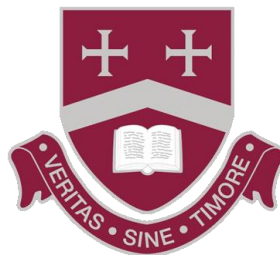


Child Protection and Safeguarding Policy and Procedures



CATERHAM SCHOOL



CATERHAM PREPARATORY SCHOOL

CATERHAM SCHOOL ETHOS AND AIMS

Inspiring Education for Life

Caterham School is one of the leading co-educational schools in the country. We are committed to providing an environment in which all pupils are challenged to be the best they can be and one in which pastoral care and well-being underpin academic, co-curricular and sporting excellence. The majority of our pupils are day pupils but we are also a thriving boarding community, which enriches the educational opportunity and experience for all. We believe in providing an education for life for all Caterhamians and we seek to ensure that the learning experience at our school blends the best of tradition with the exciting opportunities provided by new technology. Learning how to learn is a key facet of a Caterham education and is in our view an essential skill for life in the twenty-first century. We believe that a truly excellent school is about more than academic achievement alone: it is also about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence without arrogance and genuine interests that extend beyond the confines of the classroom.

At Caterham School we focus on developing the whole person, aiming to ensure that each pupil leaves here ready for the challenges of life at university and beyond and understanding their responsibilities towards others. We want our pupils to leave Caterham well equipped to engage positively with a rapidly changing world as accomplished problem solvers and innovators, confident in their ability to lead and with a clear appreciation of and respect for the views and potential of others. In so doing we remain true to our founding Christian principles and values.

School Contacts

Senior School:

Designated Safeguarding Lead:	Gaëlle Sullivan	gaelle.sullivan@	Ext 297
Deputy DSLs:	Daniel Gabriele	daniel.gabriele@	Ext 267
	Sarah Griffiths	sarah.griffiths@	Ext 269
	Adam Webster	adam.webster@	Ext 254

Alternatively, the email address dsl@caterhamschool.co.uk can be used to reach any of the DSL team.

SMT Emergency Duty Phone (24 hours): 07476 299036

Prep School and Pre-Prep School:

Designated Safeguarding Lead:	Howard Tuckett (Headmaster)	howard.tuckett@	Ext 242
Deputy DSL:	Annie Ingrassia (Prep Deputy)	annie.ingrassia@	Ext 282
EYFS Safeguarding:	Kathy Browett	kathy.browett@	Ext 274

(all e-mail addresses are @caterhamschool.co.uk)

Headmaster and Trustee Contacts

Headmaster:	Ceri Jones	ceri.jones@ Ext 223
Chair of Trustees:	Ed Smith	Via Clerk of Trustees john.king@
Nominated Safeguarding Trustees:	Pamela Wilkes Tracey Eldridge-Himners	Via Clerk of Trustees john.king@

External Agency Contacts

The School's local safeguarding children board is **Surrey Safeguarding Children Board** (SSCB). The website can be found [here](#).

The Independent Schools Inspectorate (ISI) website can be found [here](#).

Surrey Children's Services: all concerns to go via Surrey's [Multi-Agency Safeguarding Hub](#) (MASH), which responds to initial enquiries about children, young people and adults. The MASH is based at Guildford Police Station and combines Children's Service social workers, Adult's Service social workers, and health and police staff. Tel: 0300 123 1620. Email: mash@surreycc.gov.uk (during normal office hours). The one number above is used for all enquiries. Out of working hours (9.00 am - 6.00 pm) urgent enquiries must be directed to 01483 517898 gets you through to the emergency duty team or, in an immediate emergency, the Surrey police should be called on 999.

The Local Authority Designated Officer (LADO): 0300 123 1650. Email: LADO@surreycc.gov.uk. The LADO manages allegations against individuals who work or volunteer with children in Surrey. It bears repeating here that any individual is able to make a referral, not just a DSL or senior teacher.

SSCB Surrey Child Protection procedures are available at www.surreycc.gov.uk/safeguarding

The Early Help Partnership Service will assist the School, supporting enquires and the Lead Professional on 0208 541 9282. Further information is available at www.surreycc.gov.uk/earlyhelp

The Surrey Family Information Service is a free internet telephone and outreach service providing information and advice to parents of children 0-19, and young people up to 25 years where they have a disability or special educational needs.

Ian McGraw the Education Safeguarding Advisor for Surrey can be contacted for advice on 07772 009477. Email: ian.mcgraw@surreycc.gov.uk.

SSCB PREVENT: information on Surrey's Prevent Partnership Group and Channel Panel can be found [here](#). The SSCB Prevent contact, Gordon Falconer, can be reached on 0208 541 7296 or 07971 673808. Email: gordon.falconer@surreycc.gov.uk. GCSX email: gordon.falconer@surreycc.gcsx.gov.uk (for content up to RESTRICTED).

DfE PREVENT support: The DfE's dedicated telephone helpline and mailbox for non-emergency advice for staff and governors is 020 7340 7264. Email: counter-terrorism@education.gsi.gov.uk.

FGM: The Diversity Crimes Unit (DCU), a dedicated Surrey Police team that deals with honour-based violence, forced marriage and female genital mutilation (FGM), can be reached on 01483 639673. Email: diversitycrimesunit@surrey.pnn.police.uk. The reporting of FGM is **mandatory** from October 2015.

The Pupil Tracking Officer will be notified where any child is removed from the School and the whereabouts of their next school is unknown. Email: susan.strank@surreycc.gov.uk or contact through 0300 200 1006.

Police (non-emergency): 01483 637579 or 07967 9885534. Speak to PC 3530 Matt Savage (Neighbourhood Team, Mole Valley). Email: molevalley@surrey.pnn.police.uk

OFSTED Safeguarding Children: 08456 404046 (Monday to Friday 8.00am to 6.00pm). Email: whistleblowing@ofsted.gov.uk

Disclosure and Barring Service: 01325 953795. The government webpage can be found [here](#).

National College for Teaching and Leadership: 0345 609 0009.

Further advice on child protection is available from:

Children's Commissioner: <http://www.childrenscommissioner.gov.uk/> **NSPCC:** <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

I. Policy Statement

The welfare of our pupils is the school's paramount concern. As a School we do all that we can to promote the welfare of pupils and to ensure that children are protected from harm both within the School and beyond our direct control. The School recognises that we have a duty to protect children at risk of harm and also those children who need extra help, including children in the Early Years Foundation Setting (EYFS). To that end we are committed to:

- Establishing and maintaining an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensuring that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
- Including across the curriculum, such as through the Wellbeing programme, opportunities which equip children with the skills they need to stay safe from harm and to ensure they know to whom they should turn for help. This would necessarily include a focus on e-safety and on promoting emotional and mental well-being and resilience in a rapidly changing world which presents new challenges, such as the risks of extremism and radicalisation.

It is the responsibility of all staff, including volunteers and staff of contractors to 'read at least' Part I *Keeping Children Safe in Education, September 2016* (including Annex A) and the School's procedures in relation to child protection and child safeguarding, which must be read and understood. It is the School's responsibility to ensure that 'mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance', and this is done through a range of activities, briefings, and updates.

This policy has been developed in accordance with the principles established by [Keeping Children Safe in Education, September 2016](#) and in line with government publications and guidance, including:

- [Working Together to Safeguard Children, March 2015](#)
- [What to do if you are worried a child is being abused, DfE March 2015](#)
- [Disqualification under the Childcare Act 2006, February 2015](#)
- [Early Years Foundation Stage Framework, 2014](#)
- [Education for Children with health needs who cannot attend school, 2013](#)
- [SEND Code of Practice 0-25, 2015](#)
- [The UK Equality Act, 2010 and guidance](#)
- [Boarding schools: National Minimum Standards, April 2015](#)
- [SSCB Early Help Levels of Need \(thresholds and guidance\), September 2016](#)
- [Supplementary Advice to Keeping Children Safe in Education, October 2014](#)
- [Revised Prevent Duty Guidance for England and Wales, March 2015](#)
- [The Prevent duty: Departmental advice for schools and childcare providers, June 2015](#)
- [The use of social media for online radicalisation, July 2015](#)
- [SCCB Prevent Strategy, June 2015](#)
- [FGM risk and safeguarding, March 2015](#)
- [Disclosure and Barring Service \(DBS\)](#)

As part of the School's inductions and safeguarding training, all staff are provided with a copy of part I of *Keeping Children Safe in Education, September 2016* and the School's Child Protection (Safeguarding) Policy, they are required to read this information. They are also required to read the Professional Code of Conduct (Staff Behaviour) Policy, and will be informed of the identity and contact details of the DSL.

All staff read and sign the Caterham Staff-Student Relationship Guidance (see Appendix 1) published each year. Staff are trained regularly in line with the Surrey Safeguarding Children Board (SSCB) guidance (every 3 years as advised by them in writing), and the School follows the procedures as set out by SSCB.

The Trustees take their responsibility seriously by following the Independent Schools Standards Regulations 2014, and *Keeping Children Safe in Education, September 2016* to ensure there are effective safeguarding/child protection arrangements in place and that this policy is fully implemented; 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 or who need extra help.

The Main Board of Trustees undertakes an annual audit and review of the School's Child Protection Policy and procedures and of the efficiency with which the related duties have been discharged (responsibility of DSL). The Welfare, Child Protection and Safeguarding Committee is responsible for Child Protection & Safeguarding and Safer Recruitment on behalf of the Trustees. The Chair of this Committee can be contacted through the Clerk to the Trustees in confidence. She is **Mrs Pamela Wilkes**.

Aims of the Policy:

- To support each child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, confident in knowing how to approach adults if they are in difficulty or danger.
- To provide an environment and framework in which children and young people know they will be listened to.
- 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.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and to ensure that we contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the School which will be followed by all members of the School community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.

This policy works in conjunction with:

- Staff Recruitment Procedures
- Recruitment Selection and Disclosure Policy and Procedure
- Whistleblowing Policy
- Single Central Register of Appointments
- Behaviour Policy
- Restricted Physical Intervention Policy
- Missing Pupils Policy
- Uncollected Child Policy
- Mobiles and/or Digital Devices Policy
- United Learning: Staff-Student Relationship Guidance
- Professional Code of Conduct Policy (Staff Behaviour Policy)
- Anti-Bullying Policy

- Cyberbullying Policy
- E-Safety Policy
- Social Media Policy for Staff
- Staff Suitability Self-Declaration Form (Disclosure by Association)

2. Management of safeguarding – roles, responsibilities and training

Gaëlle Sullivan, (Senior Teacher, Safeguarding) is the DSL for the Senior School and co-ordinates safeguarding. Daniel Gabriele (Principal Deputy Head), Sarah Griffiths (Deputy Head Pastoral and Wellbeing) and Adam Webster (Senior Teacher, Innovation) are the Deputy DSLs for the Senior School. Howard Tuckett, Preparatory Headmaster is the DSL for the Preparatory and Pre-Preparatory and concerns regarding pupils in these should normally be first directed to him. Annie Ingrassia, Preparatory Deputy Head, deputises for him. Kathy Browett, Head of Pre-Prep holds responsibility for safeguarding children within the school's EYFS setting and liaising with local statutory children's agencies as appropriate. Johanna Field, Director of Human Resources, is qualified to deliver Child Protection Training and all staff recruitment procedures and staff appointment checks procedures are followed, in line with ISSRs.

The DSL is responsible for:

- Referring a child to Children's Services in cases of possible abuse and to the LADO, within 24 hours, in cases of allegations against staff, trustees or volunteers. The DSL will act as a focal point for staff to discuss any concerns. In borderline cases, such where a clear judgment cannot be made, the LADO or South East Referral Hub must be contacted for advice. The LADO's function is to provide such advice and preside over investigation of any allegation or suspicion of abuse directed against anyone working in the School. The South East Referral Hub will be contacted where abuse is suspected involving any adult or young person outside of School. If a criminal offence is suspected, the police must be contacted at once.
- Completing (along with the DDSLs) the online PREVENT General Awareness training in order to be able to provide advice and support for others.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records. Child Protection concerns are kept indefinitely, which goes beyond the guidance of 25 years after the date of birth of the child.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that either they or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Ensuring the School contributes effectively to interagency working, including using, where necessary, the Common Assessment Form.
- Providing the Safeguarding Trustee and the Headmaster an annual audit and review for the Trustees, detailing any changes to the policy and procedures; training undertaken by the

Children Protection trained staff, and by all staff and Trustees; number and type of incidents/cases, and number of children on the child protection register (anonymised).

- Providing training for senior pupils in prefect or mentoring roles on what to do if a disclosure is made to them.
- Deal with allegations or disclosure of abuse by pupil/s to another by informing the Headmaster. On all such occasions will discuss the content of the allegation with the parents of both pupils and if appropriate Surrey Children's Services and in accordance with National Minimum Standards, Appendix 2, item 1, 2015.
- Allegations of historic abuse will be reported to the police.

Johanna Field, Director of Human Resources and a trained DSL (see above), is responsible for:

Ensuring all new staff, including temporary staff and volunteers, must be provided with induction training that includes:

- the school's Child Protection and Safeguarding Policy
- the Professional Code of Conduct (Staff Behaviour) Policy
- the identity of the designated person, DSL
- a copy, or link to a copy, of Part 1 of *Keeping Children Safe in Education, September 2016*
- training in safeguarding children which will include how to respond to a pupil who discloses abuse, or who needs extra help
- In line with the PREVENT Strategy, training in the risks of radicalisation and how to identify children and young people at risk
- reading and signing the United Learning Staff/Relationship Guidance
- reading and signing the Staff Suitability Self-Declaration Form (Disqualification by Association) if employed within the Preparatory School
- Whistleblowing Policy
- The Recruitment Policy

In addition to the new staff training, Johanna Field is responsible for:

- Organising, with the DSL and the Principal Deputy Head, child protection training for all DSLs and DDSLs every two years. This includes inter-agency working, in accordance with locally agreed procedures and matches the description in *Keeping Children Safe in Education, September 2016*.
- Organising child protection training for the Head and all staff every three years (as advised by SSCB) and ensuring that part-time and voluntary staff who work with children are made aware of these arrangements.
- Keeping staff aware, along with the DSL and the Principal Deputy Head, of child protection procedures.

Part-time, temporary staff and volunteers will be made aware of the arrangements and procedures. This training is provided by Johanna Field. The training will take place on the first day of work or before that if possible.

The role of Trustees in Safeguarding

The Board of Trustees has overall responsibility to ensure compliance with child protection statutory requirements and takes seriously its duty of care in promoting the welfare of children and protecting them from harm. The reporting of safeguarding practice enables the Board to identify areas for improvement as well as ensuring compliance. The Board recognises that strong relationships with the SSCB and other local agencies is vital in providing for appropriate support and staff training.

The Board of Trustees ensures that the DSL has a job description and the person appointed to this role has sufficient time, funding and resources to fulfil their responsibilities. The board also ensures that all parents and guardians are made aware of the responsibilities of staff members with regard to child protection procedures through publication of The School's Child Protection and Safeguarding Policy on our website.

3. Concerns about a child (including practical advice for staff, including volunteers)

In any school there is the possibility that pupils will show signs and symptoms of abuse or will disclose to staff that they have been abused. *Keeping Children Safe in Education, September 2016* lays down certain requirements about how staff must deal with these situations. The notes below are intended to provide practical advice to staff on how to handle disclosures and to provide guidelines for dealing with such disclosures that must be followed by all employees of Caterham School. In line with our statutory obligations the interests of the child must be paramount, though the School will also wish to take account of the interests of other pupils, staff and parents. It is also crucial for staff to be aware of the different levels of risk and need presented by pupils, as well as the different levels of duty towards pupils in need and pupils in care, the latter relating to dealing with, for example, the loco parentis situation: the School aims always to be proactive in its duty of care. Other policies and statements, such as our e-Safety policy and our British Values Statement, as well as other elements of this policy, such as that relating to extremism and radicalisation, reveal the importance the School places on proactive safeguarding.

It is the responsibility of **all** staff to act on any suspicion, concern or disclosure that suggests a child is in need of support services or is at risk of significant harm (KCSIE September 2016). Please refer any concerns to the DSL, who will take appropriate action (see below), although any member of staff may make a direct referral. If the suspicion, concern or disclosure involves an allegation against anyone working at the school, please pass on to the DSL or the Headmaster in confidence and the allegation will be referred to LADO immediately before any further action is taken. If a crime has been committed it must be reported to the police.

The School will work according to the guidance and procedures of the SCCB and with a range of agencies including the police, health and other services to promote the welfare of our pupils and protect them from harm. For those pupils who have been harmed or are likely to suffer harm the School will refer to Social Services (RAIS) immediately, while those in need of additional support will also see the School consult RAIS and may benefit from the kind of inter-agency assessment and processes espoused by the SCCB, such as Surrey County Council's family support programme, [Team Around the Family](#), which can bring together practitioners from a wide range of different statutory and voluntary agencies.

Although the School will usually consult parents/guardians and the pupil in taking the decision to seek additional, external agency support for that pupil, consent is not required if the School has grounds to believe the pupil to be at risk of harm.

Practical advice for staff

Abuse

Abuse entails the maltreatment of a child. Somebody may abuse a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. There are **four** recognised forms of abuse:

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

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

Sexual abuse entails forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect can be defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; failing to ensure adequate supervision (including the use of inadequate care-givers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

Some children can find themselves in more vulnerable situations. Be mindful of the following:

- child sexual exploitation (CSE) – see also below
- children who run away or go missing
- bullying, including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- extremism and radicalisation – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)

- mental health
- private fostering
- sexting
- teenage relationship abuse
- trafficking

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow school's procedure for dealing with children that go missing as laid out in the [Missing Pupil Policy](#). However, if a pupil goes missing on repeat occasions, or is absent for extended periods of time, staff must inform the DSL to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The DSL will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The DSL will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk, but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the government guidance document - [FGM - the facts](#).

Since October 2015 it is a statutory duty to report to the police cases in which FGM appears to have been carried out on a girl under 18. The Government's procedural information for mandatory reporting of FGM can be found [here](#).

NB: It will be rare for staff to see visual evidence and they should **not** be examining pupils. **However, if a member of staff does see visual evidence, or if a pupil discloses verbally that she has had FGM, or has been 'cut', then the duty to report to the police cannot be passed on: it must be made by the individual professional who becomes aware of the case.** In such cases please call the Diversity Crimes Unit (DCU), the dedicated Surrey Police team that deals with FGM on 01483 639673. This call must be made within one working day.

In any case where staff have **any** concerns or suspicion that a pupil may be at risk of FGM or have endured FGM, normal safeguarding procedures apply. The DSL must be notified immediately. The DSL will refer to Surrey Police's DCU without delay.

Radicalisation and the Prevent strategy

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo, or reject and/or undermine contemporary ideas and expressions of freedom of choice. The Counter-Terrorism and Security Act places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism. Staff should be aware of the early warning signs of radicalisation.

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

- Self-identification, such as naming new ideological leaders/role models, lingering concerns with questions of meaning and identity, concentrated self-image
- Very strong devotion to a particular cause, newfound patriotism
- An 'Us Versus Them' societal view e.g. seeing society as the enemy, verbal expression against the government, expressed feelings of disconnection, change in personal narrative
- Social interaction markers, such as disconnecting with former community, initiating personal violence, forcing customs on others, untouchable demeanour, dependence on communication technology
- A change in personality, particular emotional expressions
- Association, such as associating with extremist groups, word choice, changes in physical appearance and/or attire (although this is to be treated with caution, internet identity, travel

As laid out in the Surrey Prevent Partnership Group and Channel Panel information, which can be found [here](#), it is recommended that all concerns raised about pupils should first be addressed to the School's SPOC (Single Point of Contact), who is Daniel Gabriele, the Principal Deputy Head. He will consult accordingly, as per the procedures laid out in the [SSCB Prevent and Safeguarding Procedure \(March 2016\)](#), which state that if a school or any professional has a concern about radicalisation or

extremism, this by definition has to be treated as a safeguarding concern and **needs to be referred to Surrey Children's Services**. If no immediate risks identified, (i.e. flight risk, parental or family coercion/ support of views), school should inform parent/s/carer of the referral and manage this as with any other concern. Examples of specific risks relating to radicalisation that on their own would require a referral to children's social care include:

- A young person has a close friend or family member who has gone to a conflict zone with the intention of supporting or becoming involved in the conflict.
- A young person who is reported to hold extreme views and promote the use of violence has repeat missing episodes or a one off episode which cause a high level of concern.
- If there are immediate concerns for a child's safety then dial 999 in the first instance.

The Principal Deputy Head has undertaken the online general awareness training on Channel (as have the other DSLs and DDSLs) and WRAP training (April 2016). Further training will be undertaken as it becomes available.

What is Channel?

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

SPOC role:

- Ensure that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism.
- Undertake training, and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.
- Raise awareness about the role and responsibilities of the School in relation to protecting pupils from radicalisation and involvement in terrorism.
- Monitor the effect in practice of the School's Wellbeing, co-curriculum and assemblies to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.
- Raise awareness within the School about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism.
- Act as the first point of contact within the School for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism.
- Collate relevant information in relation to referrals of vulnerable pupils into the Channel process.
- Attend Channel meetings as necessary and carrying out any actions as agreed.
- Report progress on actions to the Channel Co-ordinator and share any relevant additional information in a timely manner.

Inter-pupil abuse

Where a member of staff is aware that there is a risk of possible abuse by one or more pupils against another pupil, they must report this to the DSL, who will need to refer such abuse to local agencies if there are reasonable grounds to believe that a child is suffering significant harm (although any member of staff can make such a referral). Local safeguarding procedures, using existing national and local protocols for inter-agency liaison with police and Children's Social Care, are thus activated. Pupils who are in need of additional support from one or more agencies will be connected by the DSL making sure the Early Help guidance (formerly CAF) and TAF approaches are in place.

Symptoms of Abuse

Many of the following symptoms may occur for reasons other than abuse and, inevitably, some pupils who have been abused will not display any of these symptoms. The distinctions between the different aspects of abuse are manifestly not rigid, but they should be useful as a guide.

Neglect or Emotional Abuse

The pupil:

- May look particularly thin or unwell
- Complains of hunger, lacking energy
- Has repeated accidents, especially burns
- Is left alone at home inappropriately
- Is repeatedly unwashed, smelly
- Is kept away from school medicals
- Is reluctant to go home, especially at weekends
- Is unusually 'hard' or 'detached' when told off
- Is unable to make normal friendships

Physical Abuse

The pupil has:

- Injuries that are not adequately explained by the pupil
- Current bruising/injury with a long history of bruises and accidents
- Injuries getting progressively worse or occurring in a time pattern (e.g. every Monday morning)
- Grip marks on arms or slap marks (cheeks, arms, legs)
- Long marks which could be from a belt or cane
- Stub marks from a cigarette
- Bruising on both sides of the ear (any symmetrical bruising is suspicious)
- Teeth marks from a bite
- Bruised eyes, especially if both at once
- A reluctance to go home, especially weekends
- Constant attention seeking behaviour
- Over-pleasing/compliant behaviour
- A tendency to run away from home

Sexual Abuse

The pupil:

- May behave in a precocious sexually provocative way
- May repeatedly openly masturbate
- May appear unhappy or isolated
- May have aggressive eruptions
- May be kept away from school medicals
- May have persistent problems with sleeping, nightmares, bedwetting
- May struggle with anorexia, bulimia, or excessive 'comfort eating'
- May be reluctant to go home
- May run away from home

Action: suspicion of abuse from observation

- Any teacher who is concerned about a pupil based on any outward symptom must first discuss the matter with the child's Tutor or Head of Year.
- The Tutor or Head of Year must mention the concern to those in the school who may be able to provide more information e.g. School Nurse, the PE department, previous Tutor etc.
- After consultation, the Tutor should ensure that the DSL is informed.
- If there is concern about an injury, the child should be sent to the School Nurse to seek medical advice.

Disclosure of abuse by the pupil: The five Rs

When a pupil actually discloses that he/she has been abused the following guidelines must be followed.

RECEIVE

Listen without shock, disgust or disbelief and accept what is said. To communicate "I believe you" is vital. (It may be that it is not true but that is not for us to decide.)

Give plenty of time and allow for plenty of silence.

REASSURE

It is helpful to the pupil if the adult is able to communicate something of the following:

'You're not to blame, it's not your fault'

'You're very brave to have told someone'

But do NOT make promises that you are unable to keep:

"I'll stay with you"; "everything will be ok now";

"I won't let him hurt you again"; "I won't tell anyone"

REACT

Ask open-ended questions: "Is there anything else you'd like to tell me?"

Do not ask leading questions (e.g. 'Did he also touch you anywhere he shouldn't have done?') as this may invalidate any future legal proceedings.

Do not ask 'accusing' questions: "Why didn't you tell someone earlier?"

"Why didn't you tell your Mum?"

Do not criticise the perpetrator. If it is a family member emotions are going to be horribly mixed but the family staying together may well be the preferred solution.

Do not ask the pupil to repeat it all for any other member of staff.

RECORD

Make notes as soon as possible afterwards. Do not record your assumptions and interpretations, just

what you heard and saw. Do not destroy original notes even if you later write things up more neatly and fully.

Record date, place, time, any non-verbal behaviour and words used including 'pet' sexual words (if any used).

Draw a diagram if bruising is apparent to give exact location.

REFER

Confidentiality is an important principle but in cases of abuse no member of the School community can maintain absolute confidentiality. Confidentiality cannot be promised to the pupil who is disclosing. Refer all cases to the DSL who will liaise with SSCB or LADO, or other agencies for such cases.

The Headmaster or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

The School will always undertake to share its intention to refer a child to SSCB with their parents or guardians unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the SSCB/or Hub on this point.

Essential Staff Action

- In all cases the teacher/adult to whom the disclosure of abuse is made must immediately refer the matter to the DSL. If the DSL is unavailable then contact the DDSL, the Headmaster or another member of SLT/SMT (out of normal School hours use the SMT Duty phone).
- In all cases the DSL must be informed, and they will make the decision whether to refer or provide additional support with other inter-agency interaction. It should be underlined once more though that **anyone can refer a child to Children's Social Care if the child is at immediate risk of harm**
- If the disclosure happens after school hours, the teacher/adult should attempt to contact any of the above at home. If this proves impossible and there is a fear that the pupil is 'at risk' (i.e. it is unsafe for them to go home) then SSCB may be contacted directly.

Inevitably some pupils will ask or plead with the teacher not to tell anyone else. In these cases:

- Do not negotiate with the child, but do firmly yet sensitively explain that you must refer the matter to the DSL. Whilst we may wish to give them a day to think it over, no teacher is in the position to do so. The matter must be referred before the end of the school day.
- Do allow him/her to voice his/her fears over "What is going to happen next?" The answer is that the DSL will ring SSCB/or Hub/LADO that day who will then decide on what action to take.
- In circumstances where the child is distressed, he/she should not be left unattended. Ensure another member of staff sits with him/her while you are telling the DSL or DDSL. **Always remember that a child wants the abuse to stop.**

Any individual with concerns about a child or young person should share these with the DSL.

Support for Staff

We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

We provide child protection training for the Head and all staff every three years and ensuring that part-time and voluntary staff who work with children are made aware fully understand these arrangements, and attend, in line with SSCB guidance and *Keeping Children Safe in Education, September 2016*.

Teaching children how to keep safe

The School regularly informs its pupils about safeguarding, including online, through the curriculum and Wellbeing. Depending on the age group different areas are taught. Evening parent sessions are also offered. Our aim is to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet. The UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP's Thinkuknow website (www.thinkuknow.co.uk)

Looked-after children

The School ensures that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority, if the need was to arise. The DSL would ensure that a designated member of staff, such as a form tutor or Head of Year, has responsibility for the child's welfare and progress and has up-to-date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.

Specialist settings

The School has many specialist settings such as performing arts and music rehearsal areas. Staff are given guidance detailing the additional measures taken to safeguard for example in one-to-one or off-site tuition and performances away from the School. This information can be found in the Professional Code of Conduct (Staff Behaviour) Policy & the United Learning Staff/Student Relationship Guidance.

4. Arrangements for dealing with allegations of abuse against teachers, volunteers, Trustees, the DSL and the Headmaster

All School staff including temporary staff, volunteers and Trustees, must ensure that no situation could arise involving any of us which could reasonably be construed as acting against the safety of each child. We all understand that it is not always an easy line to draw but crossing that line, or being in a position where it appears that the line has been crossed, is unacceptable, refer to the guidance in the Professional Code of Conduct (Staff Behaviour) Policy.

If you are at all concerned about anything which has occurred or which has made you uncomfortable you must inform the Headmaster at the earliest opportunity, even if it turns out that nothing untoward has happened. You must make a written record, dated and signed, of any such incident.

When an allegation of abuse is made against a teacher, other member of staff, trustee or volunteer, the School is committed to dealing with the allegation fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. If a pupil does make an allegation about a member of staff, the member of staff receiving the allegation will immediately inform the DSL who will inform the Head. **The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at Surrey Children's Social Care Services immediately**

before any further action is taken. The school will not undertake our investigation of allegation without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations (in borderline cases discussions with the LADO can be held informally without naming the School or individual). The DSL will keep written records of all conversations.

In any case of serious harm, the police will be informed from the outset.

If there has been a substantiated allegation against a member of staff the school will work with the LADO to determine whether there are any improvements to be made to School procedure or practice to help prevent similar events in the future.

If the allegation made to a member of staff involves the DSL, then the member of staff should immediately inform the Headmaster. In the absence of the Headmaster, the Chair of Trustees should be immediately informed.

If the allegation concerns the Head, or a member of the Board of Trustees, then the DSL will immediately inform the Chair of Trustees, who will consult with the SSCB as above without notifying the Headmaster first.

The School will follow the Surrey procedures for managing allegations against staff and in line with Part 4 of *Keeping Children Safe in Education, September 2016*. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a Strategy Meeting.

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 Chair of Trustees. (Guidelines are available in *Keeping Children Safe in Education, September 2016*) Should any member of staff or person (whether employed contracted, a volunteer or student) be considered unsuitable to work with children and their services are no longer used, the DBS will be promptly notified, and no later than within 14 days.

In cases where a teacher has been dismissed for misconduct (or would have been had resignation not been tendered and accepted first), the School will give consideration to making a referral to the NCTL.

Reporting protocols and guidance

The School must be mindful that there are restrictions on the reporting and publishing of allegations against teachers and so we will make every effort to maintain confidentiality. We will guard against unwanted publicity. These restrictions apply up to the point when the accused person is charged with an offence, or the DfE/NCTL publishes information about an investigation or decision in a disciplinary case.

The School is committed to promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.

The School recognises that failure to make such a report to the DBS constitutes an offence and that such failure may result in the School being removed from the DfE Register of Independent Schools. Schools must also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had she/he not resigned)

and a prohibition order may be appropriate, because of ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’, or a ‘conviction at any time for a relevant offence’.

Reports should record as much evidence about the circumstances of the case as possible when the School has ceased to use a person’s services for the following reasons: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

The School understands that failure to make a report constitutes an offence. The School will not use ‘compromise agreements’ to prevent a referral being made to the DBS when it is legally required nor can an individual’s refusal to co-operate with an investigation. Our Trustees understand that have a legal duty to respond to requests from the DBS for information they hold already, and that they do not have to find it from other sources. The School recognises that compromise agreements may not apply to members of staff who leave the School under suspicion of being unsuitable to work with children.

In the event of an allegation against the Headmaster, the decision to suspend will be made by the Chair of Trustees with advice being sought.

If any allegation is made against a member of staff who is resident at the School arrangements will be made for alternative accommodation away from children pending the investigation.

In the case of serious harm the Police will be informed from the outset.

Early years - Disqualification by Association

The School follows the procedures as set out in the Supplementary advice to *Keeping Children Safe in Education, September 2016*. Staff can be disqualified by association with others, Childcare (Disqualification) Regulations 2015. Schools need to apprise themselves of the advice and take appropriate steps to ensure that no staff members are disqualified by association. This relates to all our staff who work in our Early Years and to those who work in later years’ provision for children who have not attained the age of 8. It also applies to staff who are directly concerned in the management of such provision even though they may not work in the early years or relevant later years provision themselves, including all members of the SMT.

The School understands that it applies to all provision for children in that age range during and outside school hours, including in school nursery and reception classes. Later year’s provision covers childcare that is provided outside of school hours including After School Care.

The School understands that they may not employ people to work in these settings or allow them to be directly concerned in their management, if they or others in their households are “disqualified”. The grounds for disqualification are not only that a person is barred from working with children (included on the children’s barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children’s homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified lives.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. DfE has advised that relevant convictions are not considered "spent" in this connection.

To identify people caught by the "by association" rule, the School has asked existing employees working in the early and later years provision and those who are directly concerned in the management of such provision to provide the relevant information about themselves or a person who lives or works in the same household as them. The school has undertaken a self-declaration, a copy of which is held by HR. The disqualification by association rule and advice applies to employees only, not to volunteers and governors.

The School ask for this information as part of the pre-employment checks they undertake on appointing new staff and it is then repeated annually.

Staff who fall within the 'by association' rule may apply to Ofsted for a waiver of disqualification but such staff may not be used unless and until such waiver is confirmed. Although old but relevant convictions are not considered "spent" for the purposes of these regulations, the age of the conviction and a person's subsequent record will be part of the consideration when Ofsted looks at all the circumstances to determine whether to grant a waiver.

5. Staff code of conduct/behaviour policy

See separate policy.

6. School recruitment procedures

The School recognises that all adults, including temporary staff, volunteers and Trustees, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. Should any deficiencies or weaknesses in child protection arrangements be identified, by any member of staff, including temporary staff, volunteers and Trustees, they must be notified immediately to the DSL so that they can be remedied without delay.

The School operates safe recruitment procedures including Disclosure and Barring Service (DBS) checks in compliance with the Independent Schools Standards Regulations 2014, and pre-appointment checks on volunteers, staff of contractors and other individuals that are not school staff or supply staff, in accordance with *Keeping Children Safe in Education, September 2016*. Please refer to the School's Recruitment, selection and disclosure policy and procedure.

As part of the recruitment procedures all new staff, including temporary staff and volunteers, must be provided with induction training that includes:

- the school's Child Protection and Safeguarding Policy;
- the Professional Code of Conduct (Staff Behaviour) policy;
- the identity of the designated person, DSL
- a copy of Part 1 of *Keeping Children Safe in Education, September 2016*
- Safeguarding Children training, which will include how to respond to a pupil who discloses abuse, or who needs extra help.
- reading and signing the United Learning Staff/Relationship Guidance
- reading and signing the Staff Suitability Self Declaration Form (Disclosure by Association, 2015) if employed within the Preparatory School (appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (disqualification) Regulations, 2009).
- Whistleblowing Policy

A Disclosure and Barring Service (DBS) check is completed for all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but who are not employed by the school.

There is a written agreement between the school and any person over 16 not employed by the school but living in the premises as boarders (for example members of staff households) which specifies:

- a. terms of their accommodation
- b. guidance on contact with boarders
- c. their responsibilities to supervise their visitors
- d. notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children
- e. the requirement to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.

All persons visiting boarding accommodation are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.

The school regularly monitors the suitability of any arrangement it makes for the appointment of guardians. Any guardians appointed by the school are subject to the same checks as staff, and their care of pupils is monitored.

Every member of the boarding community has a copy of **The Boarding Handbook** (Junior or Senior) where persons are identified that pupils may contact directly about personal problems or concerns at the School (including how they may be contacted). This also includes appropriate agency helplines and outside contact numbers, including the Children's Commissioner, to ring in case of problems or distress

Assurance is obtained in writing and logged that appropriate child protection checks and procedures apply to any staff employed by another organisation who work with the School's pupils on another site.

7. Arrangements to fulfil other safeguarding responsibilities

Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place including within the EYFS setting. To protect pupils we:

- Agree and sign up to the School's Terms and Conditions;
- parents give their consent for named photographs to be taken and published;
- ensure pupils are appropriately dressed;
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

E-Safety

Most of our pupils will use mobile phones tablets and computers at some time. In the Senior School all pupils and staff have iPads, and the school's infrastructure to support their use has undergone dramatic advances in the last eighteen months. The school is proud of its pioneering approach to using technology for the enrichment of teaching and learning. However, we know that some men, women and young people will look to abuse such these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually

harmful conversations, webcam photography or face-to-face meetings. The School's e-safety policy explains how we try to keep pupils safe in School. Cyber-bullying by pupils, via texts and emails, is treated as seriously as any other type of bullying and is managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in School. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and we provide regular guidance through ICT lessons (Prep School), Wellbeing lessons and assemblies.

Staff working within the EYFS must not use mobile phones whilst they are working with the children, except in the case of an emergency. Photographs taken of the children should be part of planned activities and should be taken with school cameras only. A small number of parents have not given permission for their children's photos to be published. Staff must respect this decision of the parents and ensure they do not place such photos on the School website or any other publication without first contacting the parents. In relation to this, all staff should refer to and follow the Professional Code of Conduct (Staff Behaviour Policy).

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If any member of staff is dissatisfied with the way that the DSL has dealt with their concern over the welfare of a pupil they may contact the Head or Chair of Trustees. They are also at liberty to contact the LADO, MASH, Police or other agencies independently. Always remember that the welfare of children is of paramount importance. It is everyone's responsibility.

8. Policy implementation

Listening to Children

An essential part of ensuring that we fulfil our duty of care involves listening to the pupils, to which end the School has established a network of structures which specifically enable as much.

School Counsellor. Nuala Buffini is the School Counsellor and she is available to all pupils on an entirely confidential basis on Mondays, Thursdays and Friday morning. She is based in the Health Centre. If child protection concerns arise, she informs at once the DSL. She also attends Heads of Year meetings (which take place fortnightly) and has a weekly meeting with the DSL and DDSLs of the Senior School.

Anti-Bullying Council. This is led by the Deputy Head (Pastoral and Wellbeing) and responds to the fact that at a national level bullying and discrimination is the most common form of abuse suffered by children. The School takes the view that a robust anti-bullying strategy does not point to a bullying problem but proactively safeguards against one. The council is made up of pupil representatives from each year group and its findings and feedback contribute to the School's aim of robust and responsive monitoring and action regarding issues that arise. In the Prep School, all cases of bullying are reported to the Head or the Deputy.

School Council. Elections for a School Council, which take place in all year groups in the middle of the Autumn Term prior to the first meeting after half term in November, will provide a further platform for a range of information to pass to the Safeguarding management of the school. Representatives of the ABC will sit on the council. In the Prep School, every pupil is a member of the School Council.

Prefect Body Feedback. In the Senior School, the prefect body, which numbers 25, meet once a week with the Headmaster and Principal Deputy Head. This year the focus of their training has been on listening and feeding back pupil concerns as part of their broader leadership portfolio. At meetings they may raise pupil concerns which can then be addressed. In addition, each year group in the school, bar the fifth sixth form, has prefects attached to them, working on a weekly basis with the Head of Year to involve themselves in that year group's lives, helping to address any challenges they have, be these work or pastorally related, and to return information to Heads of Year, and through them to the Principal Deputy Head, on year-specific issues that can then be responded to.

ICT Safeguarding

The School prides itself on its innovative approach to the use of ICT in line with its ethos and aims, and is held up by United Learning as the gold standard practitioner among its members and associate members. As an Apple Centre of Excellence, this approach is recognised at a national level too. Fundamental to this approach are our filtering systems, essential for keeping pupils safe online. The School uses industry leaders Smoothwall for both wire-based and wireless filtering. Its effectiveness is monitored and appraised on a routine basis by Adam Webster, Senior Teacher (Director of Innovation) and his team.

Boarding Specific Matters

The School prides itself on its excellent boarding provision and the fact that at its heart is a thriving boarding community, which brings benefits to all its pupils. As a consequence, the School is also attuned to the specific safeguarding requirements that boarding school settings need, and always seeks to exceed them. These are detailed in other policies, but two are particularly germane here:

- All staff, and particularly those involved in the pastoral care of our boarders, are highly conscious of pupil relationships, and in particular the potential for peer abuse.
- In any case where a member of the boarding staff is suspended pending a child protection related investigation, alternative accommodation away from children will be found at once.

Visiting Speakers

Please refer to B12 Recruitment, Selection and Disclosure Policy Statements.

Reviewed annually by the Main Board of Trustees: next review November 2016

Reviewed and updated DMG, Sept 2015

Updated DMG and ENE Oct 2015; reviewed T E-H 16th Oct 2015

Updated DMG April 2016

Updated DMG Sept 2016

Updated DMG Oct 2016

Updated DMG and JFI Sept 2017

Next review Aug 2018