Bradfield are required to check any Pupil Welfare Plans in place for pupils involved on the trip

## **5. Extending the Register**

Names of pupils are added to the Welfare Register during the academic year if there is a pertinent change in a pupil's circumstances, or if significant details on pre-existing circumstances become known to the College. The College Office informs the Health Centre, Chaplaincy and Counselling Team each time an ad hoc addition is made to the Register.

Updates of existing Pupil Welfare Plans may also be requested by the Deputy Head Pastoral during the year.

## **6. Risk Assessment**

The *Special Activities/Expeditions Proforma*, completed for all activities requiring overnight residence away from College or activities involving a degree of 'adventure' requires the leader of the proposed activity to consult the Pupil Welfare Plans as part of the Risk Assessment process. Pupils with Pupil Welfare Plans are identified and the Activity Leader must read and sign the relevant Welfare Plans. A list of pupils participating in the trip or visit will be circulated to all the relevant HsMs and any pastoral concerns discussed with House staff.

## **7. Annual Review of Pupils' Social Integration**

At the beginning of the Lent Term, the Second Master conducts a "Fitting-In Audit" to see how many pupils do not seem reasonably at ease at Bradfield. HsMs are asked to work through the House List with Matron and Tutors and grade pupils:

The scale runs from 1 – 10, and HsMs are asked to indicate where pupils lie on the scale as follows:

- **4 – 6 = Extremely unusual pupil (either in terms of attitudes, interests or behaviour), but still fully accepted.**
- **– 10 = A little disconnected from mainstream pupil life and not fully accepted.**

HsMs are required to return this audit to the College Office by the end of the first half of the Lent Term. A consolidated list of pupils placed in categories 4 – 6 and 7 – 10 is prepared and any necessary new Pupil Welfare Plans are requested.

## **8. Pupil Concern Bulletins**

Each week HsMs are asked to send material on pupils who need to be given special support or attention to the Pastoral Office where a consolidated Pupil Concerns List is compiled and sent to *All Teaching Staff, Counsellors, Matrons, and Health Centre*.

## A11: Pupil Security

Last reviewed/revised: April 2017

### 9. Introduction

The pupils of Bradfield College need to work and learn in a safe and secure environment. This document summarises measures to promote the security of pupils when on College premises and in Bradfield village.

The College **Health, Safety and Security Manager** manages a team of uniformed security officers and a Security Office which is sited in the Main College near Reception. These officers provide 24-hour security cover and can be contacted by College staff and pupils using both e-mail and telephone (contact details are published in the White List). The team has a marked security vehicle and is equipped with radios, a mobile phone and camera at all times. There is also extensive fixed CCTV surveillance of the campus (warning signs are widely posted to alert the public to the high level of scrutiny). The College also publishes a CCTV Policy which is available to all staff.

A central register is maintained containing details of any situation or incident constituting an actual or potential security problem.

The Health, Safety and Security Manager liaises with the local police, the fire service and security advisors in pursuit of risk reduction.

There is a **Crossing Patrol Officer** (employed by WBC) at the College Gateway at the beginning and end of all school sessions.

**Points of Access** to the College campus are clearly signed and visitors are warned that the College is committed to safeguarding and promoting the welfare of children. Key access points are gated and these gates are closed at published times to increase campus security at night. Doorways to all boarding houses are keypad protected and the codes to these locks are changed each term.

There is a **College Reception desk** at the main gateway and visitors to the College are required to report to Reception. Visitors are provided with a badge and are accompanied by a member of staff (see Appendix to this policy entitled *Badging of Visitors*). Reception is in telephone contact with all parts of the College and also holds the **Security Phone** (the “hotline”) which pupils in boarding houses are told to call if they are faced by an emergency in the Boarding House. A notice publishing the “hotline” number and other security details is posted in all houses.

An assessment of the potential risk for pupils on campus is carried out by the Health and Safety Executive Committee.

Pupils’ Internet Security is covered by the College ICT Acceptable Use Policy.

#### Security of pupils on campus in hours of darkness

It is undesirable for individual pupils to be moving around the College grounds after dark. Pupils returning to their Houses, from activities or society meetings ending after the start of

evening private study, must be accompanied by a teacher – or arrangements made to ensure that pupils walk back in groups. If it is necessary for individual pupils to visit staff houses after dark (for tutorials, extra lessons, to hand in late prep etc.), then suitable arrangements must be made for their safe arrival and return to houses. Day pupils should return to their houses after evening activities/meetings to sign out (to Home) with the duty member of staff. If they are collected by parents from the Main College buildings, they should wait near Reception and not at the side of the road. All girls have access to a personal alarm available from the school shop and they are encouraged to carry them on campus after dark. The responsibilities of the College Health, Safety and Security Manager include evening patrols of the College; his team is available to oversee groups or individuals moving around the campus.

#### Protocol for Emergency at Night

In an emergency at night a pupil is expected to awaken his/her Housemaster/mistress and/or the House Matron. All houses are required to publish to pupils the means by which the Housemaster/mistress and the House Matron are to be contacted at night.

The Housemaster/mistress and/or the House Matron will consider whether it is necessary to alert the Headmaster (07725 566567) and/or the Second Master (07766 338948 ) to a night-time emergency. If 999 is called the Housemaster/mistress and /or the Matron will follow the Emergency Procedures and Protocol (see Advice to all Teaching Staff).

## **A12: Badging of Visitors**

Last reviewed/revised: April 2017

All visitors to Bradfield College, with the exception of those listed below, are required to report to one of the listed places of registration to sign into the College, and to be issued with a badge. The badge must be worn in a visible place throughout the period of the visit to the College. Pupils and staff are reminded that, if they see someone in the College buildings or grounds (except on public roads/footpaths) who is not wearing a badge, they should ask if they need directing to a reception point, and then accompany them to one of the places of registration given below.

### **1. Places of Registration**

- The College Reception
- The Sports Complex Reception
- The Moat (Maintenance Department)

### **2. Partial Exemptions**

The College's main contractors are DBS checked and so are issued with permanent badges in the same way as College full-time staff. Contractors report to the Maintenance Department when they come on-site.

### **3. Full Exemptions**

The following College visitors are not required to wear badges or to report to one of the Reception points listed above:

- The immediate families/friends of College staff;
- Unaccompanied parents of current pupils, and their guests;
- Prospective pupils, their parents and their guests when accompanied by a member of the SCR or a current pupil;
- Unaccompanied parents (and other guests) attending school (or house) functions;
- Visiting teams, their supporters and the staff supervising;
- Visiting speakers/facilitators at College events/Society meetings, if accompanied by a member of the SCR or a current pupil;
- Visiting Headmasters or Headmistresses from Prep Schools who are accompanied by the Headmaster or a HsM at all times (if out of normal working hours a pre- printed badge is left in the supervising SCR's bunker for use during the visit);
- Contractors working on major construction/refurbishment projects in segregated compounds (though such people are subject to registration processes operated by the lead contractor on site)
- Commercial users of the sports facilities (Sports Complex, Indoor Tennis Centre, Bodie Squash Courts and Golf Course, plus the all-weather and grass pitches);
- Leaders and delegates for residential and non-residential clients of BCEL during holiday periods;
- New joiners visiting the College Shop for uniform fitting in the summer term before they arrive;



- OBs playing matches, for instance on Rectory 3 and Pit, plus visiting teams and spectators;
- OBs attending functions e.g. Winter OB day.

## **A13: Parents Visiting Boarding Houses**

*This Appendix is also published in the Parents' Handbook.*

Last reviewed/revised: April 2017

### **1. At the Beginning and End of Term (and at Half-Term)**

At these stages in the College year, when there is a significant quantity of luggage to be moved between rooms (or taken home), and when there is supervision of the boarding house by both the Housemaster/mistress (HsM) and House Matron, parents/guardians (of both sexes) will be granted free access to residential areas of their son/daughter's boarding house.

### **2. At Weekend Leave-out (and return) times**

At these times in the weekly routine, there will be supervision of the boarding house by a HsM, House Matron or House Tutor; parents/guardians (of both sexes) will therefore be granted access to residential areas of the boarding house.

### **3. At other times**

In order to grant pupils a reasonable degree of privacy in their boarding houses, parents/guardians (of either sex) will only be granted access to the residential areas of a boarding house with the explicit permission of the HsM or House Matron.

### **4. Other Adults**

In order to grant pupils a reasonable degree of privacy in their boarding house all adults who are not parents/guardians will always be expected to seek the permission of the HsM or House Matron before going into residential areas of a boarding house.

### **5. Pupils in Shared Rooms**

Parents/guardians (and other adults) are expected to respect the privacy of pupils sharing a room with the pupil they are visiting. They are asked to knock before entering the shared accommodation and to await an invitation to enter.

### **6. Lavatories**

Unless the lavatory facilities are *en suite*, adult visitors to boarding houses may not use pupils' lavatories or washing facilities. In most houses there are lavatories designated for use by visitors: in other houses parents or other adults should seek assistance from the HsM or Matron if they wish to use a lavatory.

### **7. Smoking**

Adults visiting pupils in boarding houses are expected to respect the College's no-smoking policy.

## **A14: Pupil Access to High Risk Areas of College**

Last reviewed/revised: April 2017

### **1. Introduction**

Various areas of the College are hazardous and access by pupils of the College to these will be either wholly restricted or controlled.

### **2. Areas at Issue:**

#### **2.1 Areas of out of bounds**

College bounds are specified in the *Behaviour Policy*. Certain areas within the College precincts are set out as closed to pupils (e.g. Budgeons' Yard, the College kitchens).

#### **2.2 Areas where access by pupils requires adult supervision**

The specification of College bounds in the Pupil Handbook identifies areas which pupils may only enter when supervised by a member of staff (e.g. science laboratories, the Design Centre, the Greek Theatre).

#### **2.3 Facilities that may only be accessed/used by pupils in the presence of a supervising adult**

Regulations are in place requiring supervision of pupils whenever they have access to or make use of the Swimming Pool, the Conditioning Room at the Sports Complex, the Rifle Range etc. Additionally the specification of College bounds lists certain facilities which may not be used without adult supervision (e.g. the Assault Course, New Ground, Rectory 3).

#### **2.4 Restricted Areas**

Specific areas within buildings open to pupils are restricted and not to be accessed. Such areas are clearly labelled (e.g. Prep rooms in the Science School, plant and boiler rooms, flat roofs).

#### **2.5 Hazardous Areas**

Certain features of the Bradfield campus are hazardous. The public roads and the crossroads at the heart of the village are discussed in the Pupil Handbook and there are regular College and House assemblies drawing pupils' attention to the hazards associated with crossing and walking alongside public roads, both in daylight and at night time. There is a detailed Risk Assessment specifying controls in place to assist pupils in making safe use of the public roads (and private pathways).

The River Pang is another evident hazard. Pupil access to the banks of the river is discussed in the specification of College bounds. Additionally there is a Risk Assessment in place specifying measures adopted to aid pupil safety in the vicinity of the river and sluice gates.

Risk Assessments are also in place to deal with areas hazardous in certain conditions (e.g. at times of snow or heavy frost).

### **3. Temporary Hazards**

#### **3.1 Work areas wholly given over to contractors**

For the construction of new buildings and facilities, and for major refurbishments, the College will appoint a Principal Contractor to undertake the work.

Premises and areas not required by the College or the public for access will be enclosed within a perimeter fence sufficient to prevent access by unauthorised people, in particular pupils. The nature of the perimeter fence and the location and security of access points will be agreed between the College (by the Bursar or Assistant Bursar), the Designer or Architect, and the Principal Contractor prior to work starting. All site visitors will be required to report to the Principal Contractor or Estates Office or Foreman when arriving on site. Such areas will be placed 'out of bounds' to staff and pupils and where possible work will be scheduled for periods when the buildings are not in regular use.

Prior to the start of work, routes to and from the work site will be agreed, along with parking places, signing and speed limits. This is particularly important in the College as many roads are narrow and parking space is limited.

#### **3.2 Work in and around occupied buildings**

Throughout the year the College undertakes numerous jobs involving maintenance, minor refurbishment, improvements and redecoration. Where possible work will be scheduled for periods when the buildings are not in use.

Inevitably much such work, especially maintenance, has to be undertaken during term- time and in buildings which are being used by pupils and staff. The following principles will be followed for such work.

##### **3.2.1 Physical Separation of Work Areas**

Work areas will be physically separated from areas used by staff and pupils. Where work activities may cause a risk of harm to any user of College facilities, it will be physically separated by means of suitable barriers and signage.

##### **3.2.2 Erection and Dismantling of Scaffolds etc.**

All scaffolds, hoists and barrier fencing etc. will only be erected or dismantled when the common or surrounding areas are cleared of staff and pupils. The same applies to the movement of mobile scaffolds and long ladders. When a contractor uses scaffolding or other access equipment on-site, he will ensure that it complies with relevant Regulations.

##### **3.2.3 Protection Against Falling Objects.**

The following measures will be taken:

3.2.3.1 All working platforms on scaffolding will be adequately supported and fully boarded out. Protection will include toe boards to prevent debris falling from the sides of the scaffold.

3.2.3.2 Where works are to be undertaken on or in roofs etc. which are above or adjacent to occupied rooms either all necessary protection will be provided or the rooms immediately below will be evacuated for the duration of the work.

3.2.3.3 Where doors, entrances or public access ways occur beneath scaffolds or roof work suitable protective fans will be provided. In particular the full operation of doors etc. will not be impeded. Additional lighting will be provided if necessary.

#### **4. Emergency Arrangements**

In circumstances where some building or facility within College bounds presents an unexpected hazard (e.g. loose masonry) there are clear protocols in place requiring those identifying the hazard to contact a member of the management team directly. (A sticker “Emergency Procedures and Protocols” is issued termly by the Second Master’s Office). Once alerted the Management of the College will take expeditious action to safeguard pupils whilst the hazard remains potent.

## A15: Statement on Preventing Radicalisation at Bradfield College

Last reviewed/ revised: October 2017

The College constitutes a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

In the context of recent national and international events arising from the radicalisation of individuals and their subsequent involvement in extremist or terrorist activity, schools now have a statutory duty to be aware of and ready to respond to any signs that individuals are vulnerable to radicalisation or being influenced towards supporting terrorism and forms of extremism leading to terrorism.

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

**Extremism** is defined in the *Prevent* strategy as vocal or active opposition to fundamental British values.

The school is committed to working with others to prevent vulnerable people, including children, being drawn into terrorism or activity in support of terrorism. It does this through:

### 1. College culture

The college promotes the spiritual, moral and cultural development of its pupils. This includes the encouragement and exercise of free speech, and the articulation and discussion of opinions. But with rights come responsibilities. If a pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

Mutual respect is central to the ethos of the College, and is modelled by pupils and staff alike. The College promotes respect for others in the classroom and in all other activities. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. They are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views. Teaching cannot involve the promotion of partisan political views. In discussing political issues, pupils are offered a balanced presentation of opposing views.

### 2. Curriculum

The College actively promotes the values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Its curriculum incorporates the desired learning outcomes published by the DfE (below). Pupils gain these understandings through the Wellbeing programmes (where questions about extremism may arise), assemblies and schemes of work in relevant curriculum subjects (see our audit of these opportunities.)

Desired learning outcomes, as defined by the Department for Education:

- *An understanding of how citizens can influence decision-making through the democratic process;*
- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;*
- *An understanding that the freedom to hold other faiths and beliefs is protected in law;*
- *An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;*
- *An understanding of the importance of identifying and combatting discrimination.*

### 3. Safeguarding framework

Identifying and acting appropriately on any evidence that an individual is vulnerable to extremism or radicalisation is part of the broader safeguarding role of the school and its staff. The *Safeguarding and Child Protection Policy* sets out in detail the framework, which is supported by other policies, such as *Behaviour*, *Anti-bullying* and the *ICT Acceptable Use Agreement*.

With regard to preventing radicalisation, the school:

- **Prohibits extremist speakers/events at the school;** and has established clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised
- **Manages access to extremist material** – including through the **Internet**. Bradfield College uses the *Fortigate* product suite to provide Firewall and Web Filtering services, this top-tier solution offers premium IT Security and protection services. All websites accessed via the Bradfield Internet connection are screened and if necessary blocked to prevent inappropriate material from being viewed by pupils. Additionally, Internet search history logs are maintained on College servers.

Pupils who use their own personal device(s) on the College network under the BYOD scheme must adhere to the same policy guidance with regards to Internet use. BYOD devices are not College owned/configured and fulfil a number of varied functions for the pupil at school and at home, therefore we cannot intercept search terms typed into (https) search engines such as Google. Websites of a malicious or inappropriate type remain blocked regardless of device and/or search engine used when connecting via the College network. It is important to note that a key word relevant to our Internet Usage Policy is “appropriate”, given that it is our duty to educate pupils both in terms of providing an excellent online resource as well as mentoring in terms of e-safety and online ethics. Too high a level of filtering would impede wider educational aims.

- **Trains its staff** to recognise signs of radicalisation/extremism, and to know what to do; with the result that staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Staff know where and how to refer children and young people for further help.

- **Works in partnership:** risk assessments and referrals are made in liaison with other local agencies. *Channel* is the multi-agency process designed to safeguard vulnerable people from being drawn into extremist behaviour, and works in a similar way to existing safeguarding partnerships (see below)
- **Has established referral mechanisms** to identify individuals who are vulnerable to extremism or radicalisation, and works with local partners to develop appropriate support strategies.
- **Actively promotes core values of compassion, tolerance and good citizenship** (see above)

### **The *Channel* process**

In the case of concerns about a pupil being at risk of radicalisation, school staff will use their professional judgement and act proportionately, which may include making a referral through the *Channel* programme.

The *Channel* process is part of the government's overall strategy of preventing radicalisation, and sets out a framework within which agencies work together to:

- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned.

The *Channel* referral process requires that concerns should be passed on to the school's Safeguarding Lead, who may consult with the local *Prevent* Officer (Police/Local Authority). If further action is considered appropriate, screening by the police *Channel* Coordinator might take place, followed by a preliminary assessment by the Local Authority's *Prevent* Lead and Police *Channel* Coordinator. Again, if further action is considered necessary, the next step might be the creation of an assessment and action plan by the local Multi-Agency *Channel* Panel, and subsequent implementation of that plan, which would be aimed at re-engaging the individual and preventing radicalisation.

*Channel* is about safeguarding children and adults from being drawn into committing terrorist-related activity. It involves early intervention to protect vulnerable people and divert them away from the risk they face before illegality occurs. The framework for referral, review and action is not intended to criminalise individuals, but to set a course to avoid precisely that.

An individual's engagement with the Channel programme is entirely voluntary at all stages. Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation overlap with those which underlie other vulnerabilities that might give rise to safeguarding concerns, including:

- Family tensions
- Sense of isolation
- Distance from cultural heritage
- Experience of racism or discrimination either personally or as a witness to the event
- Feeling of failure

The risk of radicalisation may be the product of a number of factors. Identifying this risk requires that we exercise professional judgement, seeking further advice as necessary. Staff are



alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Anyone with concerns about a pupil being vulnerable to radicalisation or extremism should contact the school's Designated Safeguarding Lead. Possible activities or events that would raise initial concerns:

- A pupil disclosing their exposure to the extremist actions, views or materials of others outside of school
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Other local schools, local authority services, and police reports of issues affecting their students
- A pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Expressions of intolerance to difference, whether it be religious, gender, disability, sexuality, ethnicity
- Attempts to impose extremist views or practices on others
- Expressions of extreme anti-Western or Anti-British views.

The Internet and social media have become a major factor in the radicalisation of young people.

The *Channel* guidance describes the **possible indicators of vulnerability** to extremism and radicalisation, around the three dimensions of engagement, intent and capability:

### **Engagement**

- a) spending increasing time in the company of other suspected extremists
- b) changing their style of dress or personal appearance to accord with the group
- c) their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- d) loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- e) possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- f) attempts to recruit others to the group/cause/ideology
- g) communicating with others in a way that suggest identification with a group/cause/ideology.

### **Intent**

- a. clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- b. using insulting or derogatory names or labels for another group

- c. speaking about the imminence of harm from the other group and the importance of action now
- d. expressing attitudes that justify offending on behalf of the group, cause or ideology
- e. condoning or supporting violence or harm towards others
- f. plotting or conspiring with others.

### **Capability**

- a. having a history of violence
- b. being criminally versatile and using criminal networks to support extremist goals
- c. having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- d. having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

## **A16: Sex and Relationships Education and Sexual health**

Last reviewed/ revised: February 2020

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of loving and caring relationships. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This will take place with consideration of the qualities of relationships within families.

Sex and Relationships Education is overseen by the Deputy Head Pastoral and co-ordinated by the Director of Wellbeing and is taught within the Wellbeing programme. Biological aspects of SRE are taught within the Science curriculum and some moral aspects are taught within Religious Studies. Core values and principles are reinforced by House staff, particularly the HsM and the Matron.

Any pupil attending the Health Centre regarding a sexual health issue will be assessed individually by a Nurse or Doctor. In some cases, the Health Centre staff may recommend a referral or appointment at a sexual health clinic. The consultation between pupil and Health Centre staff member would be confidential for pupils aged 16 and over, and for those under 16 who are assessed as being 'Fraser competent'.

The Health Centre staff may request that a Matron provides transport to a sexual health clinic for further assessment, and the Matron would be expected to keep this information confidential. If a pupil seeks assistance from a Matron to take him/her to the sexual health clinic, the Matron must seek advice and guidance from the Health Centre staff first.