

# Safeguarding Policy



This policy applies to:

- I. Both BC senior school (College) and BCPS

If this is an employee policy, please indicate if this applies to:

- I. All employees

Policy owner:	Alex Patton (DSL)
Frequency of review:	At least annually, or whenever government updates require it
Dates of previous review:	August 2023
<b>Date of current live version:</b>	<b>February 2024</b>
Date of next formal review:	August 2024
BC Policy reference:	PI
ISI reference code (where applicable):	7a and 8a
Linked policies/documents:	See Section six for full list of linked policies
Key changes to previous version:	Jan 2023: Updated to reflect use of CPOMS rather than MyConcern Feb 2024: Minor amends to correct staff list. Minor amends to Appendix 7 to reflect that policy refers to any image-sharing device.

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SMT owner (if different):	As above		
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Ratified (Governor):	Martina Asmar	M Asmar	26 <sup>th</sup> August 2023

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### **Governing Body**

Nominated Safeguarding Governor Martina Asmar  
Chair of Governing Body Lord Maude

<sup>1</sup> The Director of Safeguarding is Senior Deputy DSL. The DSL has overall responsibility and is the first port of call; on a day-to-day basis, this is carried out in conjunction with the Director of Safeguarding and the Deputy Director of Safeguarding in some circumstances. All references to the College DSL in this policy also apply to the Director of Safeguarding as Senior Deputy DSL. See sections 2.2 and 2.3 of this policy

Governors can be contacted via the Clerk to the Governors, Mrs Clare Welby, c/o Bursary, Brighton College, BN2 0AL, [cwelby@brightoncollege.net](mailto:cwelby@brightoncollege.net)

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## I.1 Introduction to Safeguarding at Brighton College

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

The core safeguarding principles of Brighton College and Brighton College Prep School, referred hereafter to as the 'School', are:

- a. It is the responsibility of the School to safeguard and actively promote the welfare of children;
- b. Children who are and feel safe make more successful learners.

The Safeguarding and Child Protection Policy, together with the effectiveness of its implementation, is reviewed annually by the Governing Body, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

This policy (which includes all sections and all of the appendices in this document) is one of a series in the School's integrated safeguarding portfolio. This policy has been authorised by the Governing Body, is available to parents on request and is published on the School website. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.

This policy has been developed in accordance with the principles established by the *Education and Skills Act 2008*, the *Children Acts 1989 and 2004*, the *Children and Social Work Act 2017* and the *Childcare Act 2006*; the *Education (Independent School Standards) Regulations 2014*, the *National Minimum Standards for Boarding Schools* and the *Early Years Foundation Stage Statutory Framework*; and in line with government publications: [Working Together to Safeguard Children](#) (July 2018), [Keeping Children Safe in Education](#) (September 2023) (KCSIE) and the Brighton and Hove Children's Services procedures. This policy also takes into account further statutory guidance applicable to the School comprising:

- [Disqualification under the Childcare Act 2006](#) (DfE, August 2018)
- [Revised Prevent duty guidance for England and Wales](#) (HM Government, April 2021)
- [Channel duty guidance: protecting vulnerable people from being drawn into terrorism](#) (HM Government, February 2021);
- [Multi-agency statutory guidance on female genital mutilation](#) (HM Government, July 2020)
- [What to do if you're worried a child is being abused: advice for practitioners](#) (HM Government, March 2015)
- [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (HM Government, July 2018)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (HM Government December 2020)
- [Children missing education](#) (DfE, September 2016)
- [Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation](#) (DfE, February 2017)
- [Teaching Online Safety in Schools](#) (January 2023)

- [Safeguarding children and protecting professionals in early years settings: online safety considerations](#) (UKCIS, February 2019)
- [Relationships education, relationships and sex education and health education guidance \(DfE, June 2019\)](#)
- [Meeting digital and technology standards in schools and colleges \(DfE, March 2023\)](#)

As the College is also a charity, the trustees have taken into account their responsibilities under charity law and specific safeguarding recommendations included in publications from the Charity Commission, including [Safeguarding children and young people](#) and [Strategy for dealing with safeguarding issues in charities](#). For the purposes of charity law and reporting obligations to the Commission as regulator, the term ‘safeguarding’ includes the range of measures in place to protect the people who come into contact with the College through its work from abuse and mistreatment of any kind (including neglect). Charity Commission guidance makes clear that protecting people and safeguarding responsibilities is a key governance priority. A charity should be a safe and trusted environment and trustees must take reasonable steps to protect the people who come into contact with their charity through its work from harm. These people include:

- the charity’s beneficiaries, including adults at risk and children
- the charity’s staff and volunteers

It may also include other people who come into contact with the charity through its work. This might be, for example, people who attend an event run by the charity who are not beneficiaries, staff or volunteers. Failure by trustees to sufficiently manage safeguarding risks is of serious regulatory concern to the Commission and may be considered to be misconduct and/or mismanagement. Any deficiencies or weaknesses in the School’s safeguarding arrangements will be remedied without delay.

In this policy, the Head refers to the Head Master of Brighton College, (or Head of Senior who deputises in all things for the Head Master), and the Headmaster of Brighton College Prep School (BCPS). ‘DSL’ refers to the ‘Designated Safeguarding Lead’.

In this policy, any reference to the Local Authority Designated Officer (LADO) also includes the possibility of a team of officers being used by the Local Authority (LA).

In ensuring this policy is put into practice in the College, where the DSL (College) is unavailable, the Director of Safeguarding as Senior Deputy DSL in the first instance, the Deputy Director of Safeguarding, or one of the other Deputy DSLs will act to fulfil the responsibilities and roles outlined below.

## **1.2 Policy Statement, Principles and Aims**

### 1.2.1 Policy Statement

The protection and welfare of pupils at Brighton College is of paramount importance. Children and parents have a right to expect the school to provide a safe and secure environment and the school has a general duty for children’s welfare as part of its role “*in loco parentis*”. The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and create a culture of safety, equality and protection. We endeavour to provide a safe and welcoming environment where children are listened to, respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. As a charity, we take steps to ensure that we provide a safe and trusted environment and protect people who come into contact with us from harm.

## 1.2.2 Principles

### **The School's Commitment to Safeguarding**

Brighton College is committed to safeguarding and promoting the welfare of children and young people and fostering a culture of safety, equality and protection. It expects all staff to share this commitment so as to create an open environment where staff and pupils feel able to raise concerns, and where concerns will be listened to with a readiness to involve support services and other agencies as necessary:

- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all school activities, policies and processes;
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties;
- All staff, including the Head, are responsible for safeguarding the welfare of children as part of their professional duties;
- Indeed, everyone who comes into contact with children and their families and carers has a role to play in safeguarding children;
- No single professional can have a full picture of a child's needs and circumstances; everyone who comes into contact with the child and their family has a role to play, therefore;
- All staff have an equal responsibility to act, in accordance with this policy and procedures and KCSIE, on any suspicion, concern or disclosure that may suggest a child is in need of support services or is at risk of harm; the full version of KCSIE is available to all staff via the School intranet;
- The safety of a child is of the utmost importance, overriding any additional concerns, for example, relating to data protection or fears of sharing information;
- The school plays a key role because staff are in a position to identify concerns early, provide help for children and prevent concerns from escalating.
- The welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of written risk assessment policies; and appropriate action is taken to reduce risks that are identified, for example in the Player Welfare Policy in relation to injury, concussion and managing a return to play after a serious injury.

### **The Best Interests of the Child**

A child's wishes or feelings will be taken into account when determining what action to take and what services to provide to protect them; children will be given the opportunity to express their views and give feedback wherever possible, for example through the Firefly safeguarding button on the school's intranet.

Paramount in all dealings should be asking what is in the best interests of the child and all the School's systems, processes and policies operate with the best interests of the child at their heart.

### **Safer Recruitment**

The School is committed to operating safer recruitment procedures in compliance with relevant legislation and guidance and in accordance with the School's Safer Recruitment policy; where staff from another organisation are working with pupils on another site, the School will have received written confirmation that appropriate child protection checks and procedures have been carried out on those staff.

### **Appropriate Support and Training**

All pupils and staff involved in child protection issues will receive appropriate support from the

Senior Management of the School who will follow this policy guidance and statutory guidance in all that they do. Governors also receive safeguarding and child protection training on induction which is regularly updated.

### **Multi-agency work**

The safeguarding team has excellent relationships with a number of local councils (most notably Brighton & Hove, and to a lesser extent East Sussex and West Sussex) and other specialist external agencies (e.g. CAMHS, LADO). In general the school will work with other agencies wherever such work is needed to ensure adequate arrangements to identify, assess and support those children who might be in need, or who are suffering, or likely to suffer, harm without appropriate intervention. The school will work with relevant Children's Services departments, the police, health and other services to promote the welfare of children and to protect them from harm. This may include a referral to Early Help and contributing to multi-agency plans to provide additional support to those children subject to child protection plans or deemed 'Children in Need'. The school understands its duty to work with the local authority to support assessments made of children in need as set out in KCSIE.

The School recognises and understands the important role it plays in the wider safeguarding system, particularly in relation to Early Help and initial support given to the pupils to ensure that pupils receive the right help at the right time. Early Help means providing support as soon as a problem emerges at any point in a child's life. It may require staff to support other agencies and professionals in an Early Help Assessment, sharing information in the best interests of the child.

Where requested to do so, the School will allow access for children's social care from the Local Authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a Section 17 or a Section 47 assessment. In addition, the School will comply with any request to supply information to Brighton & Hove Safeguarding Children Partnership (BHSCP) that it requires in order for it to perform its functions. The School understands the importance of all involved in supporting children and families sharing information and taking prompt action.

### **'It Could Happen Here'**

This is a vital principle underpinning all training and approaches to safeguarding at Brighton College.

#### 1.2.3 Aims of this policy

The aims of this policy are as follows:

- to actively promote and safeguard the welfare of children, staff and others who come into contact with the College and to protect them from harm, thereby fostering a culture of safety, equality and protection;
- to have clear procedures in place for dealing with and referring concerns about a pupil's welfare and allegations of abuse;
- to raise the awareness of all those within the School communities who come into contact with children, including Governors, Head, staff and volunteers of their responsibilities to safeguard children and to report concerns;
- to ensure consistent good safeguarding practice throughout the School.

### **1.3 Framework for the policy**



This policy has been written in accordance with government statutory guidance and locally agreed multi-agency procedures (Brighton and Hove) and is available on the School website. It also applies to the EYFS.

There are five main elements:

- Establishing a safe environment in which children can learn and develop and which protects all those who come into contact with the School from harm.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Ensuring safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected or likely cases, of abuse, neglect or harm.
- In accordance with their agreed child protection plan, supporting pupils who have been abused.

## **Practical Use**

Although this policy is necessarily detailed, it is important to the School that our safeguarding policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

### **1.4 Key Personnel**

All key personnel can be found on page 2. In addition, key governors who exercise oversight and have ultimately responsibility for the College include the following:

#### 1.4.4 Nominated Safeguarding (including online safety) Governor is Martina Asmar

Or in her absence, Mrs Joan Deslandes

Contact is through Mrs Clare Welby, Clerk to the Governors: [cwelby@brightoncollege.net](mailto:cwelby@brightoncollege.net)

#### 1.4.5 Chair of Governors for the School is Lord Maude

Contact is through Mrs Clare Welby, Clerk to the Governors: [cwelby@brightoncollege.net](mailto:cwelby@brightoncollege.net)

#### 1.4.6 The Safeguarding Team at Brighton College

Alex Patton, as the Designated Safeguarding Lead, has lead responsibility for safeguarding and child protection (including online safety). Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection (including online safety) remains with the designated safeguarding lead.

## **College**

The College Safeguarding team is set out on page 2 and meets at least weekly during term time. In addition to this, the DSLs in the Brighton College Family of Schools meet regularly with the Group Director of Safeguarding and as a collective every term.

## **BCPS**

Gareth Jackson is the DSL for BCPS. There are Deputy DSLs on both sites in order to ensure that

a member of the team is easily accessible in person to all. The DSL meets on at least weekly basis with the Deputy DSLs and often much more frequently.

Awareness:

Pupils are made aware of the Designated Safeguarding Leads' names through prominent signs in every House in the College, in BCPS, as well as during relevant PSHEE sessions and assemblies.

The Flowchart (Appendix 8) is displayed in departmental offices, College Housemaster / Housemistresses' offices, staff rooms in both Schools and in support staff offices. It is updated at least annually, or whenever a change in local procedures requires it to be amended.

## **SECTION TWO: ROLES AND RESPONSIBILITIES AT BRIGHTON COLLEGE**

### **2. Roles and responsibilities in Managing Safeguarding & Child Protection**

#### **2.1 All Staff**

All staff are required to accept the following responsibilities to keep children safe:

- Read this Safeguarding policy;
- Read part one of Keeping Children Safe in Education (members of the SMT are required to read the entire guidance, and staff with direct contact with children are expected to be familiar with Annex B also);
- Have read the School's Behaviour policy and the staff Code of Conduct;
- Understand the role of the DSL and be able to identify the DSL and Deputy DSLs and work with them and, if required, to support social workers to take decisions about individual children;
- Provide a safe environment in which children can learn;
- Be aware of systems, policies and procedures within the School which support safeguarding, including those processes relating to child on child abuse and reports of sexual violence or harassment;
- Be aware of the indicators of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, harm and in such circumstances to take appropriate action, working with other services as needed;
- Know what to do if a child tells them they are being abused, exploited or neglected; in particular, be able to reassure victims that they are being taken seriously and that they will be supported and kept safe;
- Attend appropriate safeguarding and child protection training on appointment and subsequent refresher training at least annually with BHSCP/safeguarding partner guidance, including training regarding the Prevent duty;
- Be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments;
- Make a direct referral to Brighton and Hove Children's Services immediately (via Front Door for Families) if, at any point, there is a risk of immediate serious harm or if the child is suffering harm;

- Expect to support social workers and other agencies following any referral;
- Be prepared to identify children who may benefit from **Early Help** (see section 3.2 of this policy for relevant indicators). Early Help means providing support as soon as a problem emerges at any point in a child's life;
- Staff should keep in mind that cases should be kept under review and consideration given to a referral for assessment if the child's situation does not appear to be improving or is getting worse – staff should follow local escalation procedures to ensure concerns have been addressed and most importantly that the child's situation improves.

Staff should not assume that a colleague or another professional will take action, and should be mindful that early information sharing is vital for effective support being put in place.

In this policy, 'staff' includes the Head and all teaching and support staff, whether permanent, temporary or supply. In appropriate places, 'staff' can also include Governors, volunteers and contractors.

## 2.2 Designated Safeguarding Lead

The DSL (and Deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The DSL serves on the Senior Management Team.

The broad areas of responsibility for each of the DSLs are as follows and taken from Appendix C of KCSIE; should the College DSL be unavailable, the Director of Safeguarding as Senior Deputy DSL will fulfil these roles in the first instance, with the Deputy Director of Safeguarding as the next port of call

The DSL or Deputies should always be available to discuss safeguarding concerns and their mobile phone numbers are readily available on school literature and lanyards. If the DSL or Deputies are not available, this should not delay appropriate action being taken. Holiday-time cover is agreed among the DSL and Deputies. If for any reason they are not contactable, staff may speak to a member of the Senior Management Team (SMT) and/or take advice from local children's services; in these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

### 2.2.1 Managing referrals

The DSL will:

- Ensure all cases of suspected abuse are reported to:
  - the local authority's Children's Social Care;
  - the Local Authority Designated Officer (LADO) for concerns relating to a staff member, including supply staff;
  - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child) and/or
  - Police (cases where a crime may have been committed; for guidance consult : [NPCC – When to call the police](#))
  - The Channel programme, in cases of possible radicalisation.
- Liaise with the Head, as appropriate, to inform them of safeguarding issues especially

ongoing enquiries under Section 47 of the Children Act 1989 and police investigations. In relation to police investigations, the DSL is required to be aware of the requirement for children to have access to an 'appropriate adult' (as defined and explained in [PACE Code C 2019](#)).

- With the Director of Safeguarding, act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Keep written records of concerns, discussions, decisions and reasons for decisions taken.
- Contact pupils' previous schools to request safeguarding information.
- Where necessary, liaise with the Bursary and Head Master regarding referrals to the Charity Commission.
- Be aware of pupils who have a social worker.
- Have a thorough knowledge of the filtering and monitoring systems within the school.

### 2.2.2. Training requirements: DSL and Deputy DSL

The DSLs, Director of Safeguarding and other Deputy DSLs will receive updated training carried out at least every two years, but maintain up-to-date understanding at least annually, in order to:

- Understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments.
- Have a working knowledge of locally agreed procedures for child protection and multi-agency working, in particular how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so. This will include training in the BHSCP's approach to Prevent duties and ensuring a good understanding of harmful sexual behaviour to aid in planning education, implementing preventative measures and incorporating the approach to sexual violence and sexual harassment into the whole School approach to safeguarding.
- Ensure each member of staff has access to and understands the School's Safeguarding and Child Protection Policy and procedures and the [staff Code of Conduct](#), especially new and part time staff.
- Be alert to and support the specific needs of children in need, those with special educational needs and young carers.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at School.
- Have a thorough knowledge of the filtering and monitoring systems within the school.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

The DSLs from both Schools and Director of Safeguarding receive regular updates on safeguarding from the Local Authority and from external providers.

Note: When a new Deputy DSL is appointed, they will not take sole responsibility for a case until they have undertaken the required training.

### 2.2.3 Training of Staff

The DSL, Director of Safeguarding and other Deputies and will ensure that:

- All governors receive appropriate safeguarding and child protection (including online) training at induction, to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding.
- Training for governors is regularly updated.
- all staff have received the required initial and annual safeguarding training (the content of which will be in line with local procedures and expectations) and have signed to indicate that they have read and understood this safeguarding policy (including safeguarding response to children missing education), the Behaviour policy, the Code of Conduct (which includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils) and Part One and Annex B of KCSIE and that they know who the DSL is;
- all staff receive training to enable them to fulfil their responsibilities listed above, including online safety (which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), having an understanding of Early Help, the importance of sharing information, how to manage a report of child on child sexual violence and sexual harassment (in accordance with Part 5 of KCSIE), making a referral themselves and finding guidance on how to do this, as well as the role they might be expected to play in any assessment;
- all staff know what to do if a child tells them they are being abused/neglected, including maintaining an appropriate level of confidentiality and only involving those who need to be involved;
- all staff understand the difference between a 'child in need' and a 'child at risk';
- all staff receive Prevent awareness training as part of the Safeguarding training; the DSL and Deputies complete additional training;
- all staff are re-trained as and when required and that an accurate record of staff attendance of induction and refresher training is maintained.
- all staff complete a safeguarding questionnaire at least annually to demonstrate understanding of the core components of KCSIE and the School's safeguarding policy.
- staff are given the chance to provide feedback or ideas relating to the safeguarding at Brighton College.
- all staff receive safeguarding and child protection updates (for example via email and staff meetings) as required, and at least annually.

### 2.2.4 Raising Awareness

The DSL will ensure the School's policies are known and used appropriately. Together with the Director of Safeguarding, the DSL will:

- Ensure the School's Safeguarding and Child Protection Policy and the staff Code of Conduct are reviewed annually and that procedures and implementation are updated and reviewed regularly in light of changes in local procedures and national statutory requirements and guidance, and work with the Governing Body regarding this.
- Provide Safeguarding updates and reminders at Common Room briefings/staff meetings.
- Ensure that all staff complete an annual Safeguarding questionnaire to assess understanding of the School's policy and practice.
- Carry out an annual 'audit' of School procedures in liaison with Brighton and Hove

safeguarding representatives.

- Ensure the Safeguarding and Child Protection Policy is available publicly (through the School website) and parents are aware of the fact that referrals about suspected abuse or neglect must be made and the role of the School in this.
- Link with the Brighton and Hove Children's Services, to make sure relevant staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the School, ensure their child protection file is transferred to the new school or college as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt and where appropriate, that the child's social worker is informed. Files are transferred within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives.
- Consider whether it would be appropriate to share any information with the new school in advance of a child beginning at their new school, for example, information that would allow the new school to continue supporting victims of abuse and have support in place for when they arrive.
- Promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school Senior Management Team.

In addition to the above responsibilities as set out in KCSIE, the DSL will:

- Notify the local authorities if a child with a Child Protection Plan is absent for more than two days without explanation.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for example through Information and Communications Technology (ICT), Personal, Social, Health and Economic Education (PSHEE) and/or Relationships and Sex Education (RSE).
- Ensure appropriate safeguarding responses are in place and are implemented to deal with pupils who are absent from education for prolonged periods and/or on repeat occasions and children who are missing education. The School and BCPS both have separate Missing Pupil Policies, see Appendix 5.
- Understand safer recruitment procedures and processes and be able to apply them as a member of an appointment panel.
- Liaise with other agencies that support the pupil such as Children's Services, Child and Adolescent Mental Health Service, the local authority Prevent co-ordinators, Education Welfare Service and Educational Psychology Service.
- Be responsible for the Prevent policy, updating the Prevent Risk Assessment and for approving and maintaining a log of all visiting speakers who attend the College.
- Take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### 2.2.5 Liaison with Brighton College Family of Schools

The Director of Group Safeguarding leads on liaison with the DSLs at the other Brighton College schools (BCPS, St Christopher's, Hove and Handcross Park Prep School) to enable sharing of best practice and the co-ordination of training across the family of schools.

### 2.2.6 Liaison between the DSLs and the Nominated Governor and Chair

- When an issue arises which has potentially serious Child Protection implications, the Designated Safeguarding Lead will inform the Nominated Safeguarding Governor. In most instances this is where external agencies (Children's Services/Medical professionals/Police) have been contacted.
- The Designated Safeguarding Lead will outline the next steps and the Nominated Safeguarding Governor will continue to be made aware of actions and guidance in order to provide oversight of the College's response.
- In the event that allegations are made against the Head; the Designated Safeguarding Lead must inform the Chair of Governors first of all, without informing the Head.
- If the allegations are against the Designated Safeguarding Lead, the Head will be informed directly.
- The Designated Safeguarding Lead would always keep information to the Nominated Safeguarding Governor to a 'no names' basis.

### Record Keeping

The DSL and Director of Safeguarding oversee CPOMS, the School's software for recording all information relating to child protection, as well as pastoral and leaning support information. This includes ensuring staff feel confident to raise a concern and that appropriate staff are able to update incident, noting concerns, decisions made and the rationale for those decisions. Staff are trained in good practice for record-keeping, so that records include:

- a clear and comprehensive summary of the incident or concern;
- details of how the incident was followed up and resolved; and
- a note of any action taken, decisions reached and the outcome.

## **2.3 Director of Safeguarding**

In the College, the Director of Safeguarding as Senior Deputy DSL works in conjunction with the DSL, and will assume the responsibilities and roles of the DSL where he is unavailable. In addition, he will:

- support the DSL through regular meetings and discussions, assisting with the review of policy and practice;
- facilitate and encourage the sharing of best practice across the family of Brighton College schools, including bringing together the DSLs from all three Brighton College Schools in the UK on at least a termly basis.
- have particular oversight of the provision and monitoring of training in conjunction with the HR department.

## **2.4 Deputy DSLs**

The Deputy DSLs have also undertaken full child protection training and training in multi-agency working and will attend refresher training every two years. In the absence of the DSL and the Director of Safeguarding (as Senior Deputy DSL), the functions of the DSL will be carried out by a Deputy DSL. Throughout this policy, reference to the DSL includes the possibility that a Deputy DSL may stand in for the DSL if he is unavailable.

## **2.5 Governing Body**

*“Governing bodies and proprietors have a strategic leadership responsibility for their school's or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are*



It is the governing body's overall responsibility to ensure compliance with child protection statutory requirements and actively promote the wellbeing of pupils. The governing body takes seriously its responsibility to uphold the aims of the charity and its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. Protecting those who come into contact with the School is a key governance priority: the governing body is clear that the School should be a safe and trusted environment and governors must take reasonable steps to protect the people who come into contact with the School from harm. The reporting of Safeguarding practice at the School enables the governing body to ensure compliance with current legislation and to identify areas for improvement. The governing body recognises that close liaison with the local authorities is also vital in order that appropriate support and training can be given.

#### 2.5.1 The Governing Body will ensure that:

- There is an effective and statutorily compliant safeguarding and child protection policy and procedures in place, together with a Staff Code of Conduct and that these are provided with other required documentation to all staff (including temporary staff and volunteers) on induction;
- Committed staff are appointed to the Safeguarding team and that they have the appropriate authority and the time, funding, training, resources and support to fulfil the role and responsibilities as outlined above;
- The School contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018 through effective implementation of the child protection policy and procedures and good cooperation with local agencies;
- The School's safeguarding arrangements take into account the procedures and practice of the local authority as part of the multi-agency safeguarding procedures, including understanding and reflecting local protocols for assessment and the BHSCP threshold document.
- The School's safeguarding provision is audited in conjunction with the local authority on an annual basis;
- In line with KCSIE and Working Together to Safeguard Children, a member of the Governing Body and a reserve are nominated by the full Governing Body to take leadership responsibility for safeguarding arrangements, ie:
  - have oversight of safeguarding matters;
  - be available to liaise with the local authority and/or partner agencies on issues of child protection;
  - instigate the annual review of this policy.
- The School has statutorily compliant procedures for dealing with concerns/allegations made against members of staff including allegations made against the Head (see part four of KCSIE and Appendix 3 of this document);
- The School has procedures in place to handle allegations against other children of child on child abuse;
- The School operates safer recruitment policies and procedures that include the requirement for at least one member of a recruitment panel to have undertaken safer recruitment training and for appropriate checks to be made in line with national guidance (see part three of KCSIE and the School's Recruitment policy and procedure).
- The School operates an effective training strategy that ensures all staff, including the Head receive safeguarding and child protection training, in accordance with BHSCP local safeguarding partner guidance.
- All staff undergo safeguarding and child protection training (including online safety) at induction and that all staff receive updates at least annually.
- Staff have the opportunity to contribute to safeguarding arrangements in School.

- The Director of Safeguarding, DSLs and deputies receive refresher training at two-yearly intervals as a minimum, with annual updates.
- An annual review of safeguarding is instigated, carried out and approved and that the minutes of Governing Body meetings record in detail the relevant discussion and actions taken in carrying out and approving their annual review of safeguarding.
- School policies reflect that some groups of children are potentially at greater risk of harm. Where necessary, an appropriately trained and informed teacher is appointed to promote the educational achievement of any child who is 'looked after' or previously looked after.
- Appropriate safeguarding responses are in place to deal with pupils who go missing from the School (see Missing Pupil policy, Appendix 5), in particular any pupils who go missing on repeat occasions.
- Appropriate online filters and monitoring systems are in place so that pupils have a safe environment in which to learn and their exposure to online risks from the School's IT system is appropriately limited.
- Pupils are taught about safeguarding, including online safety.
- The child's wishes and feelings are taken into account when determining what action to take and what services and support to provide.
- The School has procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Appropriate arrangements are in place to keep children safe where school facilities or premises are used by external organisations.
- Any serious incident that has resulted or could result in a significant loss of funds or a significant risk to the School's property, work, beneficiaries or reputation is reported to the Charity Commission immediately, including any suspicions, allegations or incidents of abuse or mistreatment of vulnerable beneficiaries. In particular, if a serious safeguarding risk materialises. This will usually be if any of the following occur:
  - incidents of abuse or mistreatment (alleged or actual) of beneficiaries of the charity (adults or children) which have resulted in or risk significant harm to them and:
    - this happened while they were under the care of the charity
    - someone connected with the charity, for example a trustee, staff member or volunteer, was responsible for the abuse or mistreatment (alleged or actual)
  - other incidents of abuse or mistreatment (alleged or actual) of people who come into contact with the charity through its work, which have resulted in or risk significant harm to them and are connected to the charity's activities
  - breaches of procedures or policies at the charity which have put people who come into contact with it through its work at significant risk of harm, including failure to carry out relevant vetting checks which would have identified that a person is disqualified in law from holding their position within the charity. This might be, for example, because they are disqualified under safeguarding legislation from working with children and/or adults at risk

See more at: <http://www.charitycommission.gov.uk/how-to-complain/complain-about-a-charity/guidance-for-trustees/>

## 2.6 The Head

The Head will:

- Ensure that the safeguarding and child protection policy and procedures adopted by the governing body are implemented and followed by all staff;
- Allocate sufficient time and resources to enable the DSLs, the Director of Safeguarding and other Deputy DSLs to carry out their roles effectively, including the assessment of pupils and

- attendance at strategy discussions and other necessary meetings;
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace, whether or not it involves the safeguarding and welfare of children, is dealt with in accordance with the School's [Whistleblowing procedures](#);
- Provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith.
- Ensure that children's safety and welfare are addressed through the curriculum.
- Be able to understand safer recruitment procedures and processes and deal with concerns raised or allegations made against members of staff and others in line with this policy and KCSIE.

## **2.7 Safeguarding Guidelines for all**

To meet and maintain our responsibilities towards children, all members of the School community (staff, governors, pupils and parents) are expected to adhere to the following standards of good practice:

- In addition to the stated requirements in section 2.1 of this policy, when circumstances require, to read and understand the School's safeguarding and guidance documents on wider safeguarding issues in addition to this policy, including: the Code of Conduct, Anti-Bullying, Drugs and Substances Policy, Online Safety Policy, First Aid Policy, Missing Pupil policy, Data Protection policies, SEN/Learning Support Policy, Whistleblowing Code and ICT AUP; See the [School policies section on the intranet](#).
- Treating all children with respect;
- Setting a good example by conducting ourselves appropriately;
- Involving children in decision-making which affects them;
- Encouraging positive and safe behaviour among children;
- Being a good listener;
- Exercising professional curiosity and knowing what to look for, so that staff are able to identify cases of children who may be in need of help or protection.
- Being alert to changes in children's behaviour - maintain an attitude of 'it could happen here' where safeguarding is concerned;
- Recognising that challenging behaviour may be an indicator of abuse;
- Recognising that the absence of reports (for example, of child on child abuse or sexual harassment) does not mean that that it is not happening; therefore being vigilant and raising any concerns in line with this policy;
- Asking the child's permission before doing anything for them which is of a physical nature (except where there is an urgent need to take action to protect them or to prevent them from harming others), such as assisting with dressing, physical support during PE or administering first aid;
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding and discouraging the use of inappropriate sexualised or derogatory language;
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and/or abuse.
- Be alert to the context in which safeguarding incidents and/or behaviours can occur, including association with factors outside the College. Staff should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- Promoting the School ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Making clear to all pupils that if they have any problems or worries these can be taken to a form tutor, HMM, a subject teacher or any member of the management team (in particular, in the College, the Deputy Head (Pupils) or Heads of Section). The Health Centre and College nurses, as well as the School Counsellor and chaplain are also available throughout the School day.

Within each boarding House in the College, House matrons provide a further adult to whom pupils may go for support.

- In the College: enabling a support system where pupils can go to older pupils with responsibility, such as Prefects for peer advice. The vertical House system also provides many opportunities for support among the pupil body and across different year groups. All new pupils at the College are given a mentor from an older year during their first term at the School. In the boarding community, we also provide access to an Independent Listener, whose name and contact details are clearly displayed in every boarding House. The Independent Listener is Mrs Jackie Lloyd Williams. See notes in Appendix 6 on the role and appointment of the Independent Listener.
- Ensuring that the names and means of contacting the above people are displayed in Houses in the College and on prominent boards in BCPS reception areas.

## SECTION THREE AREAS OF SCHOOL LIFE UNDERPINNED BY SAFEGUARDING

### 3.1 Pupils' respect for each other

#### 3.1.1 Harmful behaviour by other children – child on child abuse

Children may be harmed by other children or young people. All staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child on child abuse. All staff should be aware of how **child-on-child abuse** may manifest itself:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers (sometimes called teenage relationship abuse);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

As stated in the IICSA report, in relation to harmful sexual behaviour between pupils, staff should adopt the attitude "it is probably happening here".

The School seeks to minimise the risk of child on child abuse through: appropriate supervision of pupils, particularly in relation to the boarding community, and regular education on high standards of courtesy and respect expected in the language and behaviour of pupils to one another, whether on-line or in person. Child on child abuse can be 'gendered' (for example, KCSIE states that it is more likely that girls will be victims and boys perpetrators) but staff are clear that all child on child abuse is unacceptable and will be taken seriously; so-called 'banter' is not an acceptable vehicle for unkindness or abusive behaviour towards others and specific PSHEE resources on banter and unkindness have been developed and are taught each year. A working group of pupils and staff, chaired by the DSL and including the Head of PSHEE and the Head of Diversity and Inclusion, meet regularly to review the provision of PSHEE (with a particular focus on misogyny and the issue of consent), pupil and parental seminars, and the effectiveness of messaging and reporting processes. Further detail can be found within the PSHEE Policy and Scheme of Work and the Relationships and Sex Education Policy and details of the parental seminars can be found [here](#).

Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a child's (or children's) behaviour warrants a response under child protection rather than anti-bullying procedures. All such instances must be reported to the DSL and will be dealt with in accordance with the procedures above. Where there

is reasonable cause to suspect that a child is suffering, or is likely to suffer, harm, the DSL will refer the abuse to external agencies, including, as necessary, the police, and local services in accordance with the procedures in this policy.

### **Investigating child-on-child abuse**

**Regardless of the form in which child on child abuse manifests itself, the School's initial response will be to support all members of the school community who may be involved as a priority. Until investigations have been undertaken and findings made, the School will work on the basis that the allegations may or may not be true and undertake careful risk assessment of the welfare of those involved to determine how best to manage the situation.**

The School's Exclusion, Removal and Review Policy sets out the School's general approach to investigations into pupil behaviour. Part 5 of KCSIE also contains information about how schools should respond to all signs, reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school premises, and/or online.

Investigations into alleged child on child abuse require particularly sensitive handling, as the School will be dealing with potentially traumatic and conflicting accounts from pupils. The School will usually seek to involve parents at an early stage so that pupils, whether alleged victims or perpetrators, have family support. The School may seek early advice from the local Educational Welfare Officer/Front Door for Families. In the case of alleged behaviour that is potentially criminal, the School will seek advice from the Police before carrying out any investigations.

In line with KCSIE, the School will seek to give alleged victims as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This is balanced with the School's duty and responsibilities to protect other children.

With regard to the alleged perpetrator(s), disciplinary action can be taken whilst other investigations by the police and/or children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent the School from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. The School will consider this on a case-by-case basis, with the DSL taking a leading role and coordinating closely with other agencies. The School always considers if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution.

A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School may take advice from the local authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the local authority, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult: more information is contained in [PACE Code C](#). In the case of pupils whose parents are abroad, subject to separately satisfied risk assessments for the pupil and an identified Education Guardian, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate them if it is necessary to suspend them during the investigation.

The victim of child-on-child abuse will be given strong support, in co-ordination with their family or carer, via the pastoral system and a School counsellor, using external experts where appropriate.

The management of children and young people with harmful behaviour (including sexually harmful

behaviour) can be complex and the School will work with other relevant agencies to maintain the safety of the whole School community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator – i.e. all children involved will be treated as being “at risk”.

### 3.1.2 Sexual Violence and Sexual Harassment

**The School has a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and it will not be tolerated.**

The full government guidance on sexual violence and sexual harassment can be found in Part 5 of KCSIE. Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. 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 (both physical and verbal) and are never acceptable.

It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT+ children are at greater risk.

Staff at Brighton College are all expected to be aware 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;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Staff must understand that dismissing or tolerating such behaviours risks normalising them.

Pupils at Brighton College are reminded of the following at the start of each academic term by the Head Master:

There are four things which will not be tolerated at any Brighton College school: theft, bullying, involvement in drugs and sexual misconduct (which includes sexual activity on school grounds, sharing of nudes and semi nudes images and/or videos, and sexual violence and sexual harassment). Staff, pupils and parents should be aware that a pupil's continued place at the school will be in serious jeopardy if they are found to be involved in any of these activities. In each case regardless of whether the action takes place out of school hours or away from the school site.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

Further detail regarding how seriously the school takes sexual misconduct, and the disciplinary sanctions and processes to be followed in the event of an allegation, are laid out in the Behaviour Policy and the Exclusion, Removal and Review Policy.

#### **Sexual violence**

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Full legal explanation of what constitutes a sexual offence can be found in KCSIE, paragraph 451.

## **What is consent?**

This vital question is covered in PSHEE in the College to ensure that pupils at School understand consent in an age-appropriate context. Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and have the freedom and capacity to make that choice.

Note: the school chose to be an 'early adopter' of the government's new [Relationships and Sex Education \(RSE\) curriculum](#) from September 2019, before it became mandatory for all in January 2021.

## **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can cross a line into sexual violence and in considering this the College will take into account the experience of the victim.

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 and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include consensual and non-consensual sharing of nude and semi-nude images and videos; sharing of unwanted explicit content; upskirting; sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

## **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy). Pupils are regularly reminded of how to contact the safeguarding team, or another member of staff, with any concerns they may have. Whilst making a report to an appropriate adult is the preferred route for pupils to raise concerns, it is recognised that pupils may, on occasion, use the internet/social media to relate stories of harassment/violence. If these are brought to the attention of the school, they will be investigated and referred in accordance with the procedures within this policy. Where there is a safeguarding concern, the school will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide



There are a number of external agencies, which can help and support victims of sexual violence and harassment, these are publicised to pupils, along with the internal Brighton College reporting and support mechanisms, these are listed and published to pupils on Firefly within the safeguarding pages:

- **Dedicated NSPCC helpline 0800 136 663**  
The helpline will provide both children and adults who are potential victims of sexual abuse in schools with the appropriate support and advice. This includes how to contact the police and report crimes if they wish. The helpline will also provide support to parents and professionals.
- **The specialist rape and sexual violence abuse service for Sussex will be provided by Survivors Network:** To make a referral online: [www.survivorsnetwork.org.uk](http://www.survivorsnetwork.org.uk) or by email: [referrals.sn@survivorsnetwork.cjsm.net](mailto:referrals.sn@survivorsnetwork.cjsm.net) or call: 01273 203380. For general enquiries email [info@survivorsnetwork.org.uk](mailto:info@survivorsnetwork.org.uk) or for further information: [Home - Survivors Network](#)
- [National Domestic Abuse Helpline, run by Refuge](#) Freephone the 24-hour , on 0808 2000 247
- the **Rape Crisis** national freephone helpline on 0808 802 9999 (12-2.30pm and 7-9.30pm every day of the year)
- **Childline** <https://www.childline.org.uk/> 0800 1111

### 3.1.3 Child Sexual Exploitation (CSE)

The following definition is taken from the DfE '[CSE: definition and guide for practitioners](#)' February 2017, which provides detailed information about CSE: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of **an imbalance of power** to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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.

Multi-agency working and information sharing are vital in tackling all forms of abuse, but it is clear that they are particularly important in identifying and preventing child sexual exploitation.

### 3.1.4 Sharing nudes and semi-nudes/Sexting (Youth Produced Sexual Imagery)/

#### **What do we mean by sharing nudes and semi-nudes?**

In the latest advice for schools and colleges ([UKCIS, 2020](#)), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services such as Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

### **What to do if an incident comes to your attention**

Report it to the DSL immediately.

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL: and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

Further detail about staff viewing pupils' devices or phones can be found in the College policy for Searching Pupils, their Rooms, Belongings and Devices [here](#): This sets out the context in which electronic devices may be searched by staff, and makes very clear that if a Child Protection issue is suspected, the device must be handed to the Designated Safeguarding Lead without any content first being viewed. Part 5 of KCSIE makes it clear that staff should not view or forward alleged illegal images of a child, and signposts advice for staff on what to do when viewing an image is unavoidable.

The Designated Safeguarding Lead will liaise closely with the relevant Head of Section regarding appropriate pastoral and disciplinary responses. The DSL may be duty-bound to inform the local authorities and the Police.

The College employs a very wide range of measures to support the pupils and parents in making wise and sensible use of the internet. These include: assemblies and sessions within the PSHEE curriculum for all year groups, some run by our Digital Ambassadors (senior pupils) and internal staff; an annual parents' seminar, led by Digital Awareness UK; the whole Fourth form complete an online safety course; the Head Master announces at the start of each term that making, storing or distributing inappropriate images may lead to a pupil's place at the School being called into question. All of this takes place within a framework of work on self-esteem, confidence and treating people with kindness and respect, in 'real life' and on-line.

(See the School ICT Acceptable Use policy, the Online Safety policy and the Pupils' AU Policy [here](#)).

In addition to making the sanctions for involvement in sexting very clear, the School will provide appropriate pastoral support to the perpetrator and the victim.

On the homepage of the School intranet, there is a clearly visible button which brings up advice and links to enable pupils to report concerns or worries relating to keeping safe on-line.

#### 3.1.5 Sexually active pupils

If a pupil reveals that they are sexually active it may be a child protection issue. The member of staff concerned should report this to the Designated Safeguarding Lead. They will then decide, having due regard to the pupil's age and maturity, whether this is indeed a child protection issue. If so, steps should be taken to arrange appropriate support. The College Nursing Sister, HMMs, parents and members of the Senior Management Team will be consulted where appropriate. If sexual activity were to take place on school premises or on a school trip (when normal School rules always apply), this would also be considered a disciplinary matter, to be handled by the Deputy Head (Pupils) (see the School's Behaviour Policy).

The DSL will, when considering who needs to be informed, consider matters of the age of the pupils involved and the possibility of child on child abuse.

### **3.2 Children who may be at increased risk of harm**

Some children may be at increased risk of harm as a result of neglect and/or physical, sexual or emotional abuse. See Appendix 1 and Appendix 2 of this policy for details about the types and indicators of abuse and neglect.

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive appropriate protection, we will give special consideration and attention to children who fall into one or more of the following categories.

#### **Disabled or who have Special Educational Needs**

- who may be particularly vulnerable or for whom additional barriers may exist in recognising or communicating about abuse and neglect.
- assumptions may be made that behaviour, mood or injury may relate to the condition, without exploring the possibility of abuse.
- children with SEN or disabilities may be disproportionately impacted by things like bullying without outwardly showing any signs, or more prone to peer group bullying or isolation than other children, making them even more vulnerable.
- They may be unable to understand the difference between fact and fiction in online content, or may fail to appreciate the consequences of repeating the content/behaviours in school.

#### **'Looked After' Children (LACs) or children in care, including Previously LACs**

- The most common reason for children becoming looked after is as a result of abuse and/or neglect.
- This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.
- There is a specific designated member of the Safeguarding team allocated and appropriately trained in each School who keeps a register of all looked after pupils, and who is responsible for promoting the educational achievement of pupils who are looked after. In the College, this person is Hannah Kulin; in BCPS it is Gareth Jackson;
- They provide the appropriate staff with the information needed, particularly regarding the child's legal status (are they looked after under voluntary arrangements with parental consent or an interim or full care order?); information should be held regarding the care arrangements and the level of authority delegated to the carer;
- A previously looked after child (care leavers) remains vulnerable and staff must have the knowledge and skills to keep previously looked after children safe.

- The DSL should have information regarding the child's social worker.
- The government's guidance on 'Promoting the Education of looked-after and previously looked-after Children' (Feb 2018) can be found [here](#):

### **Children who are lesbian, gay, bisexual, or transgender (LGBT)**

- The fact that a child may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

### **Also, a child who:**

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- 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 county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- 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 alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or

is persistently absent from education, including persistent absences for part of the school day.

Special consideration and attention includes monitoring through the pastoral systems of the School:

- At the College, the House and tutor system underpin this care; the Heads of Section and Deputy Headmaster (Pupils), the Bullying log and pastoral/safeguarding records will all be used.
- At BCPS, the form tutor or class teacher liaises with a Senior Teacher or Deputy Head (depending on the age of the pupil) and monitors the welfare of children who may be particularly vulnerable. There is regular liaison with the DSL and the concerns file for the individual pupil is updated as new information arises. They also make use of a 'resilience mentor' for some pupils, an external professional who supports pupils.
- At the College, the School Counsellors may be involved to support the child where this is deemed to be appropriate.
- At both Schools, the DSL liaises with the local authority regarding involvement of outside support agencies.

Special consideration may include, as necessary, the appointment of an appropriately trained and informed teacher to promote the educational achievement of any child who is considered in need of such support.

## **3.3 Bullying**

Bullying is a subset of abuse that can take different forms, including: physical, emotional, verbal, ostracism, homophobic and gender-related bullying and/or cyber bullying (which includes abusive messages posted online or sent by text or email or via other means using technology). The School is determined that no kind of bullying will be tolerated by pupils, parents or staff at the School.

The School's [Anti-bullying policy](#) can be found on the School intranet and is available via the website and has been developed mindful of the government guidance [Preventing and Tackling Bullying](#) (July 2017). It specifically draws the attention to staff to the following:

- Bullying is specifically mentioned in Government guidance as potentially constituting abuse, and is also a common feature of child on child abuse and harassment.
- Accordingly, bullying will often require a safeguarding response from staff.
- Wherever there is a safeguarding concern, staff must discuss with the DSL so that appropriate action may be considered and taken.

The School's Anti-bullying policy applies to bullying behaviour outside of the School of which the School becomes aware.

### **3.4 Online Safety**

The school's approach has been formed with the government guidance ['Teaching Online Safety in Schools'](#) very much in mind, and is set out in full in the College's Online Safety Policy. The Online Safety Lead for the College is the Deputy Director of Safeguarding, Ms George Clarke, although the DSL retains ultimately responsibility for this area.

Mobile devices and computers are important tools for communication and education as well as for recreation and socialising. However, we know that some adults and young people will use these technologies to harm children. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online: this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

The School's Code of Conduct and [ICT Acceptable Use Policy](#) explain the responsibilities of staff in relation to keeping children safe in school, including responsibilities under the Prevent Duty.

Pupils receive guidance on safe use of the web (including anti-bullying) through the ICT and PSHEE curricula and in year group assemblies. All Fourth form pupils complete an Online Safety course during the year.

Cyber-bullying by children via texts, direct messages, social media or email, will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying policy and procedures.

Children are also at risk from Cybercrime, interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

Chat rooms and social networking sites are sources of risk of inappropriate and harmful behaviour in the digital arena. Some children will undoubtedly be 'chatting' on mobile or social networking sites at home. The School runs parent seminars, led by Childnet or Digital Ambassadors UK, to help parents understand the possible risks. In the College, senior pupils are chosen each year to become 'Digital

Ambassadors' who meet regularly with the Deputy Director of Safeguarding and help to both inform and disseminate school policy in this area. Furthermore, they lead assemblies at both whole-school and House level, and help to publish an Online Safety Bulletin for parents to help keep children safe online at home.

The School uses appropriate internet filters and monitoring to safeguard pupils from potentially harmful and inappropriate online material, having regard to [Meeting digital and technology standards in schools and colleges \(DfE, March 2023\)](#). This currently gives daily alerts on any potentially inappropriate or concerning internet usage by both pupils and staff. Where required, initial conversations are held with the pupil or staff member in question about their internet use, and an appropriate pastoral, safeguarding and/or disciplinary response determined, in conjunction with the DSL. This includes regular consideration to 'over-blocking' to avoid unreasonable restrictions as to what pupils can be taught regarding online teaching and safeguarding. Filtering and monitoring is led by Wayne Govier (Head of I.T.) with oversight from Jack Cornish (Assistant Head, I.T. Strategy). The DSL has a duty to thoroughly understand the use and capability of the systems in place and ensure they are keeping children safe from inappropriate online material. He also regularly updates relevant governors on the effectiveness of the College's filtering and monitoring systems and any significant outcomes.

Regard will be given to Section 3.1 pupils' respect for each other', to determine if private online communication is appropriate.

See also the School's [Online Safety Policy and ICT Acceptable Use policies](#). Please also see the "EYFS Mobile Phone, Tablet and Camera Acceptable Use Policy" found in Appendix 7 of this policy.

### **3.5 Boarding**

Children can be particularly vulnerable in residential settings and boarding staff should be alert to pupil relationships and the potential for child on child abuse. Boarding policies and procedures, including additional induction and refresher training provided to boarding staff, will make appropriate provision for responding to these issues.

The College boarding houses will have regard to the National Minimum Standards for boarding schools. These include:

- i. Briefing for senior pupils given positions of responsibility over other pupils, on appropriate action to take should they receive any allegations of abuse, or have any concerns or suspicions about the behaviour of a member of staff or fellow boarder;
- ii. Safeguarding and Child Protection briefing for House Prefects early in the new academic year to outline the roles and responsibilities of the adults they can turn to in and outside school; including the provision and advertisement of how to contact a School-designated 'Independent Listener'; a suitably qualified, vetted volunteer, who is not employed by the School, that pupils can raise concerns with.
- iii. The School's Missing Pupil policy, known to staff and used in practice, includes procedures for searching for and, if necessary, reporting any boarder missing from School (see separate Senior School Missing Pupil policy) ;
- iv. The knowledge and means of reporting concerns or allegations to the local authority team (see Child Protection Procedures, below) or Ofsted via their Whistleblowers' Hotline on 0300 123 3155. The hotline is available from 8.00am to 8.00pm. Alternatively, email [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

Should an allegation of abuse be made against a member of boarding staff (or the member of

boarding staff be charged with abuse), the Head Master, LADO and Designated Safeguarding Lead will agree on the appropriate steps to take, following the steps outlined in Appendix 3. It may involve arrangements being made for accommodation away from children until results of the investigation have been disclosed. This may also concern a member of the Boarding House staff who lives in close proximity to the school site in school accommodation.

### **3.6 Pastoral and Safeguarding Education**

The School promotes the welfare of children through the Assembly programme, PSHEE curriculum, the ICT curriculum and parents' forums. Pupils are given the information to avoid situations and persons, including over the internet and mobile technology, which/who could lead them into harm (see section 3.10 below on Online Safety). The School's [Wellbeing policy](#) can be found on the School intranet and website.

### **3.7 Safer Recruitment**

The School is committed to safer recruitment and the School's HR department are responsible for implementing these practices. It is clearly understood that the use of recruitment procedures that help deter, reject or identify people who might abuse children is essential. The level of check (prohibition, direction, sanction, restriction) and/or DBS certificate depends on the role that is being offered and the duties involved.

The School carries out the required checks on staff as outlined in Part 3 of KCSIE

More detailed information about our Recruitment policy and practice can be found in our HR Recruitment policy on the [School intranet](#).

This includes a check in addition to DBS checks to ensure that the person is not prohibited from teaching. For those assuming management roles (including internal appointments/promotions), there is a further check under section 128 of the Education and Skills Act 2008, to ensure that managers are not prohibited from teaching, using the Teacher Services system. This includes not only senior managers, but those managing departments or Houses, for example, sometimes referred to as 'middle managers'. Full details are provided in the College's Recruitment and Selection Policy.

The School must be assured that any staff employed by another organisation and working with Brighton College pupils outside of School premises (for example, in another institution) have undergone relevant safeguarding checks. The School obtains written confirmation from any agency or third party organisation (or alternative provider) that they have carried out the checks on an individual.



From August 2015, those appointed to the Governing Body have also had section 128 checks completed. In response to KCSIE 2019's requirement for all maintained governors to be checked, the entire Governing Body at Brighton College is now 128-checked, including those appointed before August 2015.

Staff who have lived outside the UK undergo the same checks as other staff. In addition, we make any further checks which are appropriate so that any relevant events that occurred outside the UK can be considered.

### **3.8 Monitoring/Supervising Staff and Volunteers**

As section 3.7 makes clear, the School is committed to safer recruitment and ensuring that all necessary and appropriate checks are carried out for staff and volunteers. As part of the recruitment process, all new staff follow a comprehensive induction process which includes a 'Day One Induction' meeting which focuses on safeguarding procedures and information, including online safety.

Clear expectations are set out for all staff (including supply staff) and volunteers in the Code of Conduct (see 3.3) which emphasises safeguarding and appropriate behaviour for staff and appropriate supervision for pupils and this is re-issued at the start of each academic year to all staff. The Whistleblowing policy (see 3.5.2) is also highlighted to all staff who may have a concern about the behaviour of a colleague or, more generally, the College's safeguarding practices.

The School's expectations of appropriate supervision for pupils and monitoring of visitors are set out in the Visitors policy (see 3.12) and Supervision policy. A log of all visiting speakers is kept by the DSL to monitor those who present to the pupil body, in accordance with our Prevent Policy.

Full details of how casual, peripatetic, contract and unchecked staff are supervised when in School are set out separately in the School's Supervision of Ancillary Contract and Unchecked Staff policy.

### **3.9 Abuse of Trust and Inappropriate Relationships**

All School staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

The School's [Code of Conduct](#) separately sets out expectations of staff.

All staff are aware of the potential for a pupil's relationship with another pupil to be or become abusive and are alert to this possibility and the requirement for concerns of this nature to be referred under the procedures detailed in this policy.

### **3.10 Use of 'Reasonable Force'**

A section in the School Behaviour policy outlines the use of 'Reasonable Force' and when it may be appropriate for staff to use reasonable force to safeguard children and young people. The term covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. The DfE makes it clear that the adoption of a 'no contact' policy can leave staff unable to fully support and protect pupils. KCSIE stresses that professional judgement should be used and action always depends on individual circumstances. DfE guidance can be found [here](#), and the School's policy should be consulted. This is included in training for all staff who are made aware of the need to log any use of reasonable force with the DSL.



## 3.11 Complaints about staff

### 3.11.1 Complaints procedure

The complaints policy is available to all staff via the College intranet, and the policies page of the school's website makes clear that it will be made available to parents on request.

### 3.11.2 Whistleblowing Policy

Complaints from staff involving wrongdoing in the workplace are dealt with under the School's Whistleblowing policy and Disciplinary and Grievance policy, both of which are available on the [HR page of the intranet](#).

Note that where a staff member feels unable to raise an issue with the School, or feels that their genuine concerns are not being addressed, additional whistleblowing channels are open to them, including:

- The [NSPCC whistleblowing helpline](#): 0800 028 0285 (8am to 8pm) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### 3.11.3 Concerns about/Allegation against a member of staff and other adults

Appendix 3 gives further information about the School's approach to dealing with concerns about or allegations against staff and others working in the school, including so-called 'low level concerns'.

Where an adult makes an allegation to the School that they were abused as a child, the individual should be advised to report the allegation to the police. Non recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police. Abuse can be reported no matter how long ago it happened

The Head Master of the College should always be informed of allegations made against former members of staff/volunteers who are no longer working at the School.

## 3.12 Training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All new staff will receive training on appointment as part of their induction, overseen by the DSL. The training, which is updated regularly based on BHSCP advice, includes:

- this policy, including the safeguarding response to children missing education and procedures to deal with child on child abuse;
- the staff Code of Conduct including whistleblowing, acceptable use of IT and staff/pupil relationships;
- online safety, including filtering and monitoring;
- the identity and role of the DSLs and Deputies, the Director of Safeguarding;
- a copy of Part One and, for those staff who work directly with children, Annex B of KCSIE;
- the relevant School's Behaviour and Anti-Bullying policy.

All staff will be required to sign to confirm they have read, understood and agreed to comply with the requirements outlined in these documents. Whenever induction training is completed, an email is sent to [induction@brightoncollege.net](mailto:induction@brightoncollege.net), which allows a log of the induction training to be kept by

HR on the Single Central Register.

All staff will receive safeguarding and child protection training that is updated annually in accordance with the Brighton and Hove Children's Services. Such training, when arranged, takes priority over all other commitments.

Staff are trained to manage a report of child on child sexual violence and sexual harassment in accordance with Part 5 of KCSIE.

A register will be taken at each safeguarding and child protection training session. This will be sent to the School's HR Department who will collate all lists and keep a register of the training completed. The HR Department will identify those whose training needs to be updated and inform the relevant DSL/Director of Safeguarding, agreeing with the DSL and arranging suitable times to hold the necessary training. In order to assess understanding, each member of staff will subsequently complete a questionnaire and the Director of Safeguarding will follow up if a need for further training or clarification is highlighted.

The Director of Safeguarding, DSLs and Deputies will receive updated training at least every two years, including training in multi-agency working, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children, and safer recruitment. Such training, when arranged, takes priority over all other commitments. The Director of Safeguarding, DSLs and Deputies will also regularly keep abreast of developments and updates, for example, by receiving email notifications and alerts from the government and training providers.

In addition:

- All governors receive appropriate safeguarding and child protection (including online) training at induction, to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding.
- Training for governors is regularly updated and refreshed.
- All College Prefects (including House Prefects) and peer mentors receive safeguarding and child protection training at the start of the academic year provided by the DSL or Director of Safeguarding.

### **3.13 Health & Safety, Extended School Activities and Educational Visits**

The School's [Health & Safety](#) and [Educational Visits](#) policies are set out in separate documents, and reflect the consideration given to the protection of our children both physically within the School environment and away from the School when undertaking School trips and visits.

Where extended School activities are provided by and managed by the School, our own Safeguarding and Child Protection Policy and procedures apply. Where other organisations provide services or activities on our site the member of the School's staff responsible for arranging the services or activities will check that the service or activity providers have appropriate procedures in place, including relevant risk assessments and safer recruitment procedures, to keep children safe.

When our children attend off-site activities, including those abroad on School trips, we will check that effective child protection arrangements are in place. All staff are bound by the School's Educational Visits Policy when arranging and organising off-site trips. In particular, those responsible for organising exchange visits where pupils are accommodated by host families are required to consider what intelligence/information will best inform an assessment of the suitability of the adults

in those families who will be responsible for the pupils during the stay.

### Host Families

Where Brighton College pupils stay with host families in the UK or abroad (in the case of sports tours, for example), the College liaises with the hosting school to ensure appropriate suitability checks are completed and to secure full details. See School Trips policy, in which the Trips checklist includes a requirement for the Designated Safeguarding Lead to check pupil lists for any safeguarding concerns.

KCSIE clarifies in Annex D that in circumstances where a school arranges for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related the responsible adults will be engaging in regulated activity for the period of the stay. In such cases and where the school has the power to terminate such a homestay the school would be the regulated activity provider. Where the child's parent(s) or a pupil themselves arranges their own homestay, this would be a private arrangement, therefore, the school would not be the regulated activity provider.

## **3.14 Photography and images**

The use of photographic images of pupils in publications and on the School website is covered under the Information Security Policy and the School's Privacy Notice. The Admissions Office and Marketing department co-ordinate use of pupil images in accordance with the School's Privacy Notice and data protection law.

Staff should also consult Appendix 7 of this policy for details of the mobile phone, tablet and camera acceptable use policy for the EYFS.

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. To protect children we will:

- only use images in accordance with the School's Privacy Notice;
- ensure that children are appropriately dressed;
- encourage children to tell us if they are worried about any photographs that are taken of them.

Further guidance for staff on the taking and storing of photographs and images of pupils is contained in the Staff Code of Conduct.

From time to time professional photographers are invited into the School to take group photographs or pictures of significant events; any professional photographers hired by the School will be subject to appropriate vetting checks.

CCTV is located around the School but is not installed in changing rooms, toilet areas or classrooms; the Creative Learning Centre does include cameras for recording presentations and teachers during lessons. The pupils are always informed when this will be taking place.

Photographs, digital images or videos of pupils may be taken by parents and family members, either on the School site or when pupils are involved in organized activities off site. Parents and family members are welcome to take photographs or videos of School events which may include images of other pupils. To respect the privacy of others and in some cases for protection purposes, these images should not be made publicly available on social networking sites or on other public areas of the internet. Parents should not take photographs of their child or fellow pupils in the swimming pool or changing rooms.

If the behaviour of an adult capturing images seems unusual or the pupil appears to be worried by someone taking photographs of them, staff will act to challenge the adult (where they feel safe and confident to do so) and report the matter to the DSL as soon as possible, and in as much detail as possible, to allow the concern to be followed up. The police will be informed in cases of serious concern.

Flash photography can cause distress or trigger seizures in those with medical conditions and therefore should not be used.

### **3.15 Secure premises**

The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

The School keeps a visitors' book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises. Visitors must sign a Child Protection declaration at reception when receiving their badge; this includes the Child Protection contact details on the back for ease and speed of communication. The Security team is vigilant in stopping all visitors who are not known to them. The School manages large events (such as parents' evenings or concerts) differently, locking down areas of School and allowing guests access only to the appropriate venue(s). Senior pupils sometimes take visitors/families for a tour of the School. They have received safeguarding training, must follow a set route which remains in the main public areas of the School, and they are briefed on what to do if anything concerns them during the tour. Pupils at BCPS are never on their own with visitors if providing a tour, but are accompanied by a teacher.

All visitors to the Boarding House must report to the duty member of staff immediately on arrival, and must observe the necessity to be kept under sufficient staff supervision during their visit.

### **3.16 Intimate Care**

All staff at the Nursery & Pre-Prep site, when involved in helping a child following a soiling or wetting incident should inform another member of staff that they are helping a child. Respect for the child's privacy is important and staff should be aware that some children will want to remove soiled clothes themselves and others may require help. All staff have access to non-latex gloves, wet wipes and bags for dealing with soiling or wetting incidents. Clothes will be rinsed off and placed in a plastic bag ready to give to parents or carers at pick-up time. Spare clothes are available.

### **3.17 Use of School premises by third parties**

It is a requirement of KCSIE that, where the School's facilities or premises are made available to other organisations or individuals, the School ensures that appropriate arrangements are in place to keep children safe. This includes:

- Seeking assurance that the organisation has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed).
- Ensuring that there are arrangements in place to liaise with the School on these matters where appropriate.

- Ensuring that safeguarding requirements are included in any agreement with the third party as a condition of use and occupation of the premises.
- Ensuring that failure to comply with these safeguarding requirements may lead to termination of the agreement.

These requirements apply regardless of whether or not the children who attend any of these services are pupils of the School.

The person responsible for ensuring that the College complies with the requirements set out above is Kathryn Leng, Commercial Manager of Brighton College Services. In relation to the assessment of an organisation's safeguarding and child protection policies and procedures, she will:

- Inspect the organisation's policies and procedures.
- Use a pro forma checklist to assess the extent to which the organisation's policies and procedures include the recommended content.
- Consult with the Designated Safeguarding Lead in cases of uncertainty.

No organisation will be permitted to use the College's premises or facilities until these requirements have been met.

## **SECTION FOUR: REVIEW OF POLICY AND PRACTICE**

### **4.1 Monitoring and review**

This policy is reviewed as part of the termly policy checks by the Compliance Committee, to which the Governors delegate responsibility for making necessary immediate changes. The Compliance Committee includes teaching representatives from all Brighton College Schools, providing staff representatives the opportunity to shape safeguarding arrangements and child protection policy.

The governing body also annually reviews and confirms enforcement of this policy, and any deficiencies in these arrangements are to be addressed at once. It is the responsibility of both to confirm efficient enforcement review and updates may take place more frequently where necessary, and changes will be highlighted to staff, parents and pupils as appropriate.

Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governors. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures.

The local authority provides a Safeguarding Audit, which is the basis for this review and which involves annual communication with a representative of the Brighton and Hove Children's Services (the Education Safeguarding Officer) concerning the School's policy and practice. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay and a report made to the Governing Body.

As part of the review process, the College DSL and Director of Safeguarding communicate with the Local Authority Schools' Safeguarding Officer to discuss best practice and local authority procedures.

## SECTION FIVE: SPECIFIC CHILD PROTECTION PROCEDURES

### 5. Child Protection Procedures

It is important that a child at risk or in need receives the right help at the right time to address risks and prevent issues escalating. It is therefore important that all staff understand their responsibility to: identify, act on and refer the early indicators of abuse and neglect; keep clear written records; listen to the views of the child; reassess concerns when situations do not improve; share information quickly and challenge inaction.

#### 5.1 Recognising abuse

To ensure that children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

The government document 'What to do if you're worried a child is being abused' (March 2015) can be found [here](#). The [NSPCC website](#) also provides very useful additional information on abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody (adult or child) may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a young or immature child home alone. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

**It is important to note that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

There are different categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect, as defined in part one of KCSIE and reproduced in Appendix I of this policy.

Safeguarding incidents and/or behaviours can be associated with factors outside school and can occur between children outside the school. All staff (especially the DSL and Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

#### 5.2 Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to incidents, for example, of drug taking, alcohol abuse, deliberately missing education and sharing nudes/semi-nude images (also known as sexting or youth produced sexual imagery) put children in danger.

See Section 3.1 for more information on how other children can harm a child (child on child abuse).

When a concern is raised, the Designated Safeguarding Lead will consider whether there has been or is a likelihood of harm and whether there is a need for additional support from one or more agencies; the former will be reported to Children's Social Care immediately, the latter would lead to multi-agency assessment using the local processes.

The following link is to Brighton and Hove's Children's Services' threshold document: [Threshold Document](#)

Expert and professional organisations provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on the TES website and also at <http://www.nspcc.org.uk>.

Staff can also access Government guidance on the issues listed below via the GOV.UK website:

[bullying including cyberbullying](#)  
[child missing education](#)  
[child abduction and community safety incidents](#)  
[child missing from home or care](#)  
[child sexual exploitation \(CSE\)](#)  
[children and the court system](#)  
[children with family members in prison](#)  
[domestic violence](#)  
[drugs](#)  
[fabricated or induced illness](#)  
[faith abuse](#)  
[female genital mutilation \(FGM\)](#) [Guidance for Schools](#) (Statutory guidance on FGM [here](#))  
[forced marriage](#)  
[gangs and youth violence](#)  
[gender-based violence](#) / violence against women and girls (VAWG)  
[homelessness](#)  
[hate](#)  
[honour-based violence \(HBV\)](#)  
[mental health](#)  
[missing children and adults strategy](#)  
[private fostering](#)  
[The Prevent Duty](#)  
[relationship abuse](#)

[Government publication on Sharing nudes and semi-nudes: advice for education settings](#)  
[workingwith children and young people](#)  
[trafficking](#)



### 5.2.1 Female Genital Mutilation (FGM)

There is a **specific legal duty for teachers** to report to the police cases where an act of FGM appears to have been carried out on a girl under the age of 18. In addition, and applicable to all staff (not just teachers), concerns about FGM should be raised with the DSL for referral to children's social care if appropriate.

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. This includes so-called 'honour' based abuse. 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, such as Somali, Kenyan, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities.

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 [Multi-Agency Practice Guidelines](#) (currently section B1.2).

Teaching staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

### 5.2.2 'Upskirting'

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. In the most serious cases, upskirting can result in a two-year prison sentence and the offender being placed on the sex offenders register.

If a pupil is concerned that they have been the victim of upskirting by a fellow pupil, the School's processes for dealing with peer-on-peer abuse should be followed. These are likely to involve speaking to the Designated Safeguarding Lead to raise concerns and agree next steps.

Part 5 of KCSIE contains advice on handling allegations of sexual harassment, including whether a report to police may be required in parallel with a referral to children's social care.

In cases where there are reasonable grounds for suspecting that a device has been used to commit an offence, such as the taking of an upskirting photograph, staff should consult the Searching Pupils, their Rooms, Belongings and Devices policy and/or discuss with the DSL.

If a pupil alleges that they have been the victim of upskirting by a member of staff, the school's processes for dealing with allegations against staff members should be followed.

### 5.2.3 Self-harming, eating disorders, anxiety or depression

It is recognised that some young people have a problem with self-harming/eating disorders/anxiety/depression and that this may be as a result of unhappiness in some aspect of their

life (which may, in the worst-case scenario, be linked to a child protection issue). Staff (especially those in positions of pastoral responsibility) should be vigilant and aware of the causes and symptoms of all of the above and should refer any cases to the health centre as soon as possible, whose staff will keep the Designated Safeguarding Lead informed.

More detailed information can be found in our Promoting Mental Health and Well-Being policy and our Self-Harm policy [here](#). The Promoting Mental Health and Wellbeing policy can also be found on the School's website.

#### 5.2.4 Missing Pupils

See the Missing Pupils Policy, which is also listed in this document as Appendix 5. Staff should be alert to the possible safeguarding implications of a pupil running away or deliberately going missing.

##### Unexplained absences of pupils on the child protection register

The Designated Safeguarding Lead must notify Children's Services if there is an unexplained absence of more than two days of a pupil who is on the child protection register. In such a case, where the child is not at morning registration, contact is made as soon as possible to find out what explanation is given for absence. Depending on the response received, a referral will be made more urgently. In practice, this is flagged up by College HMMs or School secretaries (in BCPS) who will alert the Designated Safeguarding Lead (or a member of the Safeguarding team) immediately.

##### Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation. In addition to the procedures to follow if a child goes missing from School (Appendix 5), staff should have in mind the potential safeguarding concerns relating to travelling to conflict zones, FGM and forced marriage.

In order to safeguard pupils, the College takes the following steps:

- Maintain an admission and an attendance register
- Review the attendance percentages regularly to spot patterns of high absenteeism: an attendance percentage below 90% will trigger consideration as to the appropriate next course of action, whether pastoral, disciplinary, parental or child protection.
- Inform Brighton and Hove Local Authority (copying in, where the child is normally resident in another local authority, that local authority also) if a child is to be removed from the admission register at non-standard transitions, i.e. where a compulsory school-aged child leaves a school before completing the school's final year. A pupil's name can only be deleted from the admission register for a reason set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended and the school has regard to [Working together to improve school attendance \(2022\)](#) for advice on deletions from the roll.
- Inform the local authority if any pupil fails to attend school regularly, or if any pupil has been absent without the school's permission for a continuous period of 10 days or more.
- Endeavour to hold more than one emergency contact number for each pupil.

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Schools have a duty to report children missing education.

Please see the School's separate Missing Pupil policy (Appendix 5A and 5B) for further details.

### 5.2.5 The Prevent Duty (see KCSIE)

See the Prevent duty guidance for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools [here](#)

See also the School's Prevent policy.

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

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people (see government guidance called 'the use of social media for on-line radicalisation' [here](#)).

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Brighton College's responsibilities under the Prevent Duty involve four general themes, namely risk assessment, working in partnership, staff training and IT policies, and include the following:

- Assessing the risk of pupils being drawn into terrorism, including extremist ideologies
- Continuing to work in partnership with local authorities
- Assessing the need for staff training
- Ensuring the DSL undertakes Prevent awareness training
- Carrying out appropriate checks on external speakers
- Ensuring that suitable filtering and monitoring is in place on School internet, and that School ICT training for pupils and staff includes the risks of radicalisation and the dangers of extremism. This is reflected in the ICT Acceptable Use policies.

### 5.2.6 Child Criminal Exploitation (CCE): county lines and serious violence

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions

KCSIE also advises that the following risk factors increase the likelihood of involvement in serious violence:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

Staff should be aware of the associated risks and understand the measures in place to manage them. Advice is available in the Home Office's [Preventing Youth violence and gang involvement](#), and in the guidance entitled [Criminal exploitation of children and vulnerable adults: county lines](#).

### 5.2.7 Private Fostering

Private fostering occurs when a child under the age of 16 (under 18, if the child is disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may sometimes come to the attention of School staff through the normal course of their interaction, such as through the Admissions process or parental meetings, and promotion of learning activities, with children.

The School will notify the local authority to allow checks to be made that the arrangement is suitable and safe for the child.

### 5.2.8 Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and

- emotional

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

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[SafeLives: young people and domestic abuse](#)

### 5.2.9 Mental Health Support

The School has an important role to play in supporting the mental health and wellbeing of our pupils. As of September 2022 a new Pupil Wellbeing team, headed by Mrs Lucinda Fowler (who is also a Deputy DSL) has been created who will play an important role in supporting those with long-term mental health challenges, in liaison with the Health Centre, Safeguarding Team, and relevant external agencies.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Clear systems and processes are in place for identifying possible mental health problems, including routes for pupils to escalate issues and seek help; these are detailed in the School's [Promoting Mental Health and Well-Being Policy](#), which should be consulted in addition to the DfE [mental health and behaviour in schools guidance](#).

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this safeguarding policy, and speaking to the DSL or a deputy.

Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See [Rise Above](#) for links to all materials and lesson plans.

### 5.2.10 Forced marriage

Staff should be aware that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used.

## 5.3 What to do if you suspect a child is at risk of harm

If a member of staff is concerned that a pupil may be suffering harm or is at risk of harm, they must act on this immediately. Appendix 8 shows the Flowchart for following through a concern at Brighton College. Staff should follow this policy and the matter should be referred to the DSL, or Deputy in the DSL's absence, as soon as possible.

If there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately, or in an emergency, dial 999 and request the appropriate emergency service. Anyone can make such a referral. The DSL should be informed as soon as possible.

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their art or written work could be concerning or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Record these early concerns and pass it to the DSL immediately. If the child does begin to reveal that they are being harmed or is at risk of harm, including radicalisation, you should follow the advice in section 5.4 below: 'If a child discloses information to you'.

Follow-up options to support a child include:

- Managing support internally via the School's own pastoral support processes;
- An Early Help assessment;
- A referral to local services.

See 5.9 for a note about the importance of appropriate information sharing.

## 5.4 If a child discloses information to you

The NSPCC have created a very helpful resource entitled [Let Children Know You're Listening](#) (Helping adults respond to children disclosing abuse).

It takes a lot of courage for a child to disclose that they are being neglected and / or 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.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets or promise confidentiality. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen; if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over-react – the child may stop talking if they feel they are upsetting you.
- 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’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative or leading questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Reassure them that they are being taken seriously and that they will be supported and kept safe.
- Never make them feel ashamed, or give the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.
- Tell the child what will happen next. The child may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.
- Follow the procedure outlined below: Taking action: advice for staff
- Write up your conversation as soon as possible and either log it on CPOMS or give directly to the DSL/DoSg.
- Seek support if you feel distressed.

Note: best practice dictates that *you should not write any notes whilst the pupil is speaking*. Write up your notes immediately after the meeting, and give the Designated Safeguarding Lead these notes, however rough. If an aide-memoire is required, only very brief phrases or notes should be jotted down - the priority is to listen, not to write down everything that is said, and the writing of any notes may lead a pupil to clam up. Remember that you should only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker, observations can be made but should be clearly recorded as such. Notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation.



## 5.5 Taking action: Advice for staff

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the DSL as soon as possible, unless it involves an allegation against a member of staff or volunteer in which case the procedures in Appendix 3 should be followed;
- if the DSL is not available, ensure the information is shared with the Director of Safeguarding or another Deputy DSL that day. The [DSL@brightoncollege.net](mailto:DSL@brightoncollege.net) is also accessed by the Senior Deputy DSL and may be a helpful way of getting an immediate response if the DSL is not immediately available. The DSL or a Deputy will always be available during term time.
- the concern should be logged on CPOMS, which will trigger an immediate alert to the DSL and Director of Safeguarding, as well.
- if there is a risk of immediate serious harm to a child and it is not possible to report the matter in accordance with this procedure, a referral should be made to local children's services or, if appropriate, the police immediately. See section 6 below;
- never start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- seek support for yourself if you are distressed.

## 5.6 Reporting directly to child protection agencies

In line with KCSIE, **any** staff member can make a referral to children's social care although where possible, there should be a conversation with the DSL to agree a course of action.

Staff should follow the reporting procedures outlined above. However, they may also share information directly with the Brighton and Hove Children's Service (Front Door for Families), the police or the NSPCC if:

- the situation is an emergency and the DSL, the Director of Safeguarding or a Deputy, the Head are all unavailable
- if they are convinced that a direct report is the only way to ensure the child's safety.

If, at any point, there is a risk of immediate serious harm to a child, and you are unable to share the information with the DSL, the Director of Safeguarding or a Deputy DSL or a member of the Senior Management Team a referral should be made to the local authority or police immediately.

**Remember: anybody can make a referral.**

When referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

Under these circumstances, you should contact Children's Services, using the local authority contact information in Section 7 of this policy in accordance with the Brighton and Hove [referral threshold](#).

They will require basic information from you such as:

- Your name
- Address
- Details of the child that you have concerns about.



This information is taken to help the specialist safeguarding team make enquiries, and contact you again if necessary. Information you supply is held in the strictest of confidence and not disclosed to any party; including those connected to the child you have concerns about.

Other ways to report your concerns:

Call the local Police – 101 for non-emergency police

Contact the NSPCC – for help if you are unsure whether to report your concerns. Call 0808 800 5000 to speak in confidence, or text anonymously to 88858.

Call the Brighton and Hove Prevent Lead 01273 574661 (web link [here](#))

DfE Helpline for non-emergency advice on radicalisation: 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

## **5.7 Notifying parents**

The School will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from the local authority. This is also subject to advice from the LADO if the allegation involves a member of staff.

For the avoidance of doubt, referrals do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes. See Section 5.10 with further links on the appropriate sharing of information.

## **5.8 Action by the DSL - Referral**

The DSL or Director of Safeguarding (or in their absence another Deputy DSL) will make a referral to Brighton and Hove Front Door for Families (or the child's local children's services if directed to do so by Brighton and Hove) immediately if it is believed that a child has suffered or is at risk of suffering harm.

In situations where a pupil is not at risk of suffering harm but is instead in need of additional support from one or more agencies (referred to as a 'child in need'), the DSL will still liaise with the local authority in accordance with inter agency procedures and, depending on their advice, will complete an assessment form or engage with any other approach offered by the local authority (e.g. 'Team around the Child') to ensure assessment/referral of the pupil and/or their parents for appropriate social care services.

If there is room for doubt as to whether a referral should be made, the DSL will consult with the local authority on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of harm, a referral will be made without delay.

If the initial referral is made by telephone, the DSL will confirm the referral in writing within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the local authority again.

Referrals following an allegation against a member of staff or volunteer will be dealt with in accordance with the procedures set out in Appendix 3.

In cases of possible radicalisation, the DSL will consider a referral to the police using the Prevent National Referral Form. Full government guidance on the Channel programme can be found [here](#).

## 5.9 Confidentiality and sharing information

When making decisions on what information to share and when, the most important consideration is whether information sharing is likely to safeguard and protect the child. Staff must consider if the information shared is necessary for the purpose for which it is being shared, ensure it is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles – seven golden rules - in the government’s non-statutory advice on [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers \(HM Government, July 2018\)](#))

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Whilst the School understands the specific responsibilities arising from the Data Protection Act 2018 and UK GDPR to process personal information fairly and lawfully, staff must be clear that this is **not** a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about information sharing cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Guidance in KCSIE and Data Protection: toolkit for schools specifically reminds staff who need to share ‘special category personal data’ that “ ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.” Staff must not promise confidentiality to a pupil and will always act in the best interests of the pupil.

Staff should only discuss concerns with the DSL, the Director of Safeguarding, a Deputy DSL, the Head, the Chair of Governors or the nominated safeguarding governor (depending on the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

The School will co-operate with police and Children’s Services to ensure that all relevant information is shared for the purposes of child protection investigations under Section 47 of the Children Act 1989 in accordance with the requirements of Working Together to Safeguard Children 2018.

Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and Children’s Services to agree the information that should be disclosed and to whom. The reporting restrictions applicable to such matters will be observed.

All written information will be stored in a locked facility and any electronic information will be kept in a password-protected area.

## **SECTION SIX: LINKS TO POLICIES TO BE USED FOR FURTHER GUIDANCE**

### **6.1 Linked Policies**

The following documents are available via the [Staff Policies page](#) on the intranet. Some are also available to parents on the policies page of website, or from the Deputy Headmaster (Pupils) on request:

- Safeguarding & Child Protection policy
- PSHEE and RSE Policies
- Anti-bullying policy
- Behaviour policy, including Use of Reasonable Force policy
- Exclusion, Removal and Review Policy
- Staff Code of Conduct
- Visitor policy
- Supervision policy
- Supervision of Ancillary Contract and Unchecked Staff policy
- Complaints policy and procedure
- Data protection policy
- Drugs, Alcohol and Substance policy
- Online Safety policy
- EYFS Mobile Phone, Tablet and Camera Acceptable Use policy
- Searching pupils, their belongings, rooms and devices policy
- First Aid Policy and Health Centre policy
- Promoting Mental Health and Wellbeing policy
- SEN/Learning Support policy
- Privacy Notices
- ICT Acceptable Use Policy
- Missing Pupil Policies
- Whistleblowing Code
- The Prevent policy and Prevent Risk Assessment
- Promoting British Values policy
- Player Welfare policy

Certain BCPS policies are bespoke to the younger pupils and are available from the BCPS DSL.

### **6.2 Linked documents/pages**

Gov.uk website includes all government documentation on Safeguarding Children [here](#): Links from this page are provided at the relevant points during this policy.

[Keeping Children Safe in Education](#), September 2023

[Working Together to Safeguard Children](#), July 2018

## SECTION SEVEN: LOCAL AUTHORITY CONTACT INFORMATION

No matter where pupils reside, the first port of call is the Brighton and Hove authority, as stipulated in Section 47 of the Children's Act. The Brighton and Hove Children's Services website is [here](#):

### Brighton and Hove Council

Front Door for Families	01273 290400	Forms completed on the Front Door for Families <a href="#">website</a>
Emergency Duty Service	01273 335905/6	<a href="#">Form</a> for professionals to complete
Children's Services	01273 295920	
LADO	<b>07795 336355</b>	<a href="mailto:LADOenquiries@brighton-hove.gov.uk">LADOenquiries@brighton-hove.gov.uk</a>
Prevent Co-ordinator (Nahida Shaikh)	01273 290584 07717 303292	<a href="mailto:Nahida.Shaikh@brighton-hove.gov.uk">Nahida.Shaikh@brighton-hove.gov.uk</a>

### East Sussex County Council

Single Point of Contact (SPOA)	01323 464222	<a href="mailto:0-19.SPOA@eastsussex.gov.uk">0-19.SPOA@eastsussex.gov.uk</a>
Emergency Duty Service	01273 335905/6	
LADO (Amanda Glover)	01323 466606 07825 782793	<a href="mailto:amanda.glover@eastsussex.gov.uk">amanda.glover@eastsussex.gov.uk</a> <a href="#">LADO referral form</a>

### West Sussex County Council

Integrated Front Door (IFD)	01403 229900	<a href="mailto:WSCchildrenservices@westsussex.gov.uk">WSCchildrenservices@westsussex.gov.uk</a>
Emergency Duty Service	033 022 26664	
LADOs (Miriam Williams and Donna Tomlinson)	0330 222 6450	<a href="mailto:LADO@westsussex.gov.uk">LADO@westsussex.gov.uk</a>

**All emergencies 999**

**Police Schools' Liaison**  
[brightonyouthteam@sussex.pnn.police.uk](mailto:brightonyouthteam@sussex.pnn.police.uk)

**101 Ext 550217 / 550706 / 550295**  
based at Brighton Police station

## SECTION EIGHT: APPENDICES

### Appendix I Indicators of Abuse and Neglect

Knowing what to look for is vital in the early identification of abuse and neglect. If staff are unsure they should **always** speak to the DSL, DoSg or a Deputy DSL.

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

The following (taken from KCSIE) are different types of abuse for which to be vigilant:

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

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

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

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

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion

from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition, staff should be aware of the signs, indicators and effects of harmful sexual behaviours. Information is available from the following sources:

- [NSPCC](#)
- Brook [Sexual Behaviours Traffic Light Tool](#)

## Appendix 2 Recognising Indicators of Abuse

As part of training, staff are also provided with the following guidance for recognising the indicators of abuse:

### Physical abuse

#### *Physical indicators:*

- Unexplained bruises and welts on the face, throat, upper arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument on an infant in various stages of healing that are seen after absences, weekends, or vacations.
- Unexplained burns, cigarette burns, especially burns found on palms, soles of feet, abdomen, buttocks; immersion burns producing "stocking" or "glove" marks on hands and feet; "doughnut shaped" on buttocks or genital area.
- Rope burns.
- Infected burns indicating delay in treatment; burns in the shape of common household utensils or appliances.

#### *Behavioural Indicators:*

- Behavioural extremes (withdrawal, aggression, regression, depression).
- Inappropriate or excessive fear of parent or caretaker.
- Antisocial behaviour such as substance abuse, truancy, running away, fear of going home.
- Unbelievable or inconsistent explanation for injuries.
- Lies unusually still while surveying surroundings (for infants).
- Unusual shyness, wariness of physical contact.

### Emotional Abuse

#### *Physical Indicators:*

- Eating disorders, including obesity or anorexia.
- Speech disorders (stuttering, stammering).
- Developmental delays in the acquisition of speech or motor skills.
- Weight or height level substantially below norm.
- Flat or bald spots on head (infants).
- Nervous disorders (rashes, hives, facial tics, stomach aches).

#### *Behavioural Indicators:*

- Habit disorders (biting, rocking, head-banging).
- Cruel behaviour, seeming to get pleasure from hurting children, adults or animals; seeming to get pleasure from being mistreated.
- Age-inappropriate behaviours (bedwetting, wetting, soiling).
- Behavioural extremes, such as overly compliant-demanding; withdrawn-aggressive; listless-excitabile.

### Sexual Abuse

#### *Physical Indicators:*

- Torn, stained or bloody underclothes.
- Frequent, unexplained sore throats, yeast or urinary infections.
- Somatic complaints, including pain and irritation of the genitals.
- Sexually transmitted diseases.
- Bruises or bleeding from external genitalia, vagina or anal region.
- Pregnancy.

### *Behavioural Indicators:*

- The victim's disclosure of sexual abuse.
- Regressive behaviours (thumb-sucking, bedwetting, fear of the dark).
- Promiscuity or seductive behaviours.
- Disturbed sleep patterns (recurrent nightmares).
- Unusual and age-inappropriate interest in sexual matters.
- Avoidance of undressing or wearing extra layers of clothes.
- Sudden decline in school performance, truancy.
- Difficulty in walking or sitting.

### Neglect

#### *Physical Indicators:*

- Poor hygiene, including lice, scabies, severe or untreated diaper rash, bedsores, body odour.
- Squinting.
- Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes); overdressed or underdressed for climate conditions.
- Untreated injury or illness.
- Lack of immunisations.
- Indicators of prolonged exposure to elements (excessive sunburn, insect bites, colds).
- Height and weight significantly below age level.

#### *Behavioural Indicators:*

- Unusual school attendance.
- Chronic absenteeism.
- Chronic hunger, tiredness, or lethargy.
- Begging for or collecting leftovers.
- Assuming adult responsibilities.
- Reporting no caretaker at home.

### Child Sexual Exploitation

#### *Physical indicators:*

- Tiredness, mood swings
- Bruising
- Sexually transmitted diseases
- Pregnancy

#### *Behavioural indicators*

- Sudden decline in school performance, punctuality, attendance
- In possession of expensive goods
- Going to places you know they cannot afford
- Age-inappropriate clothing
- Inappropriate sexualised behaviour
- Secretive
- Mixing with older people



Female Genital Mutilation (see also [Multi-agency statutory guidance on female genital mutilation](#), BI.2)

*Physical indicators:*

- Difficulty walking, sitting, standing
- Spend longer than normal in the bathroom
- Bladder or menstrual problems

*Behavioural indicators:*

- May talk about a 'special procedure' or 'special occasion to become a woman'
- Abroad for a prolonged period
- Unusual absence
- Reluctant to undergo normal medical examinations

### Radicalisation

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

We might consider the following when looking for indicators, although no single checklist can be created in the case of radicalisation:

- Disclosure: eg writing, drawings, poems, accessing extremist material
- Expressions of support for terrorism: 'us' and 'them' language, justifying use of violence
- Personal crisis: family tension, sense of isolation, changes in friendship group, low self-esteem, questioning identity, family, faith, belonging
- Personal circumstance: migration, local community tension, a sense of grievance triggered by a personal experience eg of racism, discrimination

No list of abuse or neglect indicators can include all signs, and staff are advised to use their best judgement.

Further guidance is contained in *The Sussex Child Protection & Safeguarding Procedures*, kept in hard copy in the Head Master's Personal Assistant's office, or downloadable from Brighton & Hove's Safeguarding Children website <http://www.brighton-hove.gov.uk/index.cfm?request=bl140329>. See part 3.2 of the document for more risk indicators commonly seen in cases of child abuse.

### **Appendix 3 Procedure to be followed in the event of an allegation of abuse against/concerns raised in relation to someone working in school (taken from Part Four of KCSIE)**

It is expected that all staff and Governors involved in the management of allegations of abuse made against, or concerns raised in relation to, someone working in or on behalf of the School in a paid or unpaid capacity (which includes members of staff, supply teachers, volunteers and contractors) will comply at all times with DfE statutory guidance contained within the document: *Keeping Children Safe in Education*. The following guidance is drawn directly from part four of KCSIE.

School staff, because of their daily contact with children in a variety of situations including the wider caring role, are particularly vulnerable to accusations of abuse. Their relationships with pupils may lead to allegations being made against them by pupils or adults with parental responsibilities. In any such case, these procedures need to be applied with common sense and judgement; a quick response and resolution is a priority.

#### **The School's procedures**

The School has procedures for dealing with allegations made against staff (which includes supply teachers, volunteers and contractors).

#### **A3.1 Allegations that meet 'Harm Threshold'**

The Harm Threshold has been reached where the member of staff is alleged to have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (for example, if they have been involved in an incident outside school which did not involve children but could be regarded as relevant to their suitability to work with children).

All of the above procedures relate to members of staff (including supply staff, volunteers and contractors) who are currently working in the School regardless of whether the School is where the abuse is alleged to have taken place. Allegations against former members of staff or volunteers who are no longer working at the School will be referred to the police, and to the LADO as well.

If an allegation is made, the School's priority will be to achieve a quick resolution of that allegation in a fair and consistent way that provides effective protection for any child involved and at the same time supports the person who is the subject of the allegation. All such allegations must be dealt with as a priority without delay.

All staff are informed as part of their training that any member of staff can make a referral, as specified in KCSIE.

The following definitions are to be used when determining the outcome of allegation investigations:

- a. **Substantiated:** there is sufficient evidence to prove the allegation;
- b. **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

- c. **False:** there is sufficient evidence to disprove the allegation;
- d. **Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- e. **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The procedures to be followed in all such cases are outlined in Part 4 of KCSIE [here](#):

Of particular significance are the sections in Part 4 of KCSIE on the use of suspension, appropriate information sharing, what to do on conclusion of a case and whether any lessons can be learned, regardless of the outcome of the case (see below).

### **A3.1.1 Reporting a concern or allegation**

All allegations, complaints, concerns or suspicions against staff (which includes supply staff, volunteers or contractors) should be reported to the Head (or to the DSL who will inform the Head); in the absence of the Head of BCPS they may be reported to the Head Master of the College, or in his absence the Chair of Governors. In no case should an allegation, complaint, concern or suspicion be reported to the individual who is the subject of the concern, and neither should that individual be informed of the allegation, complaint, concern or suspicion at this stage.

All allegations, complaints, concerns or suspicions about the Head of BCPS should be reported to the Head Master of the College (or in his absence, the Chair of Governors) without the Head of BCPS being informed; those about the Head Master or a member of the Governing Body should be reported to the Chair of Governors without the Head Master or the member of the Governing Body being informed.

If the concerns or allegations are about the Head, or otherwise reporting to the Head may present a conflict of interest, the report should be made direct to the LADO, without the Head being informed. The LADO's contact details can be found in Section Seven and in Appendix 8.

All allegations, complaints, concerns or suspicions about the Chair of Governors should be reported to the LADO without the Chair of Governors being informed. A 'case manager' should be appointed.

**Low level concerns which do not meet the 'harm' threshold will be dealt with in accordance with [A3.2] below. Allegations which meet the 'harm' threshold will be dealt with as below.**

The Head Master, DSL or Chair of Governors should discuss the allegation immediately with the LADO in order to consider the nature, content and context of the allegation and to agree a course of action. The case manager will also inform the DSL, or, if the DSL is the subject of the allegation, the Director of Safeguarding. The LADO will be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria and the LADO may consult the Police and Children's Services as appropriate.

In borderline cases, or where there is room for doubt as to whether to make a referral, the case manager will still consult the LADO informally for advice before any investigation takes place and within one working day. The LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar

allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The LADO's contact details can be found in Section seven, local contact information, and on the flowchart in Appendix 8.

No investigation will be undertaken into allegations without prior consultation with the LADO so as not to jeopardise statutory investigations. Borderline cases will be discussed informally with the LADO without naming the school or individual until the LADO has advised whether a referral is required. Any allegations not meeting the criteria will be dealt with in accordance with Brighton and Hove Safeguarding Children Board's procedures. All such cases will be handled within the School without delay.

All discussions with the LADO will be recorded in writing.

In a strategy discussion or the initial evaluation of the case, the case manager should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim(s).

The initial sharing of information and evaluation by the appropriate agencies may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

Reports about supply staff (see below) and contractors will be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. We reserve the right to remove supply staff and contractors from the premises, if required.

### **A3.1.2 Allegations against supply teachers**

In some circumstances the school will have to consider an allegation against an individual not directly employed by the school, where our disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst the school is not the employer of supply teachers, it will ensure allegations are dealt with properly. In no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. A discussion will be had with the agency to determine whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. They should be advised to contact their trade

union representative if they have one, or a colleague for support.

The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

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

Reports about supply staff will be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

### **A3.1.3 Disclosure of information**

The case manager will inform the accused person as soon as possible after consulting the LADO and will provide as much information as possible at that time.

The parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case and the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

Where the LADO advises that a strategy discussion is needed, or police or Local Authority services need to be involved, the case manager will not speak to the accused person or the parents or carers until those agencies have consulted and have agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed and, where necessary, parents and carers will be made aware of the prohibition on reporting or publishing allegations about teachers. If parents or carers express a wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

The case manager should take advice from the LADO, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

Where the police are involved, wherever possible the case manager will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

### **A3.1.4 Action to be taken against the accused**

The School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. The individual concerned will be advised to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to

welfare counselling and medical advice.

The case manager will appoint a named representative to keep the member of staff informed of the progress of the case and to consider what other support might be appropriate. If the member of staff is suspended they will also be kept up to date with current work-related issues.

Where an investigation by the police or local authority is unnecessary, the LADO will discuss the steps to be taken with the case manager. The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to dismissal or a decision not to use the person's services in the future.

It may be necessary to undertake further enquiries to determine the appropriate action. If so, the LADO will discuss with the case manager how and by whom the investigation will be undertaken.

### **A3.1.5 Suspension**

Suspension will not be an automatic response to an allegation and will only be considered in a case where:

- a. there is cause to suspect a child or other children at the School is or are at risk of harm or
- b. the allegation is so serious that it might be grounds for dismissal.

All other options to suspension will be considered before taking that step. Consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment either within or outside of the School or providing an assistant when the individual has contact with children. The School will give due weight to the views of the LADO when making a decision about suspension.

A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff notified of those reasons in writing within one working day. Appropriate support will be provided for the suspended individual and contact details provided. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

### **A3.1.6 Criminal proceedings**

The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

### **A3.1.7 Return to work**

If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child[ren] who made the allegation.

### **A3.1.8 DBS and TRA Referrals and Ceasing to use staff**

NB There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met – see above – as per the guidance published by the DBS. Guidance in KCSIE confirms that referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned. When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and employers should ensure they have sufficient information to meet the referral duty criteria explained in the DBS referral guidance, which can be found on GOV.UK.

If the accused person resigns or ceases to provide their services, this will not prevent child protection allegations being followed up in accordance with this policy and the statutory guidance. A referral to the Disclosure and Barring Service (DBS) will be made as soon as possible, if the criteria are met – see above – as per the guidance published by the DBS.

Staff should be aware that the DBS has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK.

Guidance for making referrals can be found on the DBS website (<http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/>). Failure to report to the DBS constitutes an offence and the School may be removed from the DfE register of independent schools.

Where a teacher is dismissed (or would have been dismissed had they not resigned) for misconduct, separate consideration will be given as to whether a referral to the Teaching Regulation Agency (TRA) should be made, as per the flow chart that appears in the guidance published by the TRA. For information, the reasons for the TRA to consider whether a prohibition order might be appropriate are: ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’ or a ‘conviction, at any time, for a relevant offence’. The School will follow the advice set out in the TRA’s guidance, “Teacher misconduct - the prohibition of teachers” (as updated or amended from time to time) to make a judgment about whether a prohibition order may be appropriate and whether an early referral is advisable in order to consider an interim prohibition order. If in doubt, a referral will be made.

Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

### **A3.1.9 Charity Commission report**

The School, as a charity, needs to make a report to the Charity Commission if a serious safeguarding risk materialises. This will usually be if any of the following occur:

- incidents of abuse or mistreatment (alleged or actual) of beneficiaries of the charity (adults or children) which have resulted in or risk significant harm to them and:
  - this happened while they were under the care of the charity
  - someone connected with the charity, for example a trustee, staff member or volunteer, was responsible for the abuse or mistreatment (alleged or actual)
- other incidents of abuse or mistreatment (alleged or actual) of people who come into contact with the charity through its work, which have resulted in or risk significant harm to them and are connected to the charity’s activities; or
- breaches of procedures or policies at the charity which have put people who come into contact with it through its work at significant risk of harm, including failure to carry out

relevant vetting checks which would have identified that a person is disqualified in law from holding their position within the charity. This might be, for example, because they are disqualified under safeguarding legislation from working with children and/or adults at risk. It is the responsibility of the governing body to make this report.

### **A3.1.10 Timescales**

All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Head should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, as far as possible it should be held within 15 working days.

### **A3.1.11 Unsubstantiated, false or malicious allegations**

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's Behaviour policy.

Brighton College may apply appropriate sanctions to pupils who are found to have made malicious allegations. This could include temporary or permanent exclusions or referral to the police if a criminal offence may have been committed.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

### **A3.1.12 Record keeping and references <sup>2</sup>**

Details of all allegations found to be malicious will be removed from personnel records.

A clear and comprehensive summary of any allegations made against a member of staff, and all details leading to and including a resolution, and a note of any actions taken and decisions reached will be kept on the confidential personnel file and will be retained until the accused has reached normal retirement age or for a period of 10 years if that is longer. However, where an issue or concern relating to a member of staff and the safeguarding of children has been identified, records of any concerns, suspicions or investigations will be kept for 75 years. Such records will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

The School will provide factual information regarding a substantiated allegation for the purposes of future references and DBS disclosures in accordance with the School's safer recruitment procedures.

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<sup>2</sup> In accordance with the terms of reference of the Independent Inquiry into Child Sexual Abuse all schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation. The School's normal policies for data retention and destruction are therefore subject to these overriding responsibilities to cooperate with IICSA.



In cases where allegations are found to be false, malicious, unsubstantiated, or unfounded, reference will not be made in employer references. Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious should also not be included in any reference.

### **A3.1.13 Review and Learning Lessons**

At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.

Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

## **A3.2 Low level concerns**

In addition, as part of a whole school approach to safeguarding, staff are encouraged to pass on any concerns they may have about all adults working with children, no matter how small, and even if no more than something causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

### **A3.2.1 Reporting low level concerns**

Staff should report low level concerns in the same way as allegations of abuse (see A3.1.1 above). In addition, staff may consult the DSL, in which case the DSL should inform the Head in a timely fashion according to the nature of each particular low-level concern. The Head should be the ultimate decision maker in respect of all low-level concerns, in consultation with the DSL.

Staff should also feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

### **A3.2.1 Responding to reported low level concerns**

Low level concerns will be recorded and dealt with effectively and sensitively.

The school will take the following actions in relation to low level concerns and/or allegations which do not meet the 'harm' threshold:

- If the concern has been raised by a third party, the Head Master will appoint an investigator to collect as much evidence as possible by speaking directly to the person who raised the concern (unless it has been raised anonymously) and to the individual involved and any witnesses.
- All low-level concerns will be recorded in writing.
- The record will include details of the concern, the context in which the concern arose, the investigation(s) carried out and action taken. The name of the individual sharing their concerns should also be noted; if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.
- The information collected will help to categorise the type of behaviour and determine what further action may need to be taken.
- These records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- As part of the annual review of safeguarding, these records will be reviewed at least annually so that potential patterns of concerning, problematic or inappropriate behaviour can be identified – which will be addressed either through the school's disciplinary procedures or (where a pattern of behaviour moves from a concern to meeting the harms threshold) after referral to the LADO.
- Consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur. Amendments to policies and training will be considered to minimise the risk of it happening again.
- Reports about supply staff and contractors will be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.
- Low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference.
- When appropriate, follow-up conversations will take place with the relevant member of staff. The Head has overall responsibility for handling concerns about staff, but in accordance with the local safeguarding guidance, he may delegate follow-up conversations to the DSL/DoSG.

## Appendix 4: Guidance to staff on appropriate behaviour

(taken from the Staff Code of Conduct, the full version of which can be found on the Staff Hub policies page:)

The following safeguarding-related guidance is given to all staff to avoid putting themselves or pupils at risk of harm or allegations of harm to a pupil:

- One-on-one tuition or coaching should be approved by a senior member of staff and last-minute or informal arrangements for such tuition should be avoided. If you are on your own with a pupil in a classroom (eg music room, gym, office), ensure the door is always open (so visibility into the room is clear) and that, where possible, there is another member of staff nearby. For Music lessons where the door is usually closed, there must be an unobstructed window. One-to-one tuition should be logged with the Deputy Head (Common Room).
- Always inform a senior member of staff if in an emergency situation you must give a pupil a lift. Otherwise, avoid offering lifts to pupils. If you give a lift to a pupil and they are alone, they should sit in the back of the car. Any lift given to a pupil should be logged with the DSL. Staff must ensure that appropriate car insurances are in place to carry pupils for the purposes of work and parents must give consent.
- Ensure that parents, carers and/or a senior member of staff authorise all out-of-school contact with pupils.
- Seek advice from the Designated Safeguarding Lead or another member of staff if you don't feel comfortable with a pupil's request to speak to you. Speak to the Designated Safeguarding Lead or a Deputy Head if you are concerned a pupil might be developing a crush on you.
- Recognise that bullying can develop into abuse (sexual, physical and emotional); also be vigilant for early warning signs of abuse or neglect.
- Physical contact with pupils should be avoided. Innocent gestures can sometimes be misconstrued. This applies to all aspects of school life, whether in the classroom or house or during sporting or other extra-curricular activities. There are some exceptions to this, with regard to ensuring health and safety of pupils, or preventing damage to equipment (see behaviour policy for guidance on the use of restraint/reasonable force in extreme circumstances).
- At events where alcohol is present, staff should drink sparingly and pupils and staff must adhere to the school's alcohol policy.
- Members of staff should not be party to gossip about colleagues or pupils, nor should staff ever make sexual remarks to or about pupils.
- Avoid giving gifts to pupils, as this may encourage pupils to perceive that a special relationship exists. Exceptions to this include the provision of small prizes in competitive contexts, or the giving of a gift to a pupil in a pastoral tutor group, if this is done for all pupils in that group, with the approval of the HMM.
- Avoid accepting gifts from pupils, except in the specific contexts described in the Anti-corruption and bribery policy.
- Staff should avoid entering pupil changing areas without alerting pupils to their presence. Further guidance for those required to assist younger pupils with changing can be obtained from the relevant EYFS and BCPS policies.
- Any staff (including Maintenance and Security) entering a boarding house should check with the duty staff first. This does not apply to staff who work in the Boarding House or in an emergency situation.
- Separate guidance exists for staff who are parents and may encounter pupils due to having their own children in the school (for example in giving lifts/sleepovers/babysitting). This guidance can be found on the Safeguarding Firefly page.
- Staff should notify the Head (via the DSL if preferred) of any arrests, cautions or convictions.

## Electronic Communication

### DO NOT:

- Give your personal contact details, including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents.
- Share or store personal mobile numbers of pupils on personal mobile phones where practicable
- View photographs/videos on an electronic device you have confiscated from a pupil. If you feel it appropriate to confiscate a device, very clear directives are found in the Government document 'Searching, Screening and Confiscation, January 2018' [here](#) or in the School's 'Policy on Searching Pupils, their Rooms, Belongings and Devices.' **It is important to note that if you suspect content may be a child protection matter, you must pass the device directly to the Designated Safeguarding Lead or in his absence the Director of Safeguarding or a Deputy DSL without viewing or forwarding any content.**

### DO:

- Keep phone contact and e-communication formal and copy in another member of staff if communication is not coursework-related.
- Use School email addresses, the school phone system and/or school mobile telephones (rather than personal ones) when making contact with pupils. Use ISAMS or Firefly to send texts, use School equipment for taking photographs and School forums (instead of public) for online discussion groups.
- When using a social networking site, ensure that details are not shared with children and young people and that privacy settings are set at maximum. (Do not, for example, be friends with a pupil on Facebook.) Think carefully before 'friending' former pupils, especially those with friends who are current pupils: the Code of Conduct sets out that staff should not befriend former pupils until at least a year after they leave, and even then they should consider carefully whether this would be wise.

## **Appendix 5A: Brighton College Missing Pupils Policy (College)**

**Note: A Separate Missing Pupils Policy applies to BCPS – this is found in Appendix 5B**

### **Introduction:**

The welfare of our pupils is our paramount responsibility. Every adult who works at the School has been trained to appreciate that they have a primary responsibility for keeping all of the children safe at all times. Our staffing ratios are generous and are deliberately designed to ensure effective supervision. All new staff receive an induction into the effective supervision of children and the School's safeguarding response to children who go missing from education.

In line with Government guidance, the school holds more than one emergency contact number for each pupil, so as to give us additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

### **Action to be taken by Staff if a pupil goes missing from the College:**

The following step-by-step guidance should be followed in the event that a pupil is considered to be missing from a School session, or from a boarding house:

- Check the pupil's registration record on iSAMS and SOCS
- Contact the tutor and HMM
- Make further enquiries to consider possible School commitments: check the House signing-out book (in boarding), the signing out book at Security (241). Also check that there have been no School trips or fixtures at that time which may have taken the pupil out of School. Cross-check for off-site sport and pupil activities on SOCS and/or directly with the Sport Administrator.. In the evening, boarding House lists will record where a pupil has been given permission to visit a day pupil or relative.
- Ask other pupils, and where appropriate ask them to phone the pupil and send a message to them.
- Check the Health Centre (243).
- Staff might also dial the pupil's mobile phone (found on isams) if in the Sixth Form.
- Contact Security (241), who will effect a search of the campus (including toilets etc) and Kemptown. They may also review CCTV footage of the main exits from the School campus.
- After ensuring that the pupil is not on campus, in Kemptown, involved in an off-site School activity or (in the case of boarders) with a day pupil, the HMM should phone the parents or guardians and explain the situation. The tone of this conversation will be reassuring and will outline the steps already taken. Questions may be asked of the parent(s) to ascertain other possible locations of the missing pupil.
- *If pupil is still not located*, the HMM should contact the Deputy Headmaster (Pupils) or during the evening for boarders, the Director of Boarding.
- The Deputy Headmaster (Pupils) or Director of Boarding will consider whether additional contact with the Senior Management is appropriate: the Director of Boarding may contact the Deputy

Headmaster (Pupils), who may inform the Head Master. They will decide whether the Police need to be alerted.

- **A clear and detailed timeline of events should always be recorded.**
- Once a pupil has been located, appropriate follow-up action should be considered, including pastoral support, medical help or disciplinary action. It may be appropriate for the HMM to also put measures in place for that pupil following them going missing (eg staff alert the HMM as soon as the pupil does not show up to their lesson/activity; or providing the pupil with safe 'options' to take a 'time out' – the Medical Centre or Chapel, for example.)

**NB: Parents should only be contacted when the campus and local environs have been searched, and other pupils asked about their whereabouts;** when it is considered that the absence is real and that the pupil is off-site, parents must be informed and kept updated regularly. Another adult should always remain in the boarding house if the co-ordination of the search for a missing boarder requires the member of staff to leave the House.

### **Action to be taken by Staff if a pupil goes missing from a School Trip:**

1. Take an immediate head count to ensure that all other pupils are present. All adults and pupils should be asked to calmly explain when they last remember seeing the missing pupil.
2. An adult would search the immediate vicinity and if at a venue, the venue manager should be informed to arrange a search and potentially secure the venue.
3. Other pupils and staff might phone the pupil's mobile number (staff leading the trip will have a full list of contact details for the pupils on the trip)
4. The Deputy Head (Pupils) should be informed if the pupil is still missing.
5. A strategy would be agreed with the Deputy Head (Pupils), which may involve returning the rest of the group to School, or moving to a different location (if outside, for example) where the rest of the group can be safely supervised and ideally kept occupied.
6. The Deputy Head will phone the pupil's parents to explain what has happened and what steps have been taken. Depending on where the trip is, it may be appropriate for them to go to the venue, or to come to school.
7. Depending on the precise circumstances, either the Deputy Head or the staff with the group would call the police to notify them of a missing pupil. Precise information, timings and descriptions should be readily available before making this call.
8. If the Deputy Head (Pupils) is not available, staff should call Dorcas Sherwood, PA to the Head Master, who will ensure that a different member of the SMT is available on the phone immediately.
9. The SMT member will inform the Head Master if the pupil is not quickly found.
10. A full record of all activities taken up to the stage at which the pupil was found would be made for the incident report.

### **NB:**

The Deputy Head (Pupils) who is also the DSL may need to undertake further action/referrals under the College's safeguarding policy (eg: he may need to inform Front Door for Families). In his absence, these actions may also be undertaken by the Director of Safeguarding or a Deputy DSL.

The School will cooperate fully with any Police investigation and any Safeguarding investigation by Social Care. In the case of an investigation, the Head Master, Chair of Governors and Insurers would be informed.

If the pupil is injured, a report would be made under RIDDOR to the HSE.

**Action to be taken by staff once the pupil is found:**

1. Talk to and take care of the pupil, as necessary.
2. Speak to the other pupils to ensure that they understand what has happened and what will now happen.
3. A senior member of pastoral staff will speak to the pupil's parents to explain what happened and what action was taken.
4. It may be necessary for an investigation or review to take place. This should always involve taking written statements from those involved. Specific details should be given: date, time, place, numbers of staff and pupils, the purpose of the visit, length of time the pupil was missing, any lessons for the future.
5. **All media queries should be referred to the Head Master.**

## **Appendix 5B: BCPS (including EYFS) Missing Pupils Policy and Policy for arrangements when a child is not collected**

### **Introduction:**

The welfare of our pupils is our paramount responsibility. Every adult who works at the School has been trained to appreciate that he or she has a primary responsibility for keeping all of the children safe at all times. Our staffing ratios are generous and are deliberately designed to ensure effective supervision. All new staff receive an induction into the effective supervision of children.

### **Information for Parents:**

The hours/days each pupil attends school must be agreed, although these can sometimes be flexible where work patterns or needs are diverse. The contact details for the parents/guardians (at least two) an emergency contact and any other person designated to collect the child must be held within the School.

Further arrangements can be found within the Parents' Handbooks, including:

- The arrangements for handing over children to the care of their parents at the end of the day
- The qualifications of our staff and the arrangements for supervising the children whilst they are in school
- The arrangements for registering the children in both morning and afternoon
- Enhanced supervisory arrangements in place for trips involving the youngest children

### **Action to be taken by Staff if a pupil goes missing from BCPS:**

The following step-by-step guidance should be followed in the event that a pupil is considered to be missing from a school session:

1. Take a register in order to ensure that all other children are present.
2. Ask all of the adults and children calmly if they can tell us when they last remember seeing the child.
3. Inform a member of the Senior Management Team.
4. Member of Senior Management team to contact the office to ascertain whether pupil has a music lesson/lamda lesson or other arrangement.
5. Occupy all of the other children in their classroom, e.g. by reading to them, setting a task.
6. At the same time, arrange for one or more adults to search everywhere, both inside and out, carefully checking all spaces, cupboards, washrooms where a small child might be.
7. Check the doors and gates for signs of entry/exit, contact security and arrange for CCTV to be reviewed.

If the child is still missing, and 10 minutes have elapsed, the following steps should be taken:

8. Inform the Deputy Head (Pastoral), and the Designated Safeguarding Lead.
9. Deputy Head (Pastoral) to contact child's parents and explain the situation once it is confirmed the child is not on site. Following this, confirm what steps have been taken/are in place. Reassure them as much as possible, and confirm they will be kept updated throughout.
10. If support is required from the College (senior school), the Deputy Head (Pastoral) should contact Dorcas Sherwood (PA to the Head Master) on 01273 704339 who will contact the best-placed Deputy to provide support,
11. The DSL or Deputy Head (Pastoral) or Headmaster will contact the Police.
12. The Deputy Head (Pastoral) will co-ordinate other staff searching the rest of the school premises and grounds.
13. If the child's home is within walking distance, a member of staff may set out on foot to attempt to catch up with him/her.
14. The DSL may inform Front Door for Families.
15. The School will cooperate fully with any Police investigation and any Safeguarding investigation by Social Care. In the case of an investigation, the College Head Master, Chair of Governors and Insurers would be informed. If the pupil is injured, a report would be made under RIDDOR to the HSE.
16. A full record of all activities taken up to the stage at which the pupil was found/situation handed over to



police would be made for the incident report.

### **Action to be taken by staff if a pupil is missing on a School Trip/Outing:**

1. Take an immediate head count to ensure that all other pupils are present. All adults and pupils should be asked to calmly explain when they last remember seeing the missing pupil.
2. An adult would search the immediate vicinity and if at a venue, the venue manager should be informed to arrange a search and potentially secure the venue.
3. Depending on the age of the child, staff might phone the pupil's mobile number.
4. The Deputy Head (Pastoral) and DSL should be informed if the pupil is still missing.
5. A strategy would be agreed with the Deputy Head (Pastoral), which may involve returning the rest of the group to school, or moving to a different location (if outside, for example) where the rest of the group can be safely supervised and ideally occupied.
6. The Deputy Head (Pastoral), will phone the pupil's parents to explain what has happened and what steps have been taken. Depending on where the trip is, it may be appropriate for them to go to the venue, or to come to school.
7. Depending on the precise circumstances, either the Deputy Head (Pastoral), or the staff with the group would call the Police to notify them of a missing pupil. Precise information, timings and descriptions should be readily available before making this call.
8. If support is needed from the College, staff should call Dorcas Sherwood, PA to the Head Master, on 01273 704339 who will ensure that a Senior teacher is available on the phone immediately.
9. The DSL may inform the Front Door for Families.  
The school will cooperate fully with any Police investigation and any Safeguarding investigation by Social Care. In the case of an investigation, the Head Master, Chair of Governors and Insurers would be informed. If the pupil is injured, a report would be made under RIDDOR to the HSE.
10. A full record of all activities taken up to the stage at which the pupil was found would be made for the incident report.

### **Action to be taken by staff once the pupil is found:**

1. Talk to and take care of the pupil, as necessary.
2. Speak to the other pupils to ensure that they understand what has happened and what will now happen.
3. The Deputy Head (Pastoral), will speak to the pupil's parents to explain what happened and what action was taken.
4. It may be necessary for an investigation or review to take place. This should always involve taking written statements from those involved. Specific details should be given: date, time, place, numbers of staff and pupils, the purpose of the visit, length of time the pupil was missing, any lessons for the future.
5. **All media queries should be referred to the Headmaster.**

### **Procedure for Collection and Late Collection from School Clubs in the Nursery and Pre-**

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### **Dance & Club Leaders are solely responsible for the children in their care.**

- At the end of the school day children are escorted to their club by a class teacher, or collected from the holding rooms by the club leader.
- Children will be escorted to an after-school club/activity from the After-School Care Group (ASCG) if they are pre-booked into the first session of the ASCG and the after-school club/activity starts during that time.
- The ASCG staff will ensure the children attending after-school clubs/activities are changed before being escorted if required.
- If the child is not collected at the end of the session the Dance/Club Leader will take the child to the ASCG and if there is space the ASCG will take over care of the child until they are collected. If there is not space the Dance/Club leader will take the child to the SMT duty member to call the designated contact directly to arrange collection.
- If a child is not collected by 17.45 they will be taken to the SMT duty member who will call the designated parent to arrange collection.

If the child is not collected by 17:45 the ASCG Non-Collection Policy detailed below will be actioned.

### **ASCG Non-Collection Policy**

1. The child will be looked after in the ASCG until 17:45, at which time if they are not collected they will be taken to the duty SMT member.
2. If the SMT duty member fails to reach the emergency contacts for the child by 18:15 they will contact the Designated Lead for Safeguarding (DSL) to discuss the situation and agree a plan of action.
3. The child may be taken to the College Health Centre where there is staffing in place all evening.
4. If there is still no response by 19:00 the DSL will contact the Social Care duty officer on 01273 290400. Social Care will make emergency arrangements for the child, will arrange to visit the child's house and will inform the Police.
5. The DSL will continue to liaise with them until the situation is resolved.
6. The child will be looked after throughout the time they remain in the school's care.
7. A full written report will be made. The child will be looked after throughout the time they remain in the school's care.

### **Procedure for Collection and Late Collection from School Clubs in the Prep School.**

Dance & club leaders are solely responsible for the children in their care. If pupils are not collected at the end of dance/club, the SMT duty member should be contacted, if not available then the Deputy Head (Pastoral), and DSL should be contacted.

1. If a child is not collected at the end of school/club time, the pupil should go to the relevant late room which is available until 17.30.
2. If a pupil remains uncollected at 17.30, the 'duty person or the club leader or the SMT duty member should call the contact numbers for the parent or carers. (These are available on iSAMS or there is a folder in the school office).
3. **If there is no answer**, The duty SMT member should be notified (or the DSL in their absence). During this time, the child will be safely looked after at school.
4. If there is no response from the parents/carers or emergency contacts by 18.15, the SMT duty member will contact the Security team on 01273 70424 and discuss the situation with the DSL.
5. The child may be taken to the College Health Centre where there is staffing throughout the evening on Monday to Thursday. On Fridays, the child should remain with the SMT duty member, if not available then with the Deputy Head (Pastoral), the DSL, or another member of SMT in school.
6. If there is still no response at 19:00, the Deputy Head (Pastoral)/DSL will contact the Social Care duty officer on 01273 290400. Social Care will make emergency arrangements for the child and will arrange a visit to be made to the child's house and will check with the Police. The Deputy Head (Pastoral)/DSL will continue to liaise with them until the situation is resolved.
7. A full written report is to be made.
8. The school will ensure the child is looked after throughout the time he/she remains in our care.

A child being absent from education, particularly repeatedly or for long periods, can be a warning sign for a wide range of safeguarding issues. The school will respond to persistent absence through a safeguarding lens, considering key indicators of concerns including child exploitation (both criminal and sexual), neglect and other forms of abuse. In addition to the procedures to follow if a child goes missing from school (Appendix 5 of Safeguarding policy), staff should have in mind the potential safeguarding concerns relating to travelling to conflict zones, FGM and forced marriage.

In order to safeguard pupils, Brighton College undertakes to do the following:

- Maintain an admission and an attendance register
- Review the attendance percentages regularly to spot patterns of high absenteeism: an attendance percentage below 90% will trigger consideration as to the appropriate next course of action, whether pastoral, disciplinary, parental or child protection.
- Inform Brighton and Hove Local Authority (copying in, where the child is normally resident in another local authority, that local authority also) if a child is to be removed from the admission register at non-standard transitions, i.e. where a compulsory school-aged child leaves a school before completing the school's final year. A pupil's name can only be deleted from the admission register for a reason set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended and the school has regard to [Working together to improve school attendance \(2022\)](#) for advice on deletions from the roll.
- Inform the local authority if any pupil fails to attend school regularly, or if any pupil has been absent without the school's permission for a continuous period of 10 days or more.
- Endeavour to hold more than one emergency contact number for each pupil.

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Schools have a duty to report children missing education.

A clear system is in place for following up daily absences, led by Reception staff who make every effort (using House and lesson registration and contact with staff) to establish whether or not a pupil is in school before contacting the child's parent or guardian.

The Deputy Head (Pupils) and HMMs receive a weekly report on the absence rates of every pupil. The pupil's pastoral staff (usually HMM) must provide an explanation to the Deputy Head of any absence rate which is above 10%. Through this weekly scrutiny, it is hoped that any pattern or trend of prolonged absence will be discovered early, knowing the link there can be between absence from school and various safeguarding issues. Any concerns for the child's welfare or concerns linked to their absence from school will be reported immediately to the local children's services, as set out in the Safeguarding policy.

The school is aware of the requirement to notify the local authority when they remove or add a pupil's name to the admissions register at non-standard transitions. The DSL makes these reports having liaised with the school's Admissions department.

## **Appendix 6: Notes on the Independent Person for Boarding Houses**

The school has multiple layers of support for pupils who would like to speak to someone about any matter. These include:

**Pupils:** mentors for all new pupils, senior pupils in each House, including House and School Prefects

**Staff:** all staff, tutors, Housemasters and Housemistresses, Heads of Section, the Chaplain, the trained nurses and GP in the Medical Centre, the School Counsellors, the Safeguarding Team, the Wellbeing Team. The Health Centre, in conjunction with a Housemaster/mistress or Head of Section, may also refer a pupil to external agencies for specific help or support.

The National Minimum Standards for Boarding Standards (NMS) requires schools to appoint an Independent Listener, as a possible additional 'safety valve' for pupils with concerns or problems. This person is confidential and is under no obligation to inform the school of calls, although the normal procedures would apply where the Independent listener felt that a child's safety or wellbeing were at risk, i.e. confidentiality would no longer apply and the relevant authorities would be informed.

The following procedures are to be followed in the appointment of the school's Independent listener:

1. Appointment to follow the NMS and Safer recruitment standards
2. An appropriate job description and briefing/induction to be provided
3. Clarify in the job description and briefing that the position is voluntary and unpaid, and is independent of the school's management, although still subject to the school's expectations and organisation.
4. Due consideration should be given to the Independent Listener's other roles (eg vicar, doctor, policeman/woman, counsellor, local dignitary)
5. Pupils to be given clear information in Houses (through notices and assemblies) about the Independent listener, their role and how they might contact them.

## **Appendix 7: EYFS Mobile phone, tablet and camera acceptable use policy**

### **Aims**

We aim to provide an environment in which:

- children, parents and staff are safe from images being recorded and used inappropriately;
- staff are not distracted from their work with children and
- mobile phones, tablets, cameras and all electronic devices with imaging and sharing capabilities, are not used inappropriately

### **Implementation**

We aim to protect children by implementing a clear policy on the acceptable use of mobile phones, tablets, cameras and all electronic devices with imaging and sharing capabilities that is understood and adhered to by all parties concerned without exception. This policy applies to all staff, parents and volunteers at Brighton College Prep School.

### **Parents**

The College's Privacy Notice sets out the legal grounds for processing personal data, including images and photographs. The College may ask for parental consent before taking or using some photographs and videos if the photograph or video is more intrusive and we cannot rely on legitimate interests. If we ask for parental consent to use your child's personal information, this consent can be withdrawn at any time. Staff should remind parents regularly of the school policy with regard to mobile phone use with the following statement in the school handbook and when announcing events:

"You are welcome to photograph your child at school events providing the images are for personal use only (e.g. family album). Please be aware that these images (which may include other children) must not be shared on social networking sites or other web-based forums since we regard this as 'making the image public'. Sharing images, or uploading them into a 'public space', is likely to be in breach of data protection law."

### **Mobile Phones**

- The School allows staff, and parents, to bring in personal mobile telephones and devices for their own use. Staff, and parents, are responsible for their own mobile devices and the school is not responsible for theft, loss or damage.
- Personal mobile phones/cameras (including for instant messaging, internet use or social networking sites) must not be used or on display (switched off or silent mode) during lessons or in the presence of children.
- The setting does not allow members of staff to contact parents using their personal devices – except for dire emergencies e.g. emergency contact with parents required, but malfunction of all the setting phones due to power cuts / lack of mobile signal for the setting mobile. If required to use a personal phone, staff should input 141 to ensure their own number is hidden.
- Users bringing personal devices into the setting must ensure there is no inappropriate or illegal content on the device.
- Staff may only take phone calls during staff breaks or in their own time in an area away from children, but not in the staff room.
- If staff have a personal emergency they are free to use the school's phone or make a personal call from their mobile in an area away from children, but not in the staff room.

- Staff (will need to) ensure that the School have up to date contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. (This is the responsibility of the individual staff member.)
- During group outings staff may use their mobiles, by arrangement with SMT or for emergency purposes only.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Head.
- Concerns will be taken seriously, logged and investigated appropriately. (Please refer to the Safeguarding Policy with regard to allegations against a member of staff.)
- The School (via the Head of EYFS, ICT Systems Manager, Deputy Head, Head or other designated employee) reserves the right to check the image contents of a staff member's mobile phone should there be any cause for concern over the appropriate use of it.

### **Cameras & Tablets**

- Photographs may be taken by staff for the purpose of recording a child or group of children participating in activities or celebrating their achievements. (This is an effective form of recording a child's progression in the Early Years Foundation Stage.) However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.
- The recording application (Tapestry) used will allow next of kin to view observations and photos of children's work from their own device or computer. Parents are invited through a secure system to see their own child's information and will be given a unique registration and password.
- Only the designated school cameras or tablets may be used to take any photo within the setting or on outings.
- Images taken by staff on these cameras must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All staff are responsible for the location of the cameras or tablets, which should be stored securely when not in use e.g. in a locked cupboard in the classroom.
- Images taken and stored on the camera must be downloaded, by a member of Brighton College EYFS staff, as soon as possible, ideally once a week.
- Images should be downloaded on site. Should these facilities not be available these may be downloaded off-site to the school's secure server or secure Tapestry site.
- Data held in the Tapestry system is secure and encrypted and backed up externally several times throughout the day. More detail is available from the developers and has been reviewed by staff.
- Under no circumstances must cameras of any kind be taken into the washrooms without prior consultation with the Head of EYFS and authorisation from the Head or Deputy Head.
- All staff are responsible for checking that only age-appropriate material is used in school.
- Staff must do all that they can to ensure that technologies are not used to tease, bully or threaten.

- When accessing the school WiFi, staff must adhere to the Staff and Volunteer Acceptable Use Policy.

**Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.**

## Appendix 8: Actions where there are safeguarding concerns

