



BRADFIELD COLLEGE

Safeguarding and Child Protection Policy

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”.

And when anyone talks, we listen.

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2.5	S Davies and S Williams	18.03.20	Insertion of section 13 to facilitate face-to-face on- line working with pupils at home, in the context of the Coronavirus pandemic and HMG policy on social distancing as a means of contagion control.
2.6	S Davies and S Williams	31.03.20	Amendments to facilitate remote working via Microsoft Teams and addressing particular safeguarding considerations whilst operating remotely.
3.0	S Davies and S Williams	28.05.20	Amendments to emphasise our stance that the college is a talking and a <u>listening</u> school (in line with ISI's focus on pupil voice) Clarification for procedures with online safety. References to training brought together within a single section on training. General consolidation of sections relating to referrals and online safety. Moving of procedures and protocols during remote learning to Appendix A.

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1 Introduction

- 1.1 Bradfield places safeguarding at the top of its list of priorities. All Bradfield employees, volunteers and contractors' employees are required to be aware of the signs of abuse and neglect, so they are able to identify pupils in need of help or protection and are trained so they then take appropriate action. This policy document sets out the actions that MUST be followed if there is any suspicion that a child is at risk of abuse, recognising that the term 'child' includes all pupils in the school. Employees are warned that wealth and privilege offer no guarantees that a child is safe and are reminded that all who work with children should be consistently open to the reality that any child, from any background, could be subject to actual or potential abuse. As it says on the [Blue Child Protection](#) (CP) Card: "It could happen here!"
- 1.2 The College pays particular attention to the guidance provided and inter-agency procedures stipulated by the local children's services and their designated officers. The three [Local Safeguarding Children Board](#) (LSCB)s of Reading, Wokingham and West Berkshire have worked closely together for many years, with a shared Independent Chair and a number of shared sub-groups. These three LSCBs have come together to create the Berkshire West Safeguarding Children Partnership: details may be seen at <https://www.berkshirewestccg.nhs.uk/MASA>; and [Berkshire West Safeguarding Children Partnership](#)
- 1.3 The Council of Governors takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.4 On appointment, all employees, volunteers and contractors' employees are given a copy of the "Blue Card" identifying the [Designated Safeguarding Lead](#) (DSL) and her team. They are also given this policy and a copy of the most recent edition Part One (and, where relevant to their role, Annex A: Further Information) of *Keeping Children Safe in Education (KCSIE)* and asked to confirm that they have read and understood the document. On-line safeguarding is emphasised alongside physical safety.
- 1.5 The Staff Code of Conduct is given out at the same time and makes clear what is expected in employees' and volunteers' behaviour whilst working with children. The College's Whistleblowing Policy is discussed, along with the pupil Behaviour Policy; appropriate relationships between staff and pupils (including relationships on-line and on social media) are also mentioned. All these documents are discussed face-to-face with new appointees, in their induction meeting with one of the DSL's safeguarding team, who also explains the College's protocols for dealing with an incident where a pupil is missing from school and explains the possible further safeguarding implications of repeated absence from school
- 1.6 Safeguarding and promoting the welfare of children is defined in KCSIE as 'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.' These are the fundamental principles to which the school adheres.
- 1.7 In circumstances where an employee or volunteer develops any concern that a child may be at risk of harm, they will report this to the DSL. They will do this even if the level of concern is only mild and will make the report promptly, as soon as the concern develops. It is for the DSL to determine the significance of any such concern and the responsibility of College staff is simply to report all such concerns without inhibition.
- 1.8 If, following a report of concern, a child is identified as "at pastoral risk", by the DSL, an entry will be made on the Pastoral Tracking file for that pupil, and recorded on the Safeguarding Concerns Register maintained in the DSL's Office. This register is reviewed on a regular basis at least once every term. The DSL may determine that specific enhanced pastoral support for the child is required and agree an appropriate Welfare Plan with the pupil's HsM and the wider pastoral team.

1.9 Although everyone within the school community who comes into contact with children and their families has an important role to play in safeguarding and providing a safe environment in which pupils can learn, there are several key members of staff who play an important role as the school's safeguarding team, and their contact details are available in the table in section 3 of this document.

1.10 The designated safeguarding leader (DSL) and the Deputies (DDSLs) are most likely to have a complete safeguarding picture and are the most appropriate person to advise on the response to safeguarding concerns. However, should the need arise, anyone may refer a safeguarding issue directly to the local authority or to the Police.

1.11 We recognise that all adults working or visiting the school, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.12 Key documents which provide the background to this policy:

Keeping Children Safe in Education September 2019:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

Working Together June 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

Prevent Duty Revised April 2019

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

1.13 Definitions:

- **Safeguarding:** Promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- **Child Protection:** Refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
- **Staff:** Refers to all those adults working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity including governors and contractors.
- **Child:** Includes everyone under the age of 18 and any vulnerable adult aged 18 and over.
- **Parent:** Refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers, guardians and adoptive parents.

2 Summary Guidance and Code of Conduct

2.1 **Disclosures:** If a child discloses to you:

- Report this immediately to the DSL or in her absence a DDSL.
- Make a clear record of what the child has said to you and give this to the DSL or DDSL.
- Do not ask leading questions and do not promise confidentiality to the child.
- Ensure that the child is safe.
- Take the child to the College Medical Centre if appropriate.
- Do tell the child that you must speak to the DSL or a DDSL.
- Be guided by the DSL or DDSL as to what you should do next: do not investigate yourself
- Do not discuss the issue with colleagues, friends, family or anyone else unless otherwise directed by the DSL or DDSL
- Be aware that should the need arise you may directly contact local children's services and/or the Police directly.

2.2 **Peer-on-peer abuse including sexual harassment or violence:** If a child discloses to you:

- Report this immediately to the DSL or in her absence a DDSL.
- Make a clear record of what the child has said to you or of the information given to you.
- Be guided by the DSL or DDSL as to what you should do next: do not investigate yourself.

2.3 **If you just suspect abuse but there is no disclosure:**

- Report your suspicion immediately to the DSL or in her absence a DDSL.

2.4 **Allegations against staff other than the Headmaster:** if you wish to make an allegation:

- Report an allegation immediately to the Headmaster or in his absence the Warden without informing the person against whom the allegation has been made.
- Ensure that any child involved is safe.
- Do not discuss the issue with colleagues, friends, pupils, family or anyone else unless otherwise directed by the Headmaster
- Be aware that should the need arise you may directly contact local children's services and/or the Police directly.

2.5 **Allegations against the Headmaster:** if you wish to make an allegation:

- Report this immediately to the Warden or in her absence the Deputy Warden without informing the Headmaster.
- Ensure that any child involved is safe.
- Do not discuss the issue with colleagues, friends, pupils, family or anyone else unless otherwise directed by the Warden
- Be aware that should the need arise you may directly contact local children's services and/or the Police directly.

2.6 **Allegations:** niggling doubts ('sixth sense', cognitive dissonance):

- If you have a niggling doubt about any situation involving staff, report this immediately to the Headmaster or if it concerns the Headmaster to the Warden, without informing the person regarding whom you have a niggling doubt or any other person.

- 2.7 **Duty of care:** all staff and volunteers must take reasonable care of pupils under their supervision, protecting them from harm and seeking to promote and safeguard their welfare.
- 2.8 **Professional Conduct:** everyone should always consider whether their words and actions are warranted, proportionate, safe and applied equitably:
- all pupils must be treated the same – favouritism of any sort is unacceptable
 - be aware of pupils’ emotional needs – personal comments, sarcasm, embarrassing or humiliating words are always unprofessional
 - avoid language that is sexual, sexist or racist in tone or talk that is discriminatory or intimidating in nature
 - avoid inappropriate conversation, including innuendo, salacious gossip or swearing
 - never behave in a way that demeans or undermines a pupil, his/her parents, carers, friends or relatives
 - particular care should be taken by those teaching on a one-to-one basis, by boarding staff, by those involved in the personal care of children, and by those who may come into physical contact in the course of educational demonstrations with pupils;
 - should the need for reasonable restraint arise, this should be reported immediately to the Headmaster.
- 2.9 **Personal integrity:** recall that employees and volunteers occupy a professional “position of trust” and so, by law, must not attempt to cultivate any sort of sexual relationship with a pupil
- avoid behaviour and conversation that might cause a reasonable adult to question your suitability to work with other people’s children;
 - avoid dressing in a way that might be construed as sexually provocative;
 - never behave in a way that might be thought of as showing favouritism to individual children, for example giving birthday cards, treats or small gifts (except in circumstances covered by the College’s policy on rewards – outlined in the Behaviour Policy);
 - staff and volunteers should talk immediately to their line manager (or the Second Master) if they sense a possibility their demeanour, words or actions might have been misconstrued.
- 2.10 **Social contact:** nobody should arrange to contact or meet pupils outside the school setting except for reasons associated with work at the College and agreed in advance by managers:
- at school or when on school business (e.g. trips and visits), never meet pupils one-to-one behind a closed door;
 - never cover the glass panels in classroom doors, or close curtains or blinds when meeting pupils in school;
 - be aware of pupils’ personal space – physical contact is wholly inappropriate, except in very limited circumstances (when a necessary part of the employee’s professional duties);
 - never smoke or take drugs in the presence of pupils: only drink alcohol when pupils are present if the occasion is licensed by the Second Master;
 - staff and volunteers should never take pupils on a journey in their car – except in circumstances covered by the College’s policy on Educational Visits.
- 2.11 **Treatment of pupils:** everyone should value and respect pupils as individuals, behaving towards them in a safe, fair, mature and considered manner:
- never seek personal friendship with pupils;
 - build relationships with pupils that have a professional character – treat all pupils equally;

- never make unprofessional remarks about pupils' appearance and dress, or make comments touching on physique or body image;
- avoid trivialising the significance of smoking, alcohol and drug abuse;
- never make inappropriate attempts at humour touching on anxiety and depression, self-harm;
- staff and volunteers should avoid discussing their intimate personal relationships in conversation with pupils.

2.12 Behaviour online: nobody should ever exchange personal contact details (address, e-mail, details, telephone number) with a pupil at the College:

- never use social networking sites to have personal contact with pupils at the College;
- never take photographs of a pupil without seeking their permission to do so and being explicit about the intended use of the photograph;
- never store photographs of pupils on the memory of any personal device;
- take special care when posting personal photographs on sites like Facebook – those involved in schools need to think of such sites as places where images are on public display.

2.13 Confidentiality: no employee or volunteer should ever promise to keep confidential or secret something told them by a pupil.

3 Contacts

3.1 Within College:

- **Designated Safeguarding Lead:** Sarah Davies (Mobile 07919 036 610)
- **Deputy DSLs (DDSLs)** Neil Burch (Mobile 07772 305 299)
Vicki Rae (Mobile 07787 277 763)
Andy Logan (Mobile 07767 442 155)
- **Part time DDSL (Compliance):** Stuart Williams (Mobile 07484 347 357)

3.2 Council of Governors Contacts

- **Nominated governor for child protection and safeguarding:**
Catherine Hartz cpgovernor@bradfieldcollege.org.uk
- **The Warden** (to whom safeguarding allegations against the Headmaster must be referred without informing the headmaster):
Sophia Bergqvist sophia@quintadelarosa.com
or in her absence **The Deputy Warden Mike Jones**

3.3 Local Authority Contacts

- **Berkshire West Local Safeguarding Partnerships Procedures**
Telephone 01635 519 982
<https://www.berkshirewestccg.nhs.uk/media/2740/bwscp-multi-agency-safeguarding-arrangementsv3.pdf> and
<https://www.westberkslscb.org.uk/> and
<https://www.westberkslscb.org.uk/homepage/guida>
The procedures in this policy apply to all staff and governors and are consistent with locally agreed inter-agency procedures of Berkshire West Safeguarding Children Partnership.
- **Children's Social Services at West Berkshire Council, West Street House, West Street, Newbury RG14 1BD:**
Contact, Advice and Assessment Team (CAAS) 01635 503 090
or email: child@westberks.gov.uk
For immediate concerns about the child's safety the police will be contacted by the DSL (Emergency 999, or Non-Emergency 101). EDT contact details for out of hours children's services in West Berkshire are 01344 786 543 edt@bracknell.forest.gov.uk
- **Designated Officer for the LA: Fiona Goussard**
Telephone 01635 503 090 or 01635 503 153 cpadmin@westberks.gov.uk
- **West Berkshire Prevent Lead for Education**
Cathy Burnham Telephone: 01635 519 014 cathy.burnham@westberks.gov.uk

3.5 Police

- Police (Immediate Risk including Prevent) 999
- Police (Non-Emergency including Prevent) 101
<https://www.thamesvalley.police.uk/ro/report/ocr/af/how-to-report-a-crime/>

3.6 Other Contacts

- **Children’s Commissioner England**
Telephone 020 7783 8330
help.team@childrenscommissioner.gsi.gov.uk
- **Child and Adolescent Mental Health Service - CAMHS**
Telephone 01635 295 555 <http://fis.westberks.gov.uk/kb5/westberkshire/fsd/home.page>
- **DoE Preventing extremism in schools and children's services**
Telephone 020 7340 7264
counter.extremism@education.gov.uk
- **NSPCC**
Telephone 0808 800 5000
help@nspcc.org.uk
- **NSPCC Whistleblowing Advice Line**
Telephone 0800 028 0285
- **ChildLine**
Telephone 0800 1111
- **CEOP (Child Exploitation and Online Protection)**
Telephone 0370 496 7622 (available 24/7)
communication@nca.gov.uk

- 3.7 If there is a **risk of immediate harm to a child**, staff should act immediately.
- 3.8 **Anyone may make a referral to children’s services or the police.** Depending on the situation, they should call the Local Safeguarding Partnership (LSP) number above or in an emergency call 999 straight away and/or contact the DSL who may call other relevant agencies, such as children’s services.
- 3.9 Where appropriate, and only after speaking to the LSP, the DSL will inform parents of this contact/referral: staff should **never** do this themselves.
- 3.10 At least one member of the Designated Safeguarding Team (DST) of DSL and the DDSLs should always be available to discuss safeguarding concerns. If the team is absent from school for any reason, contact details of alternative support will be given to all staff via email.
- 3.11 **Staff should not assume that another colleague or professional will take action.**
- 3.12 **Whistleblowing:** staff may use the school’s whistleblowing policy to draw attention in good faith to any perceived failing with regard to safeguarding practice either in individual cases or concerning more general circumstances.
- Staff should not use the whistleblowing policy with regard to any allegation against a colleague or the Headmaster: in such cases they must follow the guidance in this policy: see summary guidance in Section 2 above and allegations in Section 11 below.**
- 3.13 **Inspectorates:** Anyone may contact Ofsted or the Independent Schools Inspectorate (ISI) should they believe the school is not acting in a suitable manner with regard to safeguarding:
- Ofsted: 0300 123 466 or email CIE@ofsted.gov.uk ;
 - ISI: 0207 600 0100 or email concerns@isi.net

4 Safeguarding Aims

- 4.1 At Bradfield College we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.
- 4.2 To support the child's development in ways that will foster security, confidence and independence.
- 4.3 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 4.4 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse; specifically: to ensure that staff know: how to identify the signs of abuse and neglect: how to pass on and record concerns about a pupil; that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DST; that they have a responsibility to provide a safe environment where children can learn.
- 4.5 To provide a systematic means of monitoring children known or thought to be at risk of harm or in need of early intervention and support, and to ensure that the College contributes to assessments of need and support plans for those children.
- 4.6 To emphasise the need for good levels of communication between all members of staff on pastoral and on safeguarding matters.
- 4.7 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 4.8 To develop and promote effective working relationships with other agencies, especially the Police and other appropriate external children's services.
- 4.9 To ensure that all staff working within the school who have substantial access to children have been checked prior to their starting dates as to their suitability, including verification of their identity, qualifications, and a DBS check, and a central record is kept for audit.
- 4.10 To ensure that all pupils are provided with the guidance they need to keep themselves safe including when online.
- 4.11 To ensure that the safeguarding policy is up-to-date incorporating the most recent DfE and local authority guidance and is suitable for its purposes, the policy will be reviewed at least annually by the leadership of the school following scrutiny by the Council of Governors. After discussion of any changes required, the policy will be published to staff and to parents.
- 4.12 To recognise the importance of the role of the DST and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, pupils' online safety, taking part in inter-agency meetings and contributing to the assessment of children in need.
- 4.13 To maintain confidentiality with regard to safeguarding matters: the Headmaster and DST will disclose information about a child to other members of staff on a need to know basis only.

5 Guiding principles for staff

- 5.1 Each and every employee of the school, governor and volunteer at the College is under a general moral and professional duty to:
- Ensure that the best interests of the child are paramount.
 - Understand that the College provides an environment in which all pupils should feel able to speak freely.
 - Seek to understand the child's point of view and wherever possible take it into account.
 - Ensure that staff should not assume that somebody else will take action
 - Share information that might be critical in keeping children safe.
 - Listen to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
 - Be aware of the school's child protection procedures and to follow them.
 - Know how to access and implement the procedures, independently, if necessary.
 - Keep a sufficient record of any significant complaint, conversation or event.
 - Report any matters of general concern or any disclosure (other than an allegation against a colleague or the Headmaster) immediately to the DSL or a deputy DSL.
- 5.2 Recognise that any child may benefit from early help and interventions, but all school staff should be particularly alert to the potential need for early help for a child who:
- is disabled, has specific additional needs, or has special educational needs (whether or not they have an education, health and care plan): see section 13 below;
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups; or is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic violence and abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.
- 5.3 We aim to ensure that children receive the right help, at the right time to address risk and prevent issues escalating.
- 5.4 The College maintains a zero-tolerance policy towards all forms of peer-on-peer abuse and seeks to ensure that no form of any such abuse (no matter how 'low level' it may appear) is ever dismissed as a joke or banter. Staff will undertake appropriate formal safeguarding and child protection training which is regularly updated in accordance with KCSIE and local authority guidance. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The specific training will include online safety including the dangers of grooming,

cyber-bullying and social media, peer-on-peer abuse, radicalisation, and dealing with harmful behaviours such as drug taking, alcohol abuse, and youth-produced sexual imagery/sexting.

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- 5.6 The College will always consider sharing our intention to refer a child to local children's services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation: if in any doubt whatsoever, the school will consult with the local children's services and/or the police before sharing the intention with parents/carers.
- 5.7 There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
- 5.8 Staff should use the College's reporting systems to register any concern relating to safeguarding, to record these early concerns and then speak with the DSL as soon as possible. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL, who will assess the situation and keep the member of staff informed. It is not the end of the member of staff's responsibility when they report it, they should expect feedback and should act if they do not receive satisfactory feedback.
- 5.9 Any parents who wish to report a safeguarding concern may contact the DSL directly at the College.
- 5.10 Concerns which do not meet the threshold for child protection intervention will be managed through the pastoral system working with key staff to help address the issue(s): in all cases of any doubt, discussions will be held with the relevant external authorities before proceeding.

6 Training

6.1 Designated safeguarding team (DST):

- Each member of the designated safeguarding team (DST) will receive suitable training updated at least every two years in accordance with local authority guidelines and will include guidance with regard to inter-agency practice.
- The DST will also maintain effective liaison with local children's and inter-agency services to ensure that their understanding of safeguarding practice is up-to-date and sufficiently detailed.
- The DST will have an in-depth understanding of DfE guidance including the most recent editions of KCSIE in its entirety, Working Together and other statutory or related guidance.
- At least one member of the DST will be responsible for ensuring that the school takes appropriate measures to deal with its Prevent duties in accordance with the most recent anti-extremist guidance.
- At least one member of the DST will be responsible for ensuring that the school takes appropriate measure to deal with looked after children in accordance with the most recent guidance from the local children's services.
- The DST will be responsible for ensuring that suitable safeguarding training is provided for all members of the school community, updated at least annually. This training will include guidance on early help and interventions.
- The DST will be responsible for ensuring that suitable records are maintained for safeguarding training both formal and informal for the DST, staff, governors, and others within the school community.
- At least one member of the DST will be responsible for online safety in the school and as such they should receive suitable training to allow them to discharge their responsibilities effectively.
- At least one member of the DST will be responsible for ensuring that the senior leadership and the Council of Governors receive suitable safeguarding training, updated at least annually.
- The DST will ensure that at least one person trained in safer recruitment is a member of each appointments panel for new members of staff.

6.2 Induction

All members of staff will receive either prior to their starting dates or as soon as possible thereafter suitable safeguarding training which will include:

- Meeting with at least one member of the DST.
- Knowing the identities of the DST
- Reading and having a working understanding of at least Part 1 and Annex A of the latest edition of KCSIE.
- Receiving suitable online training as directed by the DST.
- Reading the school's safeguarding policy and having a working understanding of how to manage safeguarding situations including disclosures, peer-on-peer abuse, child-on-child sexual violence, sexual harassment, and allegations against staff.
- Understanding the school's approach to online safety.
- Reading and understanding the school's policies and procedures for pupil behaviour, missing children, registration and anti-bullying with particular regard to safeguarding matters.

- Reading the school's whistleblowing policy and having a working understanding of how it may be used with regard to safeguarding.
- Reading and understanding the staff behaviour (code of conduct) with particular regard to safeguarding matters, including guidance on staff/pupil relationships and the use by staff of mobile technology in school and of social media.
- Reading and understanding the school's guidance on the acceptable use of IT.

6.3 Staff

- All members of staff will receive an update on safeguarding at least annually, with this including any changes to KCSIE and local authority guidance as well as reinforcement of key points from previous training.
- All members of staff will receive regular safeguarding updates through staff meetings, all-staff emails, and other appropriate mechanisms.
- All members of staff will be reminded at least annually of their obligations set down within the school's safeguarding policy, guidance on the acceptable use of IT, and the staff behaviour code of conduct.
- The school recognises that the role of boarding staff is physically, emotionally and mentally difficult and appropriate training support will be provided for all such staff.
- All members of staff will receive guidance on early help and interventions and will support the pastoral and DSTs in this area.

6.4 Contractors and Visitors

- The DST liaising with the HR Department will take a risk-assessed view as to the safeguarding guidance provided for contractors, community users of the school facilities and for visitors to the school and as to how this is managed in practice.

6.5 HR Personnel

- The DST will ensure that members of the HR staff are suitably trained to ensure that pre-appointment and other safeguarding checks are carried out and that records are maintained effectively.
- HR staff will be trained in procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS and consider a referral to the Teachers Regulation Agency (TRA) if a person has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned or otherwise left the school.
- The HR team will receive sufficient training to ensure effective liaison with the senior leadership prior to the starting dates of new staff.

6.6 Governors

- The DST will ensure that the designated member of the Council of Governors for safeguarding receives suitable and regularly updated training for their role.
- The DST will ensure that all members of the Council of Governors receive suitable safeguarding training at least annually to include all relevant parts of KCSIE and other guidance from the DfE and local authority.
- The DST will ensure that the Council of Governors reviews the safeguarding policy and its implementation at least annually.
- Governors must be sufficiently well-trained to allow them to make a considered judgement that the leadership and management of the school have sufficient skills, training and experience to fulfil their safeguarding responsibilities effectively.

- The member of the Council of Governors nominated to liaise with the school and local authority on child protection issues should be sufficiently well trained to be able to monitor and challenge the DST effectively and to act appropriately in the event of an allegation of abuse made against the Head.

6.7 Pupils

- The DST will ensure that all pupils receive suitable age-related guidance with regard to safeguarding matters including the action to take should they receive a disclosure or be concerned about another pupil.
- The DST will ensure that all pupils will receive suitable age-related guidance on safeguarding matters including what to do if they feel unsafe.
- The DST will ensure that pupils receive suitable age-related guidance with regard to staying safe online and to the safe use of social media.
- Pupils with responsibilities including within boarding houses have a particular responsibility to be vigilant and to report their concerns: all such pupils will receive appropriate safeguarding training.

6.8 Parents

- The DST will ensure that parents are provided with suitable guidance regarding the school's approach to safeguarding.
- The DST will provide from time to time suitable presentations for parents on safeguarding matters such as online safety.

7 Responsibilities

7.1 Governors

- The governors as a corporate body have ultimate responsibility for safeguarding within the school.
- The governors will ensure that employees, volunteers and contractors' employees understand that they should always act in the interests of the child in safeguarding matters and that they cannot offer confidentiality to a child in any circumstances.
- The governors shall receive an annual safeguarding audit from the DST.
- A full review of policy, the past year's safeguarding activity, safer recruitment and safeguarding training will be undertaken by the full board at the Summer Council Meeting and the DSL will attend that meeting to answer questions put by governors.
- The governors will monitor and challenge appropriately the DST and the senior leadership of the school to ensure that the safeguarding policy is effectively implemented, using as appropriate: visits to the school and boarding houses; discussions with staff and with pupils; staff, pupil and parental questionnaires and surveys; scrutiny of records relating to safeguarding, bullying and behaviour, and early help and interventions.
- A designated member of the Council of Governors will be assigned to liaise on all safeguarding matters with the DST and the leadership of the school and local children's and other services; at least once each term, this designated member of the Council of Governors will meet with the DST as a whole; should there be an allegation against the Headmaster, the Chair of Governors will immediately contact the designated officer for the local authority.
- The governors will ensure that the College's safeguarding arrangements take into account the requirements of the West Berkshire Contact, Advice and Assessment Team (CAAS) and that the College contributes to inter-agency working in line with the guidance given in *Working Together to Safeguard Children*.
- The governors will ensure that the College complies with all safeguarding matters relating to the relevant Independent Schools Standards and Regulations and National Minimum Standards for Boarding.
- The governors will ensure that they receive suitable and regular safeguarding training from the senior leadership, DST and external sources.

Pastoral Committee

- The College governing body, the Council, acknowledges that safeguarding duties are the responsibility of the entire governing board. A sub-committee of Council, the Pastoral Committee monitors the effectiveness of the College's discharge of its Child Protection responsibilities and arrangements.
- The College Pastoral Committee and the nominated Governor for Child Protection will satisfy themselves that the College's Child Protection and Safeguarding arrangements are current, accord with the requirements of the Law and represent good standards of practice. They will undertake termly reviews of safeguarding at Bradfield.

7.2 Senior Leadership and Headmaster

- The senior leadership will include the designated safeguarding lead.
- The senior leadership must monitor and challenge the DST in an appropriate manner to ensure that it discharges its duties effectively.
- At least once each term, the Headmaster will meet with the DST as a whole.
- The senior leadership shall receive an annual safeguarding audit from the DST.

- The senior leadership shall ensure that all members of the DST are effectively trained and that this training is up to date.
- The senior leadership should ensure that the DST and members of staff generally understand and act appropriately with regard to pupils with particular vulnerabilities and sensitivities and needs including boarders, and those with SEND and EAL and those who are looked after or who are being supported by local agencies.
- The HR Manager is responsible to the Headmaster for ensuring that the requirements of safer recruitment are implemented.
- The Director of Compliance is responsible to the Headmaster for advising on all safeguarding matters relating to the relevant Independent Schools Standards and Regulations and National Minimum Standards for Boarding.

7.3 DSL and DST

- The DSL will be responsible to the Headmaster and to the governors for the effective discharge of the safeguarding responsibilities of the DST; she will liaise with the Headmaster and governors as required and at least on a termly basis.
- The DSL will be a member of the senior leadership of the College.
- The DST will act immediately when it becomes aware of any disclosure or allegation or a child at risk, liaising directly with local children's services and/or the police as appropriate.
- The DSL is responsible for ensuring that suitable and up-to-date training is provided for themselves, the senior leadership, governors, staff, HR personnel, pupils, parents, contractors and visitors and that suitable confidential records are kept of this training as set down in above.
- The DST will provide guidance and support for staff in all areas relating to safeguarding, including information about and the management of: disclosures of abuse; allegations against staff; reports of extremism, instances of peer-on-peer abuse, sexual harassment and child sexual violence; examples of bullying which may be regarded as a safeguarding matter, i.e. when they are sufficiently serious as to cause or threaten significant harm; online safety; and children in need of support and early intervention.
- The DSL will ensure that suitable measures are in place to provide pupils with effective education for safeguarding themselves including when online.
- The DSL will ensure that suitable measures are in place to filter and monitor the use of the Internet at school and to alert the DST to any problematic use.
- The DST will liaise with pastoral staff to promote an environment in which pupils feel safe and able to speak to adults about their concerns.
- The DST will consider and provide suitable mechanisms through which both pupils and parents may be involved in supporting the school in its approach to safeguarding.
- The school will provide a suitably detailed job description for each member of the DST.
- The DST will provide continuing support to a pupil about whom there has been concerns and who leaves the school by ensuring that appropriate information is provided or copied as guided by local children's services under confidential and secure cover to the child's new setting and ensuring the school medical records and safeguarding files are forwarded as a matter of priority.
- The DST will notify children's social care if a child with a child protection plan is absent for more than two days without explanation
- The school will normally seek to discuss any concerns about a pupil with their parents unless otherwise guided by local children's services and/or the police. This must be handled

sensitively, and a member of the DST will make contact with the parent in the event of a concern, suspicion or disclosure. This may be delegated to another member of the Pastoral Staff, depending on the severity of the concern.

- However, if the College believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and if necessary the police.
- Parents have access to a complaints procedure in relation to issues affecting the welfare of their children which provides contact details for Independent Schools Inspectorate (ISI).

7.4 Staff

- Members of staff should have a suitable understanding of KCSIE and of this safeguarding policy, of the types and signs of abuse, and of the management of disclosures, allegations and other safeguarding concerns.
- Members of staff must understand that if there is a risk of immediate harm to a child, they should act immediately. Delay is unacceptable.
- Members of staff should follow the guidelines set down for listening to children, avoiding leading questions or avowals of belief in what is being disclosed by the child.
- Members of staff must never promise confidentiality to a pupil when this may compromise their safety or well-being: all staff must be aware that the school has a professional as well as legal responsibility to share information with other agencies in order to safeguard children.
- Although they should understand that the DST is there to provide guidance and act on behalf of the child and the school, members of staff should be aware that anyone may make a referral to children's services or the police. However, members of staff should never contact parents themselves: this is a matter for the DST or for local agencies.
- Members of staff should not assume that another colleague or professional will take action on a safeguarding matter and should contact the DSL or appropriate external agency.
- Members of staff may use the school's whistleblowing policy to draw attention in good faith to any perceived failing with regard to safeguarding practice either in individual cases or concerning more general circumstances.
- Every member of staff should play their part in providing a safe environment for pupils.
- The school's Staff Code of Conduct sets out our expectations of staff and is read and agreed by all staff members, with particular regard to safeguarding matters including staff/pupil relationships and the use of social media, but also taking note of the following requirements:
 - treating all pupils with respect
 - setting a good example by conducting ourselves appropriately
 - involving pupils in decisions that affect them
 - encouraging positive, respectful and safe behaviour among pupils
 - being a good listener
 - being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
 - recognising that challenging behaviour may be an indicator of abuse
 - reading, understanding and putting into practice, the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing
 - asking the pupil's permission before initiating physical contact, such as assisting with physical support during PE, Music or Drama or administering first aid

- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse, (contextual safeguarding).
- applying the use of reasonable force only as a last resort and in compliance with school and Berkshire West Safeguarding Children Partnership procedures
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care.
- All school staff will be aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.
- In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent. It is also viewed as an abuse of trust if there is a relationship between a member of staff and pupil over the age of 18.
- Any member of staff leading a trip or visit outside of school should liaise with the person responsible for educational visits and the DST to ensure that all appropriate safeguards are in place.

7.5 Staff with responsibilities in boarding houses

- Taking note of all the above responsibilities for members of staff, those with boarding duties should recognise the additional responsibilities arising from boarding education and around the clock care.
- In particular boarding staff should not put themselves at risk by failing scrupulously to adhere to the guidance provided on staff/pupil relationships.

7.6 Pupils

- Pupils should work with the school to ensure that all may enjoy a safe and productive environment.
- Pupils should have the confidence to report any concerns, either about themselves or others, to a member of staff.
- Pupils should not put themselves at risk online or in the public arena, following the guidance provided through personal, health and social education and through other elements of the educational process in the school.
- Pupils are made aware of Safeguarding and Child Protection matters, for example through discussion in Wellbeing classes and through advice given in the Pupils' Handbook, and that, through a range of Co-Curricular opportunities, they have opportunity to develop the personality and confidence to keep themselves safe from potential and actual abuse (including abuse on line). There is curricular and pastoral provision to ensure that children understand how to keep themselves safe – including how to keep safe on- line.

7.7 Parents

- Parents must understand that, whilst they school will endeavour to involve them in matters relating to their children, the school may not, without proper authority to do so, relate the details or even fact of a disclosure to them: this will be the case when to do so may undermine the safety or well-being of a child: guidance is always sought from local children's services and/or the police on such occasions.
- Parents are expected to support the safeguarding work of the school including with regard to keeping children safe online.

8 Types and signs of abuse

8.4 All employees, volunteers and contractors' employees at Bradfield have a central role in identifying any abuse of children (and not only abuse taking place within College). They are expected expeditiously to report any signs or suspicions that a child is being abused to the DSL or one of her deputies.

8.5 Staff must be alert to signs of:

Physical Abuse: Bruises, scratch marks, sprains, bites, burns, scalds. The child may seek to cover up evidence of abuse and be unwilling to become involved in games (especially swimming) or, even in hot weather, may wear clothing covering limbs.

Emotional Abuse: The child may exhibit depressive, difficult or disturbed behaviour (e.g. aggressive or destructive action, an inability to sustain relationships with peers). The child may seek adult attention and/or affection (e.g. choosing the company of adults – matron, a teacher – rather than that of his/her peers; inventing reasons to join in conversations with a teacher or HsM). The pupil may seek physical contact, or compensate by self-harming, over-eating, drinking, drug or substance abuse. Parents may appear fussy and over-protective. They may interfere with the development of independence, self-esteem and personal competence that are part of the child's normal growth. They may be unreasonably strict in their discipline exhibiting "Victorian patterns of parenting".

Sexual Abuse: Non-physical signs include: sudden changes in mood or behaviour, a knowledge of sexual matters (or vocabulary) far in advance of what is normative at their chronological age, a marked lack of trust in adults and an inability to develop and sustain stable relationships with their peers. They may try to win or buy friends. Indications of a wish to disguise physical attractiveness (e.g. by over-eating or radical hair cutting) may be significant. The importance of 'sixth sense' indicators should not be under-estimated: a sense that one is inexplicably disconcerted when entering a room where all *looks* well between the occupants should not just be ignored. Over-rationalising can dismiss primary, instinctive impressions that are actually significant and warrant further investigation.

Neglect: Irregular visits, by parents, or to home in term-time, with no apparent contact by letter or telephone, may be significant. The child's clothing may be old and/or in poor repair, he/she may be short of pocket money and tuck. Indications of limited parental supervision of weekend leave or poor provision of meals at weekends might be significant.

Domestic Violence: violence in the home against partners or other members of the family or household may have significant impacts upon children even if they are not subject to violence themselves. They are likely to suffer from emotional abuse and/or neglect as a consequence of domestic violence directed at others.

Child Sexual Exploitation (CSE): is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;

- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

8.6 Staff must also be alert to the **general signs of abuse** which include:

- Disobedience, attention-seeking or aimless behaviour;
- Anti-social behaviour or delinquency;
- Hysterical attacks or sudden/violent changes in mood;
- Misuse of alcohol or other drugs;
- Changes in eating patterns, including loss of appetite, faddiness or an excessive preoccupation with food;
- Severe sleep disturbance with vivid dreams and/or nightmares;
- Inability to concentrate, or a sudden drop in College performance;
- Social isolation, poor peer-group relationships, an inability to make friends;
- Truancy or a reluctance to take weekend leave;
- Self-mutilation;
- Talk of or attempts at suicide.

8.7 Child sexual exploitation and forms of so-called **'honour-based' violence (HBV) and female genital mutilation (FGM)** are child abuse and attempts to draw children into violent extremism should also be treated as a safeguarding issue. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

8.8 **Fabricated or induced illness** is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause. There are four main ways of the carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history.
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids.
- Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided.
- Induction of illness by a variety of means.
- Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

In cases of suspected Fabricated and Induced Illness the school will work closely with other agencies to ensure information is shared appropriately. Where a child has suffered, or is likely to suffer, significant harm, the school will make a referral to Children's Social Care.

8.9 Other forms of abuse may arise from **gang exploitation** or involvement and the associated exploitation of children through involving them in **county lines**, a term used when drug gangs from big cities expand their operations to smaller towns, often using **serious violence** to drive out local dealers and exploiting children and vulnerable people to sell drugs. A common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children to act as drug runners or move cash so they can stay under the radar of law enforcement. Children exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part

of the network's drug dealing business. These involved often don't see themselves as victims or realise they have been groomed to get involved in criminality.

- 8.10 Pupils with **special educational needs** are often more vulnerable to manipulation and abuse by adults and by their own peers. All pupils with a SEND profile are flagged in the College's data management system and staff are required to note this aspect of a child's profile when they teach them or have pastoral dealings with them. The special vulnerabilities of pupils with SEND profile is addressed in Safeguarding INSET. See also section 13.
- 8.11 On receipt of a report that a child is presenting such identified signs of actual or potential abuse, the DSL will open a file in the College Child Protection Register and discuss the matter with the Contact, Advice and Assessment Team (CAAS) at West Berkshire Council.
- 8.12 Once in every term, the DSL will contact the HsMs of pupils listed in the Child Protection Register and request a brief report on their progress and wellbeing

9 Disclosures: guidance to staff

- 9.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to the likes of drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth-produced sexual imagery) put children in danger.
- 9.2 Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DST should be considering the context within which such incidents/behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- 9.3 It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.
- 9.4 If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen, if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise
- 9.5 If a pupil discloses to a member of staff some form of abuse (other than an allegation against a member of staff which is dealt with in section 11 of this policy), the member of staff concerned should adhere to the following procedure:
- Listen to all the pupil says sympathetically but without avowing belief in what is said.
 - Make a record of what is said either contemporaneously or as soon as possible afterwards: write up their conversation as soon as possible and submit to the DSL or deputy DSL. These notes should use the student's words and be included in the details of the concern section of the report and uploaded as an attachment. It will also include the **time, date and place of the disclosure and who was present**. It should be factual and differentiate between fact/opinion/ interpretation. The more detail the better. Sign and date the note. The original notes must be passed to the DSL or deputy DSL for secure filing.
 - This note must record any observed physical evidence (e.g. injuries or bruises - staff should never ask to see a reported injury; this point relates only to injuries that are immediately evident) and record the non-verbal behaviour of the pupil and the actual language used by the pupil when making the disclosure. This note may be used in any subsequent court proceedings and so is an extremely important contemporary record, so it must be made with REAL CARE.
 - It is not appropriate to lead the child in any way, to guess or to make suggestions.
 - Allow students to speak freely.
 - Remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener.
 - Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
 - You may reassure the child that his/her disclosure is in line with the College's Safeguarding Mission Statement.
 - Do not be afraid of silences – staff must remember how hard this must be for the student.
 - Do not promise confidentiality.

- Explain that the substance of the disclosure will be passed on, but only to those who need to know, and that the child will be told when this happens
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Do tell the pupil what happens next: who will be told.
- Notify a member of the DST immediately.
- Keep the pupil in a place of safety. Do not leave them alone. must ensure that the pupil feels secure once the disclosure is concluded. It may be appropriate to hand the child, with their assent, into the care of the House Matron or their HsM, or some other carer, saying that they have been upset. If this is necessary, the disclosure of abuse must not be mentioned, under any circumstances.
- If the pupil is in need of medical attention, take them to the medical centre.
- Do not ask the pupil to reveal any part of their body not normally clothed even if they offer to do so.
- Do not discuss the disclosure with any person other than a member of the DST.
- Do not attempt to resolve or investigate the matter in part of whole yourself: this is entirely a matter for the DST and external agencies.
- Remember you are not the Police or Social Services: please listen, record and report.
- You must pass on the notes to:
 - the DSL or her Deputies (unless the disclosure relates to an employee or volunteer working at the College);
 - the Headmaster if the disclosure constitutes an allegation against a member of the College staff or a volunteer working at the College: see section 11 of this policy.
 - the Warden if the disclosure constitutes an allegation against the Headmaster: see section 11 of this policy.
- Do seek support from the DST: receiving a disclosure may be stressful and disturbing.
- If you simply have a suspicion of abuse and there is no disclosure, then report this to the DSL or a DDSL immediately.

Remember:

anyone may make a direct referral to local children’s services and/or the police: but it is helpful to inform the DSL or a DDSL as soon as possible afterwards

10 Peer-on-Peer Abuse

- 10.1 The College maintains a zero-tolerance policy towards all forms of peer-on-peer abuse and seeks to ensure that no form of any such abuse (no matter how 'low level' it may appear) is ever dismissed as a joke or banter or just a part of growing up.
- 10.2 Peer-on-peer abuse can take many forms including: actual sexual violence; instances of sexual harassment; peer-on-peer physical abuse; sexting; initiation rites (or "hazing") which have historically been a commonplace problem in boarding communities; ritual violence; up-skirting. The abuse is often gendered in character and staff need to be aware that developing adolescent attractions and relationships have the potential to become "nasty".
- 10.3 The College aims to take a Contextual Safeguarding approach that takes into account the particular risks that children at Bradfield are most likely to be exposed to, and the nature of the abuse they are most likely to experience – including online. To this end, the College will conduct a proactive risk assessment to determine the more likely risks to which its pupils are or may be exposed, assess and monitor those risks, and keep the assessment under annual review. It will put in place action plans to address identified risks and keep these under regular review. The outcome of the risk assessment will inform the school's peer-on-peer abuse policy, inform the College's curricular work on Safeguarding and its informal pastoral work, and be considered in governors' oversight of safeguarding at the College.
- 10.4 The College has consulted its Local Safeguarding Partnership's Safeguarding Policy and Procedures and takes account of local thresholds. It understands that peer-on-peer abuse is a complex issue and often an indicator of wider safeguarding concerns. It understands that addressing peer-on-peer abuse may require effective partnership working within the LSP.
- 10.5 The College recognises that institutional attitudes can underpin abuse behaviour amongst peers and aims to keep attitudes and conventions of tolerance under review so that inappropriate behaviour is better recognised and addressed with expedition. Fundamental to Bradfield's approach is the active promotion of gender equality and equalities associated with race, sexual orientation and gender identity. The College is committed to the promotion of positive values and healthy relationships and seeks to embed ongoing, systematic education and training (both of pupils and staff) throughout the institution.
- 10.6 In its response to expressions of concerns or explicit allegations of peer-on-peer abuse, the College will always seek to act in a manner that is sensitive, proportionate and prompt. It is obviously helpful if the identity of the alleged abuser(s) is specified in any disclosure. However, a pupil(s) disclosing abuse will never be pressed to reveal names during the initial disclosure (such details can be dealt with as the disclosure is followed up by the Children's Social Services, Police or College). It is particularly important that the person receiving a disclosure of abuse by pupils will never attempt to guess the identity of the pupil(s) being spoken of.
- 10.7 On receiving report of any expressions of concern or specific allegation of peer-on-peer abuse, the DSL will contact West Berkshire Children's Services and/or the police immediately (and, in any event, within 24 hours of becoming aware of the alleged behaviour) and discuss the concern(s) or allegation(s) with the agency and agree on a course of action. This may include:
- managing the concern/allegation internally with help from external specialists where appropriate and possible;
 - contributing to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family;
 - referring the child or children to children's services for a statutory assessment and/or reporting alleged criminal behaviour to the police.
- 10.8 The most recent version of *Working Together to Safeguard Children* sets out to correct common myths about the laws of privacy, data protection and confidentiality that can hamper effective keeping and sharing of records in cases of alleged or suspected peer-on-peer abuse. Bradfield College understands that if there are legitimate safeguarding concerns about a child, then data protection law allows schools and professionals to share and retain even the most sensitive personal data as necessary to support their policies (even when it is not feasible to obtain

consent). It also understands that the records it keeps relating to concerns or allegations of peer-on-peer abuse must be accurate, clearly describe the nature of the alleged behaviour without using euphemisms and contain only information adequate for the purpose.

- 10.9 Because these records are likely to contain highly impactful, sensitive personal data about children. The College will take care when creating them and ensure that they are accessed on a need-to-know basis only, and by trained and appropriate staff. Further, those with responsibility for compiling the records will bear in mind that the records may need to be provided to the children involved and/or their parents in the future and take care that the notes and related communications are concise, factual and objective, focused only on what is necessary for their safeguarding purpose. Where note is made of opinion or unsubstantiated judgement this material will be clearly flagged as non-objective, non-factual data.
- 10.10 The recording of non-objective opinion will take place only when it is judged necessary by the DSL and the making of such records will always be minimised. The language used in the notes will always be appropriate and professional.
- 10.11 Where the College considers that disciplinary action is appropriate for any child/children involved in child-on-child abuse it will take account of any ongoing police proceedings and, in such circumstances, work fully in partnership with the police and/or children's services. Where the matter is not of interest to the police and/or children's services, the College, will seek to take disciplinary action appropriate to ensure positive behaviour management. Before finalising any disciplinary response, the College will always consider its duty to safeguard from harm all children in its care; any identified underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child at issue; the risk that child may pose to other children; and the severity of the peer-on-peer abuse.
- 10.12 The College understands that in circumstances of peer-on-peer abuse both the victim and the perpetrator will require on-going pastoral and educative support, going forward, and the provision of such support will form part of the disciplinary record made of the College's response to any incident.
- 10.13 The response of Bradfield to concerns or allegations of peer-on-peer abuse will, further, form part of the College's ongoing proactive work to embed best practice. The response by the College may become part of its wider prevention work.
- 10.14 Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. **Sexual violence** and sexual harassment exist on a continuum and may overlap, they can occur online and offline (and be both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Bradfield staff should be aware:
- that it is more likely but not invariable that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.
 - of the importance of making clear that sexual violence and sexual harassment is never acceptable, will never be tolerated and is not an inevitable part of growing up;
 - that it is not acceptable to tolerate sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
 - that they must always challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.
- 10.15 **Sexual harassment** is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
 - sexual "jokes" or taunting;

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (Bradfield College will always consider if such actions cross the line into sexual violence - it will always talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- up-skirting, where a picture is taken under a person's clothing, without them knowing, for the purposes of sexual gratification or the humiliation of the victim;
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.

10.16 Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

10.17 Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

10.18 Children who are **Lesbian, Gay, Bi, or Trans** (LGBTQ+) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Children with special educational needs and/or disabilities are also vulnerable to abuse by their peers. See section 13.

11 Allegations against staff

- 11.1 All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Particular care should be taken by those teaching on a one-to-one basis, by boarding staff, by those involved in the personal care of children, and by those who may come into physical contact in the course of educational demonstrations with pupils.
- 11.2 All staff and volunteers should have read and understand the school's staff behaviour and conduct policy.
- 11.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers, will be given at induction and reinforced at regular intervals. Particular note should be taken of the fact that communications between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny. Should a member of staff be required to use reasonable physical restraint on any occasion, this must be reported immediately to the Headmaster or in his absence to the DSL: a written record is maintained of such instances by the Headmaster.
- 11.4 If a pupil makes an allegation against a member of staff other than the Headmaster, or information is received which suggests that a member of staff may be unsuitable to work with children, the member of staff receiving the allegation or being made aware of the information, will immediately inform the Headmaster without informing the member of staff who is the subject of the allegation.
- 11.5 Any person receiving an allegation must not ask leading questions nor guarantee confidentiality to the person making the allegation and must make a written record of what is said by the person making the allegation either contemporaneously or as soon as possible afterwards. This record must be handed to the person stipulated in 13.6 or 13.7 below. However, any person may make a referral to the local authority (Contact, Advice and Assessment Team (CAAS), telephone number 01635 503 090), the local authority Designated Officer (DO or LADO), and/or police in such cases. The matter should not be discussed with others.
- 11.6 The Headmaster on all such occasions will discuss the content of the allegation with the local authority Contact, Advice and Assessment Team (CAAS) and Designated Officer (DO or LADO) and if a crime is alleged with the police at the earliest opportunity and within one working day of receiving the allegation.
- 11.7 If the allegation made concerns the Headmaster, then without notifying the Headmaster this must be referred to the Warden or in her absence the Deputy Warden who will immediately (and within one working day) will consult the local authority Contact, Advice and Assessment Team (CAAS) and Designated Officer (DO or LADO) within one working day and if a crime is alleged with the police without notifying the Headmaster first.
- 11.8 The school will follow the local authority guidance for managing allegations against staff and the College will proceed only when given permission by the local authority and/or police to do so.
- 11.9 Suspension of the member of staff, excluding the Headmaster, against whom an allegation has been made, needs careful consideration, and the Headmaster will seek the advice of the local authority in making this decision.
- 11.10 In the event of an allegation against the Headmaster the decision to suspend will be made by the Warden in consultation with the local authority in making this decision.
- 11.11 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the DBS, with consideration being given to referral to the TRA, and included in references where applicable.
- 11.12 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Consideration will be given to placing a suspended employee

normally resident in College accommodation in temporary accommodation off-site, provided at the College's expense. The views of the LADO and/or police must be given due weight in reaching a decision to suspend.

- 11.13 Consideration will be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. The parents, carers or guardians of the child concerned inform the parents of the child(ren) involved, making them aware of the prohibition on reporting or publishing allegations about a teacher (§ Section 141 F of the Education Act 2011) and make arrangements to keep them informed about the progress of the investigation.
- 11.14 The school will ensure that all staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the staff behaviour code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable and those who board.
- 11.15 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 (or any pupil classified as a vulnerable adult) are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust). Sexual relationships between a member of staff and any pupil aged 18 and over constitute gross professional misconduct and will result in disciplinary proceedings.
- 11.16 If you have a niggling doubt but no clear allegation about any situation involving staff, report this immediately to the Headmaster or if it concerns the Headmaster to the Warden without informing the person regarding whom you have a niggling doubt or any other person.
- 11.17 In cases where an employee or volunteer is suspended during an investigation, the Headmaster will:
- Recognise that suspension of an employee /volunteer in such circumstance must not be construed as a disciplinary penalty. (In consequence a suspended member of staff will be in receipt of full pay and benefits. Voluntary alternatives to suspension - e.g. paid leave of absence - may be considered by the Headmaster.)
 - Interview the employee/volunteer. An employee will be entitled to bring a trade union representative (or a friend) to the interview. At the interview, the employee or volunteer will be informed of the allegation laid against them and provided with all possible information not prejudicial to the conduct of the investigation.
 - Send the suspended employee/volunteer written notification of the reasons for suspension within 24 hours of the oral interview. In this written notification the employee/volunteer will be provided with the name of a member of the SMT who will act as an information channel, keeping them abreast of the progress of the investigation.
 - Inform the Warden and Council of the suspension.
 - Inform the pupil who has made an allegation (and his/her parents) that the accused employee/ volunteer has been suspended.
- In cases where an employee or volunteer is not suspended, the Headmaster will:
- Interview the employee/ volunteer, informing him/her of subsequent actions to be taken by the College and/or Contact, Advice and Assessment Team (CAAS). The Headmaster will discuss whether the employee or volunteer has any wish to receive support or counselling during the investigation. An employee or volunteer will be entitled to bring a trade union representative (or a friend) to the interview.
- 11.18 The College will follow legal guidance for any allegation found to be substantiated, unsubstantiated, false, or malicious.

12 Children in need of early support and intervention

- 12.1 Early help means providing support as soon as a problem emerges at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later
- 12.2 Effective early help relies upon local agencies working together to identify children and families who would benefit from early help, to undertake an assessment of the need for early help and to provide targeted early help services to improve the outcomes for the child and prevent needs escalating to a point where intervention from children's services would be needed.
- 12.3 Inter-agency assessments should take place when a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police). The assessment should be undertaken by a lead professional who should provide support to the child and family and coordinate the delivery of support services. The lead professional could be a teacher, family support worker, health visitor or GP and the decision about who should be the lead professional should be informed by the child and their family. Examples of support services include family and parenting programmes, assistance with health issues and help for problems relating to drugs and alcohol.
- 12.4 For early help assessment to be effective: the assessment should be undertaken with the agreement of the child and their parents and should involve the child and the family as well as the professionals working with them; and professionals should be able to discuss concerns they may have about a child and family with a social worker in the local authority.
- 12.5 If consent is not given for an early help assessment, the DST should consider how the needs of the child might be met. If at any time it is considered that the child may be a child in need or that the child has suffered significant harm or is likely to do so, a referral to the local authority's children's service should be made immediately.
- 12.6 Staff should discuss emerging problems and early help requirements with the DST. If early help is appropriate, the DST will generally lead on liaising with other agencies and setting up an inter-agency assessment. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional as appropriate.
- 12.7 Any such cases should be kept under constant review and consideration given to a referral to local authority's children's service for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Referrals to Children's Social Care/Services for statutory assessments are made under the Children Act 1989:
- Section 17, Child in Need: a child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.
 - Section 47, Child suffering or likely to suffer significant harm: local authorities, with the help of other organisations as appropriate, have a duty to make enquiries if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence and extra-familial threats like radicalisation and sexual exploitation.
 - There may be a need for children's social care and services and/or the police to provide immediate protection whilst an assessment or enquiries are carried out.
- 12.8 The DST is responsible for maintaining effective records of all such cases.
- 12.9 KCSIE states that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)

- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

13 Special education needs, disabilities, and other vulnerabilities

- 13.1 We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. College staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.
- 13.2 The College has pupils with emotional and behavioural difficulties and/or challenging behaviours. The College will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.
- 13.3 As part of our pastoral programmes, staff will teach young people personal safety skills in an age appropriate manner. Pupils will be taught on how to keep themselves safe, and about peer pressure and appropriate relationships.
- 13.4 We have pupils who may have learning difficulties and we are aware that they are vulnerable to abuse because they may be unable to express themselves to others. Instead such pupils may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.
- 13.5 Where necessary, the school will provide additional training to staff in the use of alternate communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the pupil.
- 13.6 We promote high standards of practice, including ensuring that children with disabilities know how to raise concerns, and have access to a range of adults with whom they can communicate.
- 13.7 We are also aware of the vulnerability of other pupils, including those Children who are **Lesbian, Gay, Bi, or Trans** (LGBTQ+) can be targeted by others. In some cases, a child who is perceived to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

14 Other Concerns

14.1 Children Missing Education (CME)

All children of school age, regardless of their circumstances, are entitled to full-time education which is suitable to their age, ability, aptitude and any special educational needs or disabilities they may have.

14.2 As indicated in Keeping Children Safe in Education, ‘a child going missing from education is a potential indicator of abuse or neglect’. All staff should be aware that children going missing, particularly repeatedly, may act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect (potentially sexual abuse or child criminal exploitation). It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or forced marriage.

14.3 Early intervention is necessary to identify any underlying safeguarding risk and to help prevent the risks of the child going missing in future.

14.4 Staff working within the school know and implement the school’s policy on Missing Children, actively search for children who are missing, including working with the police where appropriate. Any child subject to a Multi-Agency Child Protection Plan who is missing without satisfactory explanation will be reported to their Key Social Worker as soon as possible and within two days in any case.

14.5 Staff will monitor pupils’ attendance and will inform senior staff who in turn will be in touch with the local children’s services for pupils who are regularly absent from school or have missed 10 school days or more without permission.

14.6 The school will notify the local authority when a pupil of school age is to be deleted from the admission register.

14.7 Where reasonably possible, the school will hold more than one emergency contact number for each pupil.

14.8 Looked-After Children (LAC)

A ‘Looked-After’ Child is one who is subject to a care order (either an interim or a full care order), or who is voluntarily accommodated by the local authority.

The most common reason for children to be looked after by the Local Authority is as a result of abuse and/or neglect.

Appropriate pastoral staff should have all the relevant information required about:

- The child’s looked after legal status (i.e. they are looked after under voluntary arrangements with the parents’ consent, or are under an interim or full care order)
- The levels of authority delegated to the carer by the local authority
- Details of the child’s social worker
- The name of the Virtual School Head in the authority that looks after the child (a Virtual School Head is an officer employed by the local authority to promote the educational achievement of the child)

Any Looked-After Children in the school are supported by a designated teacher, whose aim is to promote and support their educational progress.

A previously Looked-After Child remains potentially vulnerable, and, where relevant, all staff will be supported to develop the skills, knowledge and understanding to keep him/her safe. In such a case the DSL and pastoral team would work closely with all agencies.

The school recognises the need for prompt action to be taken when necessary to safeguard any LAC children, given their particular vulnerabilities.

14.9 Homelessness

There are many situations which are potentially harmful or concerns which may cause harm to children, and any evidence of any of these should be presented to the DST without delay.

Being or being at risk of becoming homeless present a real risk to a child's welfare. The DSLs are aware of the contact details and referral routes in the Local Housing authority so that they can raise concerns quickly where needed, together with a referral to Children's Social Care if a child is at risk of harm.

Indicators that a family may be at risk of homelessness may include a family being asked to leave a property or other such as:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour

15 Prevent Strategy and Safeguarding

- 15.1 The school values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 15.2 The school follows statutory guidance in its efforts to protect children and young people against the messages of violent extremism and all staff are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology: the school has due regard to 'the need to prevent people from being drawn into terrorism' in line with the Counter-Terrorism and Security Act 2015 and Prevent Duty guidance.
- 15.3 Members of staff complete an online general awareness training module on Prevent that includes information on when it is appropriate to make a referral to Channel on a schedule to be determined in consultation with the local children's services.
- 15.4 Staff are aware of the increased risk of online radicalisation. Suitable IT filtering, screening and monitoring is in place on the College's computer system.
- 15.5 Visiting speakers will be vetted so that the College can be satisfied that the information provided by speakers will be aligned to the ethos and values of the school and to British values.
- 15.6 Any concerns in relation to possible radicalisation will be discussed with a pupil's parents unless there is a specific reason to believe that to do so would put the pupil at risk.
- 15.7 Staff will be made aware at safeguarding training of the guidance offered in the Revised Prevent Guidance for England and Wales (2015) and will be alerted to characteristics within children and families that may indicate radicalisation or warning indicators of those who may be vulnerable to radicalisation.
- 15.8 Staff will treat any radicalisation or extremism concerns in the same manner as safeguarding concerns and will follow the College's safeguarding and child protection procedures as outlined in the blue card.
- 15.9 Indicators of radicalisation
- Identity Crisis: distance from cultural or religious heritage and uncomfortable with their place in the society around them
 - Personal Crisis: family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
 - Personal Circumstances: migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - Unmet Aspirations: perceptions of injustice; feeling of failure; rejection of civic life
 - Criminality: experiences of imprisonment, probation, etc.; poor resettlement or reintegration, previous involvement with criminal groups

Access to extremism and extremist influences; questions to ask:

- Is there reason to believe that the pupil associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the pupil is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the pupil frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc.)

- Is there reason to believe that the pupil has been or is likely to be involved with extremist/military training camps/locations?
- Is the pupil known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?
- Does the pupil sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the pupil support groups with links to extremist activity but not illegal or illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences; questions to consider:

- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the pupil resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) and it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the pupil's behaviour or outward appearance that suggests a new social and political or religious influence?
- Has the pupil come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel; questions to consider:

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the pupil travelled for extended periods of time to international locations known to be associated with extremism?
- Has the pupil employed any methods to disguise their true identity? Has the pupil used documents or cover to support this?

Social Factors; questions to consider:

- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil experience a lack of meaningful employment appropriate to their skills?
- Does the pupil display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the pupil demonstrate identity conflict and confusion normally associated with youth development?
- Does the pupil have any learning difficulties/mental health support needs?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Does the pupil have a history of crime, including episodes in prison? • Is the pupil a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the pupil have insecure, conflicted or absent family relationships?

- Has the pupil experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the pupil's life has extremist view or sympathies?

More critical risk factors could include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage • Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

16 Related Policies

16.1 Related school policies are published through the school website:

- **Safer recruitment:** this sets out approach taken to required pre-appointment checks and describes how records are maintained. Checks for staff in paid employment will normally include: identity, relevant qualifications, DBS and barred list, right to work in the UK, references, medical, detailed employment history. Additional checks are in place for those who have worked overseas and for those working with children under the age of 8 e.g. during any summer school run under the auspices of the school.
- **Anti-bullying:** this sets out the school's approach to bullying in all its forms, and notes that bullying which causes or threatens serious harm to a pupil is potentially a child protection matter. Aspects of bullying are noted under peer-on-peer abuse above.
- **Pupil behaviour:** this sets out the school expectations for high levels of pupil conduct and describes how the school seeks to achieve these.
- **Staff behaviour and code of conduct:** this provides guidance to staff on how they should conduct themselves in their relationships with pupils and advice on the use of social media.
- **Acceptable use of IT:** this sets out a code of conduct for users of the school's IT systems, which are filtered and monitored centrally.
- **Whistleblowing:** this provides guidance for anyone wishing to draw the attention of the senior leadership, the Headmaster or the governors any problematic feature of safeguarding either in general or with regard to an individual case.
- **Health and safety and educational trips and visits:** these provide guidance to staff on maintaining a safe environment within the school and when taking pupils on external trips and visits.

Appendix A:

Remote Teaching and Pastoral Care & other educational arrangements required in Emergency Circumstances

- 1.1 In circumstances where a pupil is forced by circumstances to be absent from the College site for protracted period, or in circumstances where the College's operation on site is, either in part or wholly, suspended as a consequence of a national emergency (e.g. epidemic or pandemic infection), the College may offer home tuition and pastoral support to pupils using telephone and on-line resources.
- 1.2 Before members of staff begin working remotely with pupils, on-line or by telephone, the particular arrangements being developed by the College management team will be risk assessed. The DSL will be responsible for ensuring this Safeguarding Risk Assessment is systematically undertaken and will sign off the Risk Assessment, once it is completed to the DSL's satisfaction. The DSL will also be responsible for regular review of the Risk Assessment in light of on-going experience of remote working. Review of arrangements will take place at least once in each calendar month and be signed off by the DSL. The DSL will report to governors on the Risk Assessment, and the subsequent operation of the remote arrangements developed in light of it, in her report to the College Pastoral Committee and in her annual Safeguarding report to full Council.
- 1.3 For the duration of the period when Remote Teaching and Remote Pastoral Care is offered by the College, the DSL or one of her deputies (DDSLs) will be available and contactable by telephone and e-mail. Staff, pupils and parents will be informed that they are free to contact the DSL/DDSLs with any Safeguarding concerns and that the normal channels for reporting such concerns, in place when the College is in session on site will be maintained. The contact details of the Safeguarding team are set out at the front of this policy document.
- 1.4 Staff will be informed of the arrangements for remote teaching/pastoral care. This communication will detail the protocols that must be followed by teachers and pastoral staff, as set out below in this policy document. Staff will be told that they must contact the DSL/DDSLs if there is any aspect of the protocols that they do not understand, or which presents them with insurmountable difficulties.
- 1.5 Pupils will be informed of the arrangements for remote teaching/pastoral care. This communication will detail the protocols that must be followed by pupils, as set out below in this policy document.
- 1.6 Parents will be informed of the arrangements for remote teaching/pastoral care. This communication will detail the protocols that must be followed by teachers and pastoral staff, and also set out the protocols which must be followed by pupils. Parents will be told that they must contact the DSL/DDSLs if they become aware that any of these protocols is not being properly followed
- 1.7 The DSL and other members of the College Senior Management will be able to drop into scheduled on-line lessons and tutorials provided using Microsoft Teams to ensure that the protocols set out below are being appropriately observed by teachers and pupils. They will not be able to access conversations with College Counsellors taking place using Skype, Facetime or Zoom.

2 Remote Pastoral Care

- 2.1 "Remote pastoral care" will primarily entail contact on a weekly basis (in scheduled term-time) aimed to replicate the one-to-one tutorial conversations each pupil has with a tutor when the College is in session. Further pastoral needs may be met by provision that is individually tailored to support a particular pupil. These further provisions will aim to replicate as far as possible the interventions initiated and managed by the Housemaster/mistress in the normal course of a pupil's boarding education.
- 2.2 Weekly one-to-one tutorials will last between 15 and 20 minutes as is normative and be provided in line with these protocols:
- 2.3 Notes will be kept by the tutor on the Tutor Dashboard on Firefly, in line with normal College procedures.

- 2.4 No tutorial conversation will last in excess of 20 minutes.
- 2.5 The tutor will ring the parent to inform them that the tutorials are being set up and agree the means by which the one-to-one conversations will be conducted. The conversations may take place by telephone or by using MS Teams.
- 2.6 Microsoft Teams is a system provided by the school network. The tutor will always log onto the network using his/her own College Log in. The system will automatically record the date and time of the contact, the name of the recipient, and the duration of the conversation. The tutor's HsM and/or the DSL will periodically review the record of his/her tutorial conversations.
- 2.7 The following Safeguarding protocols will be followed when tutorials are delivered using Microsoft Teams:
- 2.8 The teacher will:
- Dress in a professional manner (as if present in the College classroom or on duty in a boarding house);
 - Not work one-to-one with a pupil when alone at home (or in a College department) – i.e. the rules requiring a second responsible person to be present when a pupil visits a teacher at their home in Bradfield will apply. (In circumstances where the College is closed and the teacher lives alone and no second responsible person is available, the teacher will invite the HsM to the meeting, so that they will be able to drop into scheduled on-line tutorials as needed.)
- 2.9 The pupil(s) parents will:
- Ensure that their child only participates in on-line face-to-face tutorial when dressed in an appropriate manner (the teacher will terminate the tutorial arrangement immediately *and finally*, if this condition is breached in any way by the pupil);
- Ensure that their child engages on-line with the tutor from one of the family rooms at home (kitchen, sitting room etc.).
- 2.10 In exceptional circumstances, where work in a public space within the home does not constitute a reasonable arrangement, and the child has to engage on-line with the tutor from a private area (e.g. their bedroom at home), the parents may e-mail the tutor to set up special circumstances. They will be formally advised by the tutor, in response, that the College's unconditional and minimum expectation is that the on-line tutorial will *in every case* take place: (a) with the door to the pupil's private area held fully open and (b) on the understanding that the parent(s) will occasionally look into the room, to ensure that the on-line work is proceeding in an appropriate manner. If these supervision arrangements are evidently not fulfilled by the parents, the tutorial arrangement will be terminated immediately by the teacher.
- 2.11 Telephone tutorials will be available as an alternative to tutorials using MS Teams and will, ideally, be made using a College landline or College mobile phone. The tutor will record the time each tutorial call was made, the number called and the duration of the tutorial conversation. Tutorial phone calls will in every case be made to the number agreed between the tutor and the parents when the tutorial arrangement was initially set up (see [c] above). Weekly, a summary collation of all tutorial telephone calls (time made/number used/duration of call) will be provided to the HsM by each member of the house tutor team.
- 2.12 If the tutor is self-isolating in the context of epidemic or pandemic infection and has no access to College Teams or a College telephone, the tutor may then use a home telephone or personal mobile, withholding their personal number by using the 141 prefix. When a home/personal phone must be used by the tutor the parents will be asked to send the tutor an e-mail confirming that they agree to this arrangement.
- 2.13 Tutors will be mindful of the needs of vulnerable pupils and if there are indications of problems developing (for example, as a result of loneliness or anxiety generated by the conditions under which the College has been forced to operate), they will discuss these indications with the pupil's HsM. The HsM may discuss concerns with the pupil's parents. Where appropriate, the pupil's Welfare Plan will be updated by the HsM, in response to identified difficulties, and the Deputy Head (Pastoral) alerted to changing circumstances in the pupil's life.

3 Remote Teaching

- 3.1 “Remote teaching” will primarily be facilitated by resources posted on the College Firefly system, use of One Note, and through MS Teams. This will include provision/delivery of content and posted assignments. Materials posted will be age-appropriate and reading/film material will be fully reviewed by the teacher before being posted for pupil use. Recorded material will not be shared beyond the Bradfield College on-line community.
- 3.2 Provision of feedback on work submitted by pupils will be offered in a manner which seeks to replicate (so far as is possible) the feedback provided by teachers when the College is working normally. This includes generic group feedback on work (which will be posted on Firefly or OneNote) and specific feedback to individual pupils where a teacher deems this necessary (which will be provided through the above platforms using e-mail, MS Teams or by telephone exchange).
- 3.3 Face-to-face engagement with pupils will be provided in accordance with these protocols:
- 3.4 Parents will be informed that provision is being made and the means by which it being delivered will be explained by the College;
- 3.5 Group tuition may be provided by a teacher using MS Teams. The College will inform the parents before initiating tuition on MS Teams, specifying the likely duration of each of the sessions and the frequency with which they will happen. No group session on MS Teams will last longer than the duration of a College period (i.e. 40 minutes).
- 3.6 MS Teams is a system provided by the school network. The class teacher will always log onto the network using his/her own College log in. The system will automatically record the date and time of the contact, the names of the recipients, and the duration of the lesson.
- 3.7 A teacher using MS Teams for individual work will e-mail the parents before the session, specifying its likely duration. No individual session on MS Teams will last longer than the duration of a College tutorial (i.e. 20 minutes). The teacher will always log onto the network using his/her own College log in. The system will automatically record the date and time of the contact, the name of the recipient, and the duration of the feedback/individual tuition.
- 3.8 A teacher using the telephone for individual work will e-mail the parents before the session, specifying its likely duration. Telephone contact will ideally be made using a College Landline or College Mobile Phone. If the teacher is self-isolating, however, in the context of epidemic or pandemic infection, and has no access to a College telephone, (s)he may use a home telephone or personal mobile, withholding their personal number by using the 141 prefix. In circumstances when a home/personal phone must be used by the teacher, the set-up e-mail sent to parents by the teacher will request a response confirming that they agree to the proposed arrangement.
- 3.9 Feedback/tuition phone calls will in every case be made to a number agreed between the tutor and the parents when the telephone arrangement was initially set up (see [e] above). The teacher will keep a record of the time each call was made, the number called and the duration of the feedback conversation. Weekly, a summary collation of all feedback telephone calls (time made/number used/duration of call) will be provided to the HoD by each member of the department using telephone contact to support pupils’ learning.
- 3.10 Regular and careful vigilance by the Heads of Department and the pupil(s) parents is necessary. The following safeguarding protocols will be followed:
- 3.11 The class teacher will inform his/her HoD that they intend to use one-to-one support (by MS Teams or telephone) to support individual learning. The HoD will keep this information on file.
- 3.12 When the class teacher e-mails the pupil(s) family(ies) to inform them of planned on-line teaching arrangements, they will offer an *explicit* opportunity for the family to refuse permission for it to happen.
- 3.13 The e-mail from the teacher will formally outline the conditions under which the on-line teaching must take place and state that the parents’ consent to operate according to these rules is required by the College.
- 3.14 In the course of individual feedback/tuition using MS Teams, the teacher will:
 - Dress in a professional manner (as if present in the College classroom or on duty in the

boarding house);

- Make a note of the date/time of each session's start and a summary note of its duration and content;
- Not work one-to-one with a pupil when alone at home (or in a College department) – i.e. the rules requiring a second responsible person to be present when a pupil visits a teacher at their home in Bradfield will apply. (In circumstances where the College is closed and the teacher lives alone and no second responsible person can be available, the teacher will invite the HoD to the meeting, so that they will be able to drop into scheduled on-line tutorials as needed.)

3.15 The pupil(s) parents will:

- Ensure that their child only participates in on-line face-to-face tuition when dressed in an appropriate manner (the teacher will terminate the tuition arrangement immediately *and finally*, if this condition is breached in any way by the pupil);
- Ensure that their child engages on-line with the teacher from one of the family rooms at home (kitchen, sitting room etc.).

3.16 In exceptional circumstances, where work in a public space within the home does not constitute a reasonable arrangement, and the child has to engage on-line with the teacher from a private area (e.g. their bedroom at home), the parents may e-mail the teacher to set up special circumstances. They will be formally advised by the teacher, in response, that the College's unconditional and minimum expectation is that the on-line tuition will *in every case* take place: (a) with the door to the pupil's private area held fully open and (b) on the understanding that the parent(s) will occasionally look into the room, to ensure that the on-line work is proceeding in an appropriate manner. If these supervision arrangements are evidently not fulfilled by the parents, the tuition arrangement will be terminated immediately by the teacher.

4 Remote Instrumental Instruction, Voice Coaching and LAMDA

4.1 Instrumental and singing tuition, and LAMDA lessons (which are in most cases offered one-to-one in normal College routine) may also be offered one-to-one on-line, using Facetime, Skype, Zoom or MS Teams. An arrangement can only be set up on receipt of a written request from parents, addressed to the Director of Music or the Director of Drama.

4.2 In fulfilling such a request, the College will follow these Safeguarding protocols:

4.3 The Director of Music/Drama will confer with the pupil's instrumental teacher/ voice coach (to verify that the tuition will be practicable for the teacher and valuable to the student) and then respond to the parent, agreeing to the request, or asking for further discussion;

4.4 The response will be copied to the Director of Wellbeing who is one of the Deputy DSLs and the parental request will be filed, along with the given response, by Director of Music/Drama;

4.5 The Director of Music/Drama's response will include formal outline of the conditions under which the on-line meetings must take place and a statement that the parents must operate according to the following Safeguarding arrangements;

4.6 No single on-line session with an instrumental teacher, voice coach or LAMDA teacher will last more than the usual lesson time;

4.7 The teacher will:

- Dress in a professional manner (as if present in the College classroom) for any MS Teams, Skype, Zoom or Facetime conversation;
- Make a note of the date/time scheduled for each lesson, and send a copy of his planned schedule (which may include other pupils at the College) to the Director of Music/Drama (including a summary note of the content of each lesson), at the end of each day;
- Not work on-to-one with a pupil when alone at home (or in the College Music School or Drama Dept) – i.e. the rules requiring a second responsible person to be present when a pupil

visits a teacher at their home in Bradfield will apply. (In circumstances where the College is closed and the teacher lives alone and no second responsible person can be present, the teacher will invite a colleague from Bradfield to the meeting, so that they will be able to drop into scheduled on-line tutorials as needed).

4.8 The pupil(s) parents will:

Ensure that their child only participates in on-line face-to-face tuition when (the teacher will terminate the tuition arrangement immediately *and finally*, if this condition is breached in any way;

4.9 Where music/LAMDA tuition in a public space within the home does not constitute a reasonable arrangement, and the child has to engage on-line with the teacher from a private area (e.g. their bedroom at home), the parents may e-mail the teacher to set up special circumstances. They will be formally advised by the teacher, in response, that the College's unconditional and minimum expectation is that the on-line tuition will *in every case* take place: (a) with the door to the pupil's private area held fully open and (b) on the understanding that the parent(s) will occasionally look into the room, to ensure that the on-line work is proceeding in an appropriate manner. If these supervision arrangements are evidently not fulfilled by the parents, the tuition arrangement will be terminated immediately by the teacher.

5 Remote Pastoral Support: Counselling

5.1 Established professional counselling (which is in normal operating circumstances routinely offered one-to-one, unsupervised at the College) may continue on-line, using Skype, Facetime, Zoom or Microsoft Teams, on receipt of a written request from a child's parents, the pupil, or from the professional counsellor. The request will be addressed to the Designated Safeguarding Lead. If made by the counsellor, it need not name the pupil directly (XY of A/B House will be sufficient) but the request must contain a clear statement explaining why on-going support of the pupil is important.

5.2 In deciding to agree such a request, the College will require these safeguarding protocols to be in place:

5.3 The DSL will determine if the support requested will be practicable for the provider and valuable to the student and file the response

5.4 The DSL will formally outline the conditions under which the on-line meetings must take place

5.5 No single counselling session will last in excess of 60 minutes.

5.6 The counsellor will:

- Dress in a professional manner (as if present in the College counselling room) for any MS Teams, Zoom, Skype or Facetime conversation;
- Make a note of the date/time scheduled for each session, and send a copy of his planned schedule to the Deputy Head (Pastoral) by the end of the day;
- Not work one-to-one with a pupil when alone at home. The rules requiring a second responsible person to be present in the home when a pupil visits a teacher at home in Bradfield will apply. (In circumstances where the counsellor providing pastoral support lives alone and no second person can be present in the home during the counselling session, the support will not be available unless the explicit permission of the pupil's parent is provided);

5.7 The child will:

- only be permitted to participate in on-line face-to-face pastoral conversation if dressed in an appropriate manner, and the counsellor will terminate the support arrangement immediately *and finally*, if this protocol is breached in any way;
- be required to formally confirm at the start of any session that they are not alone in the home, and the counsellor will formally record that this affirmation has been made.

5.8 If any of these arrangements are evidently not fulfilled by the pupil, the counselling support will be terminated immediately by the counsellor.

6 Particular Safeguarding Issues

- 6.1 Promoting Wellbeing: Remote teaching and pastoral care creates significant challenges for those working alone at home, both staff and pupils.
- 6.2 It is important that individuals do not spend too much time sitting in front of a computer screen without a break and the College recommends that breaks are taken in a manner which replicates the normal rhythms of a school day.
- 6.3 Individuals need to be mindful of the need for good posture at workstations and it is strongly recommended that laptops are placed on a desk or table, and not worked at for long periods resting on the lap or knee.
- 6.4 Isolation can place strains on mental and physical health. It is important that everyone takes regular daily exercise of some sort and that they seek social interaction, either with families at home or online.
- 6.5 On-line Bullying: Both teachers and pupils need to bear in mind that bullying can happen as easily on-line as it can in physical form.
- 6.6 Everyone needs to re-read the Acceptable Use Agreement and the Anti-bullying policy, available on the website, to make sure that they do not slip into behaviour that might be felt to be bullying in character. Unkindness on-line cannot be excused as “teasing or “banter” and everyone has to be sensitive to their audience when writing or posting material.
- 6.7 Pupils who feel that they have been subject to on-line bullying of any sort should report it immediately to their Housemaster/mistress in the expectation that the issue will be taken very seriously.
- 6.8 The College is mindful that some on-line bullying amounts to on-line abuse and will deal with behaviour that potentially constitutes abuse in line with the provision outlined earlier in this policy document.
- 6.9 Disciplinary Arrangements: The disciplinary structures of the College will remain operative during any period of Remote Teaching/Pastoral Care.
- 6.10 Expectations of behaviour are outlined in the College Behaviour Policy and the sanctions associated with poor behaviour are also set out in the document.
- 6.11 Pupils must be clear that on-line misbehaviour will be addressed in exactly the same way if initiated from a pupil’s home as it would be if the misbehaviour were to take place at the College.
- 6.12 Reporting of Safeguarding Concerns: The system for reporting Safeguarding concerns, disclosures and allegations of abuse do not change when the College is working remotely. Either the DSL or one of her deputies will be on duty 24/7 in term-time and those wishing to make a report or discuss a concern must not hesitate to make contact.