



Safeguarding Children (including Child Protection) Policy

Every pupil should feel safe and protected from any form of abuse and maltreatment which could impair his/her their mental and/or physical health or development. In this policy, this means any kind of physical, emotional or sexual abuse or ill-treatment, or neglect.

There are a wide range of adults to whom pupils can turn for help. These include Housems, Teaching staff, House staff, the Chaplain, the College Medical staff, the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead, the Senior Deputy Head, the Deputy Head: Pastoral, College Counsellors and the College's Independent Listeners.

The College aims to raise pupils' awareness of Safeguarding issues through induction processes, the curriculum, and Life Skills lessons as well as through the tutorial system and within the Houses. Pastoral care and College Policies ensure that pupils have a range of contacts and strategies for their own protection and an understanding of the importance of protecting others.

In performing its safeguarding duties and when responding to safeguarding situations, the College will consider at all times what is in the best interests of the child.

The policy is updated annually and has been updated in response to Keeping Children Safe in Education (KCSiE), September 2021, and is ratified by the College Council in December having been checked by the Vice Chair and Safeguarding Governors in September. It is further updated if needed to reflect emerging and evolving safeguarding issues, including lessons learnt.

Safeguarding Policy - Contents Page

Page Number	Content
2	Contents Index
3 - 4	Who's Who in Safeguarding
5 – 6	Introduction
7	Covid 19 Arrangements
8-14	Part 1 Safeguarding Principles
15 -26	Part 2 Specific Safeguarding Issues
27 – 28	Part 3 Information Management
29 – 35	Part 4 Staff Safeguarding Matters
34	Part 5 Monitoring and Escalation
35	Part 6 College Safety
36	Other Relevant Policies / Appendices

Who's Who in Safeguarding: Key Personnel

Mrs Penny Bijl is the Designated Safeguarding Lead (DSL). This means she has lead responsibility for the wellbeing and protection of pupils at the College, for ensuring staff are recruited and trained safely (working closely with the Director of Human Resources, Mrs Kate Tripp), and for monitoring the progress of any pupil needing additional support or protection. Mrs Bijl is also the Prevent Single Point of Contact and the Child Sexual Exploitation (CSE) Lead. She is also responsible for online safety.



Penny Bijl

See Appendix 2, *Responsibilities of the Designated Safeguarding Lead*, for additional information.

Mrs Bijl can be contacted on 01684 581609 or by email penny.bijl@malverncollege.org.uk

Mrs Emma Brown is the Deputy Designated Safeguarding Lead and works closely with the DSL at all times. Mrs Brown can be contacted on 01684 581685 by email emma.brown@malverncollege.org.uk

Mr Lewis Faulkner is the Deputy Head: Pastoral and Deputy DSL; he is responsible for overall pastoral care and policies in the College and works closely with the DSL. Mr Faulkner can be contacted on 01684 581691 or by email lewis.faulkner@malverncollege.org.uk

Mr Christopher Thomas is the Head of E-Safety. He can be contacted by email on c.thomas@malverncollege.org.uk

Mrs Fiona Bridge and **Mrs Sue Raby-Smith** are the Safeguarding Governors and can be contacted through the Bursar's Office operationsoffice@malverncollege.org.uk

Who this document applies to:

- This document applies to all young people under 18 at Malvern College, and to all pupils on the College roll who are 18 and over.
- Anyone coming into contact with our pupils or visiting the College site must abide by this policy.
- Everyone working at the College as a member of staff, supply teacher, volunteer or contractor has a duty to safeguard and protect our pupils. They must read this policy and sign to say they agree to work to it. Visitors (e.g. visiting speakers) and contractors must also comply with it.

Valuing Diversity

Diversity is a strength, and we promote inclusive behaviours and respect for all people and groups. Discrimination can be a safeguarding issue and we will take appropriate action if pupils' behaviour or comments are discriminatory, including racist, working with other agencies if necessary. If staff or volunteers behave in a way that discriminates against particular groups, or is racist, we will act immediately to rectify the issue in line with the College's Code of Conduct.

Further Information

In addition to this Safeguarding Policy, the following documents are available in the staff handbook and copies can be obtained from the Designated Safeguarding Lead:

- 'Working Together to Safeguard Children' 2018.
- Keeping Children Safe in Education, (Department for Education) September 2021 (note it is a statutory requirement for all staff to read and understand Part 1 of this document).
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (May 2019)
- Malvern College Staff Code of Conduct.

Introduction

Malvern College recognises the contribution it can make to protect and support pupils in the school. The aim of this policy is to safeguard and promote our pupils' welfare, safety, health and well-being by creating an honest, open, caring and supportive environment in which pupils' welfare is of paramount importance. This policy is based on the following legislation and guidance:

- The Children Act 1989 and 2004
- The Rehabilitation of Offenders Act 1974
- Section 175 of the Education Act 2002
- Section 5B(11) of the Female Genital Mutilation Act 2003
- Education (Independent School Standards) Regulations 2014
- Protecting Children from Radicalisation: The Prevent Duty, 2015
- Children Missing Education: Statutory Guidance for Local Authorities 2016
- 'Working Together to Safeguard Children' 2018
- Voyeurism Offences Act 2019
- Relationship Education, Relationships and Sex Education (RSE) and Health Education 2019 (updates 2020)
- Sharing Nudes and Semi-Nudes: advice for educational settings working with children and young people, UKCIS 2020
- Sexual Violence and Sexual Harassment between children in schools and colleges, 2021
- The Education and Training (Welfare of Children) Act 2021
- 'Keeping Children Safe in Education' September 2021
- Charity Commission Guidance
- "What to do if you're worried a child is being abused" (March 2015).

The College will also fulfil its national and local responsibilities as laid out in the following additional documents:

West Midlands procedures <https://westmidlands.procedures.org.uk/>

Worcestershire Children First 'Levels of Need' Guidance

https://www.worcestershire.gov.uk/downloads/file/7962/levels_of_need_guidance_formerly_threshold_guidance

Malvern College (the College) also recognises its moral and statutory responsibilities for safeguarding and promoting the welfare of children, including the importance of understanding and working with multi-agency safeguarding arrangements.

The College works with local partners from Worcestershire Safeguarding Children Partnership (WSCP) to identify and respond to children's needs and supplies information as requested by the safeguarding partners. The College also works with Worcestershire Children First (WCF) social care, the police, health and other services, supports Early Help referrals when additional needs of pupils are identified and contributes to inter-agency plans for pupils subject to child protection plans. We allow access as appropriate for children's social care to conduct or consider whether to conduct a section 17 or section 47 assessment.

Our policy applies to all full-time and part-time teaching and support staff, governors, temporary staff, volunteers and contractors working in the College. (Please note that separate Safeguarding Policies operates at The Downs Malvern, Abberley Hall and Malvern College International schools).

The policy applies wherever staff, supply staff or volunteers are working with pupils even where this is away from the College, for example at an activity centre or on an educational visit.

There are five main elements to our policy:

- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping our pupils with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting pupils who have been identified as in need of early help or at risk of harm in accordance with his/her/their agreed Child Protection, Child in Need or Early Help plan;
- Establishing a safe environment in which our pupils can learn and develop.

We recognise that because of the day-to-day contact with children, College staff are well placed to identify concerns early and to observe the outward signs of abuse.

The College will therefore:

- Establish and maintain an environment where pupils feel safe, secure, valued and respected and are encouraged to talk, believing they will be listened to and their points of view valued;
- Ensure pupils know that there are adults in the College whom they can approach if they are worried;

Have regard to the DfE statutory guidance “Relationships Education, relationships and sex education (RSE) and health education” (June 2019, updated 2020) by including opportunities in the curriculum, including through PSHE/Life Skills and ICT, for pupils to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help. PHE’s Rise Above resources are helpful

<https://www.gov.uk/government/news/phe-launches-rise-above-for-schools-programme>

We seek to ensure that the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide to protect them from harm. To this end we will:

- Ensure there are systems in place for pupils to express their views and give feedback e.g. through College/House councils, peer mentors, pupil thrive, safety/pastoral questionnaires, participation in the promotion of anti-bullying and e-safety;
- Ensure that the pupil’s thoughts/wishes and feelings are sought and recorded on all referrals.

COVID-19: ARRANGEMENTS AT MALVERN COLLEGE FOR SAFEGUARDING AND CHILD PROTECTION DURING THE COVID-19 OUTBREAK

Despite the challenge of the COVID-19 outbreak, the College's Safeguarding and Child Protection Policy is fundamentally the same: children and pupils always come first, and staff should respond robustly to safeguarding concerns and contact the Designated Safeguarding Lead in line with our established safeguarding procedures. Staff are reminded of the need to report any concern immediately and without delay.

Malvern College aims to provide education face-to face in classrooms in term time but, if necessary, will continue to provide education through virtual/distance learning if circumstances dictate. The boarding Houses are currently open for pupils and we are following safeguarding advice from the Dept. for Education, Worcestershire Safeguarding Children Partnership and the Local Authority Designated Officer, as appropriate.

In the event of changing protocols in response to local or national outbreaks of COVID-19, Malvern College will follow the guidance and directives from Public Health England and the Dept. for Education, which may include quarantine arrangements. Parents, staff and pupils will receive timely information from Malvern College Senior Management Team regarding any measures which need to be introduced or changed in response to developments in the COVID-19 pandemic.

However, the school safeguarding reporting and response arrangements will continue in line with our safeguarding and child protection policy. If you are concerned about the safety or wellbeing of a pupil, please contact the Designated Safeguarding Lead (DSL) or one of the Deputy DSLs immediately.

See Annexe for our full COVID-19 Safeguarding Policy.

Part One

Safeguarding Principles: A Whole school approach

We will follow the West Midlands Safeguarding Procedures, work closely with Worcestershire Safeguarding Children Partnership (WSCP) and Worcestershire Children First and take account of guidance issued by the Department for Education (DfE).

The College's College Council is responsible for ensuring that all staff understand their safeguarding responsibilities. The College will:

- Ensure it has a senior leader nominated as Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role;
- Ensure it has at least one member of staff who will act in the absence of the DSL (deputy DSL);
- Ensure it has a nominated governor or governors responsible for safeguarding children;
- Ensure every member of staff (including temporary and supply staff, volunteers and contractors) and the College Council knows the name of the DSL and any deputies and understand their role;
- Ensure that the DSL and/or a deputy DSL is always available to speak to during College hours and has made adequate and appropriate cover arrangements for any out of hours/out of term time activities;
- Ensure all staff and volunteers who come into contact with pupils are alert to the potential need for Early Help and aware of those children whose vulnerabilities may indicate a greater need and are aware of the role they may play in supporting other agencies and professionals in an Early Help assessment;
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of Peer-on-Peer/Child-on-Child abuse, Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Children Missing Education (CME), Radicalisation and Extremism (Prevent), Serious Youth Violence, and Sexual Violence and Sexual Harassment, and maintain an attitude of 'it could happen here';
- Ensure all staff and volunteers understand their responsibility for referring any concerns to the DSL, deputy DSL or Headmaster in a timely manner and are aware that they may raise concerns directly with Children's Social Care Services if they believe their concerns have not been listened to or acted upon;
- Ensure that parents have an understanding of the responsibility placed on the College and staff for child protection by publishing its policy on the College website;
- Operate a vetting policy which ensures the suitability of adults working with children on College sites at any time;
- Ensure that community users organising activities for children are aware of, and understand the need for compliance with, the College's child protection guidelines and procedures;
- Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;

Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and are aware of whistleblowing procedures and helplines;

Be aware of and follow procedures set out by the DfE and WSCP where an allegation of abuse is made against a member of staff or volunteer, including making a referral to the local authority Designated Officer (LADO);

Ensure that a referral is made to the DBS and/or Teaching Regulation Agency (TRA) if a person in regulated activity has been dismissed or suspended or removed from regulated activity where the harm criterion is met, or would have been had they not resigned;

Operate safer recruitment practice, ensuring that at least one member on every recruitment panel has completed safer recruitment training.

Our procedures will be regularly reviewed and updated at least annually unless an incident or new legislation or guidance requires the need for an interim review. We recognise the expertise our staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We therefore invite relevant staff to contribute to and shape this policy and associated safeguarding arrangements.

Reporting Principles:

A member of staff needs only reasonable cause for concern in order to act. One sentence from a child indicating abuse, exploitation or neglect, or non-accidental injury, provides reasonable grounds and is sufficient need to act. This may also apply if clear information comes from another child or adult.

The member of staff must report the matter to the DSL (or, in her absence, to the Deputy DSL) as soon as possible, unless it is an allegation against a member of staff or volunteer in which case the procedures set out in this document should be followed.

The Safeguarding Reporting Form at Appendix 1 of this policy should be used, and hard copies are also available from the General Office. The member of staff may refer a matter to children's social care directly in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

If a child is in immediate danger or at risk of harm, the DSL must be informed, and a referral made (preferably by the DSL) to Children's Social Care and/or the police immediately or within 24 hours.

Training

When staff join Malvern College they will be informed of the safeguarding children arrangements in place. All staff will be given a copy of this policy including its Appendices and relevant sections of KCSiE.

Recognising the impact of COVID 19, the DSL will be given the time and resources to support staff and pupils regarding new safeguarding and welfare concerns. The DSL and deputies will be supported to both access for themselves and provide additional training, as appropriate, including training in behaviour and mental health.

All staff will receive induction in safeguarding children and will also be familiar with the Safeguarding Policy; the Promoting Good Behaviour and Discipline policy; the staff code of conduct, the College's policy on Children Missing from Education (CME) and be informed about the role of the designated safeguarding lead (including

the identity of the designated safeguarding lead and any deputies).

The induction programme will include basic child protection information relating to promoting pupils' welfare, including their mental as well as their physical health, recognising signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child, online safety and advice on safe working practice.

All volunteers, temporary staff and regular visitors to our College will be told where our policy is kept, given the name of the DSL and deputy/ies and informed of the College's procedures in reporting concerns.

All staff will receive training in child protection and safe working practice, updated at least once every three years, in line with WSCP Training Guidance. Training will include signs and symptoms of abuse and neglect, as well as specific safeguarding issues, such as sexual or criminal exploitation, County Lines, honour-based abuse, FGM, Prevent, serious crime, on-line safety (and sexting), and peer on peer abuse, specifically including responding to and reporting allegations of sexual violence and sexual harassment.

Staff will also be trained to be vigilant in recognising and responding to need arising from health conditions, young people's mental health needs, from having a parent in prison (or being affected by parental offending) or persistently missing from education. Training will also include how to record and report abuse to Children's Social Care.

In addition, they will receive safeguarding and child protection refresher training and updates, including in on-line safety, from the DSL (and Head of E-Safety), as required, but at least annually. Staff are also supported to attend Mental Health First Aid training.

Staff with specific responsibility for safeguarding children will undertake both single and inter- agency training at a level suitable to their role and responsibilities, updated every two years. In addition to formal training the DSL and deputy/ies will update their knowledge and skills via briefings, WSCP newsletters, WCF briefings, and safeguarding seminars or conferences, at regular intervals, at least annually.

Staff with leadership responsibilities will undertake further relevant training in safeguarding related issues such as CSE, FGM, Radicalisation, Sexual Violence and Sexual Harassment, and the Management of Allegations of Abuse, as appropriate, and cascade the learning from this training to relevant staff.

The College's Lower Sixth (Pupil) Leadership team and Peer Mentors are provided with safeguarding training during their induction and in addition, aspects of anti-bullying and peer on peer abuse policies are discussed with members of the Pupil and Staff Thrive groups, demonstrating that pupils and staff are consulted.

DSL/Deputy DSL Training

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads have undertaken child protection training and training in inter-agency working (to understand the processes, procedures and responsibilities of other agencies) and will attend refresher training at two-yearly intervals 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 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;
- ensure each member of staff has access to and understands the College's child protection policy and procedures, especially new and part time staff;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- be able to keep detailed, accurate, secure written records of concerns and referrals, using CPOMS as appropriate;
- 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 College may put in place to protect them and to meet the requirements and procedures of the Worcestershire Safeguarding Children Partnership and Worcestershire Children First.

The DSL undertakes Prevent Awareness training as appropriate and will support the College regarding the Prevent Duty requirements, providing advice and support to staff on protecting children from risk of radicalisation.

Responsibilities

The College Council will oversee and ensure that the appropriate arrangements are in place to enable staff to understand and discharge their safeguarding roles and responsibilities, and will facilitate a whole-school approach to safeguarding and to promoting the welfare of pupils, ensuring that safeguarding and child protection are central to relevant process and policy development.

The College Council will nominate at least one member to take leadership responsibility for safeguarding children and liaise with the DSL and/or Headmaster in matters relating to safeguarding. It will ensure that:

- the DSL takes lead responsibility for safeguarding and child protection and does not delegate this responsibility;
- the DSL and Deputy DSL role is explicit in the role holders' job descriptions, which reflect KCSiE guidance;
- safeguarding policies and procedures are in place, available to parents on the College website or by other means and are reviewed at least annually;
- safeguarding responses are put in place in cases where children go missing from education
- an annual report on the effectiveness of the College's safeguarding procedures is presented to the College Council and any returns requested by the local authority/WCF are completed in a timely manner;

- any weaknesses brought to its attention relating to safeguarding are remedied without delay;
- it complies with all legislative duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism.

The Headmaster will ensure that:

- The Safeguarding policies and procedures are fully implemented and followed by all staff;
- Sufficient funding, support, time and resources are allocated to enable the DSL and other staff to discharge their responsibilities with regard to child protection;
- All staff feel able to raise concerns about poor or unsafe practice and that these are handled sensitively and in accordance with the whistleblowing procedures;

All allegations of abuse involving Members of Staff are reported to the Local Authority Designated Officer (LADO) in a timely manner.

The DSL will co-ordinate action and risk assessments for safeguarding and promoting the welfare of children within the College setting, and:

The DSL will be a member of the Senior Leadership Team.

The DSL and deputies will work closely with teachers to promote educational outcomes where they have safeguarding or child protection concerns.

The Role of the DSL (See Appendix 2)

The DSL is responsible for:

- Safeguarding and Child Protection (including online safety), and will not delegate this responsibility;
- Providing training to ensure that all staff understand and are able to discharge their roles and responsibilities as set out in Part One of Keeping Children Safe in Education;
- Undertaking, in conjunction with the Headmaster and Safeguarding Governors, an annual audit of safeguarding procedures.
- Making use of the Levels of Need guidance when making a decision about whether the threshold for Early Help or Social Care intervention is met;
- Keeping secure records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately;
- Developing effective links with relevant agencies and other professionals, including Senior Mental Health Leads, and co-operating as required with their enquiries regarding safeguarding matters including co-operation with serious case reviews, attendance at strategy meetings, initial and review child protection conferences, core group and “child in need” review meetings;
- Liaising with other staff (for example Housems., pastoral support staff, medical centre staff or counsellors, the Head of E-safety, the SENCO and ICT) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Liaising with the Head of Life Skills (Mrs Michelle Nardone), to co-ordinate a programme of safety, health and well-being through the curriculum, including issues

of protective behaviours, healthy relationships and staying safe online
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

- Liaising with the Deputy Head: Pastoral (Mr Lewis Faulkner) regarding the promotion of fundamental universal (British) values;
- Acting as a source of support, advice and expertise for all staff
- Helping to promote educational outcomes by sharing with teachers and the College Leadership team, where appropriate, information about the welfare, safeguarding and child protection issues that pupils are experiencing or have experienced. This is to ensure an understanding of factors affecting pupils' academic progress and attainment, to aid identification of additional academic support and adjustments that could be made to support these pupils and to maintain a culture of high aspirations for this cohort.

Any steps taken to support a pupil who has a safeguarding vulnerability must be reported to the DSL or deputies.

Staff will be informed of relevant details regarding a safeguarding incident or circumstances only when the DSL feels that their having knowledge of a situation will improve their ability to support an individual pupil or family.

During term time, the DSL (or deputy) will be available during College hours for staff in the school to discuss any safeguarding concerns. Adequate and appropriate contact or cover arrangements will be made for out of term time.

Procedures for Managing Concerns

Every member of staff, including volunteers working with children at our College, is advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. They should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns to the DSL, in accordance with this policy, to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

It is not the responsibility of College staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our College. Any member of staff or visitor to the College who receives a disclosure that a child is being abused, exploited or neglected, or suspects that a child is at risk of harm, must report it immediately to the DSL or, if unavailable, to the Deputy Designated Safeguarding Lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (available from the DSL - see Appendix 1 - or as hard copies from the General Office), or through CPOMS, as appropriate.

Following receipt of any information raising a concern, the DSL will consider what action to take and seek advice from Children's Services as necessary. All information and actions taken, including the reasons for any decisions made, will be fully documented.

If, at any point, there is a risk of immediate serious harm to a pupil a referral should be made to Children's Services immediately. Anybody can make a referral. If the pupil's situation does not appear to be improving, or the concern is not addressed, the staff member with concerns should press for re-consideration by raising the matter again with the DSL and/or the Headmaster or directly with Children's Services. Concerns should always lead to help for the pupil at some point.

Where unmet needs have been identified for a pupil but there is no evidence of significant risk, the DSL will oversee the delivery of an appropriate Early Help response. This may include a multi-agency response and/or ongoing school focused support.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the DSL, their deputy and the Headmaster are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Part Two

Specific Safeguarding Issues

Mental Health

KCSiE emphasises the impact of abuse, neglect or other potential adverse childhood experiences on mental health, behaviour and education in children and young people.

All staff will be made aware that mental health problems can sometimes be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff will take immediate action and speak to the DSL or Deputy DSL, as well as the relevant Housem, if they have a mental health safeguarding concern about a pupil.

The DSL will assume the role of Acting Mental Health Lead in 2021/22.

Peer-on-Peer (or Child-on-Child) Abuse

Malvern College has a detailed Peer on Peer Abuse policy, which can be found in full in the Appendix to this document. It is currently being updated.

We recognise that children are potentially vulnerable to physical, sexual and emotional abuse by their peers or siblings and that abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour.

The College takes a zero-tolerance approach to peer-on-peer abuse and staff understand the importance of challenging inappropriate behaviours. Such behaviours, including sexual harassment and sexual violence, should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” etc.

Malvern College also recognises the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously. Staff are aware that some groups are potentially more at risk, for example, children with SEND and LGBT children.

The different forms peer on peer abuse can take include but are not limited to:

- sexual violence, such as rape, assault by penetration and sexual assault (and which may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment (such as sexual comments, remarks or jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse);
- abuse within intimate personal relationships between peers;
- 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;
- upskirting, which typically involves taking a picture under a person’s clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress or alarm. This is now a criminal offence. Anyone of any gender can be a victim;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (and potentially including an online element which facilitates,

- threatens and/or encourages physical abuse);
- consensual and non-consensual sharing of nudes and semi-nudes as images or videos (also known as sexting or youth produced sexual imagery);
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- gender-based violence/sexual assaults and sexting:
<https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>
- initiation/hazing type violence and rituals.

All staff are made aware of the College policy and processes in dealing with instances of peer-on- peer abuse (See Appendix 3 Peer-on-Peer Abuse Policy and the Anti-Bullying Policy). Our staff understand that, even if there are no reports of peer-on-peer abuse, this does not mean that it is not happening; it may be that it is not being reported.

We aim to make sure that there are accessible systems through which pupils can report abuse, and to create a whole-school culture in which pupils feel able to share concerns, by:

- ensuring the response is sensitive, proportionate and prompt;
- ensuring that there are a range of people with whom pupils can raise concerns/report abuse (including House staff, the safeguarding team, Medical Centre personnel, the Chaplain, school counsellors and Peer Mentors);
- developing discreet locations in which pupils can talk with privacy (including the Safeguarding Office, Well-Being Room, Medical Centre and Chaplaincy);
- developing an online anonymous “Call for Help” facility which allows pupils to ask questions or express concerns;
- providing information about external sources of help (eg Childline).

We will ensure, through training, that staff, volunteers and College Council will have an understanding of the range of peer-on-peer abuse, including sexual violence and sexual harassment, and will be made aware of how to recognise, report and manage such issues.

Staff should be aware that such incidents and/or behaviours can be associated with factors outside the College and can occur between children outside the College. Staff, and particularly the DSL, should always consider whether pupils are at risk of abuse or exploitation in situations outside their families and/or online.

Where the abuse is physical, verbal, bullying or cyber-bullying, the response, recording of such incidents and sanctions will be applied in line with our Peer-on-Peer Abuse Policy, Promoting Good Behaviour and Discipline Policy and Anti- Bullying policy. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL will refer to the DfE guidance, West Midlands Safeguarding Children procedures website and seek advice from the Family Front Door or Community Social Worker, as appropriate, before commencing an investigation or contacting parents. This may mean, on occasions, that the College is unable to conduct its own investigation into such incidents. All such incidents will be recorded using our child protection/safeguarding recording system (CPOMS).

Support for the victims of abuse will be in line with support outlined in the College’s Behaviour and Anti-Bullying policies. For victims of sexual abuse, the College should follow advice given by Children’s Social Care and consider using external agencies, such as Early

Help or West Mercia Rape and Sexual Abuse Support Centre to support any strategies that they may be able to provide within College.

Depending on the nature of abuse, the College may need to consider providing measures to protect and support the victim, the alleged perpetrator and other pupils and/or staff in the College by means of a risk assessment. The risk assessment should be recorded and kept under review.

As a boarding school with residential accommodation, we are alert to the potential for abuse resulting from inappropriate pupil relationships, and ensure that our safeguarding protocols comply with The National Minimum Standards for Boarding Schools.

Sexual Violence and Sexual Harassment

Malvern College has zero tolerance of sexual violence and/or sexual harassment; however, such incidents are usually complex and require difficult professional decisions. All decisions and actions are therefore reviewed regularly and policies updated accordingly.

Sexual violence and sexual harassment can occur between two children of any age and sex or through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and/or face to face (both physically and verbally) and are never acceptable. We emphasise to staff that downplaying abuse, or the scale of abuse, leads to a dangerous culture in which harmful behaviours can thrive. Staff are expected to observe an “it could happen here” approach.

All Malvern College staff are expected to read the DfE guidance ‘Sexual violence and sexual harassment between children in schools and colleges’, 2021.

Malvern College will carefully consider any report of sexual violence and/or sexual harassment. The DSL (or Deputy) is likely to have a complete safeguarding picture and to be the most appropriate person to advise on the College’s initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. We will support victims to be given 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 will, however, need to be balanced against the College’s duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the young people involved;
- the developmental stages of the young people involved;
- any power imbalance between those involved. For example, is the perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- Is the alleged incident a one-off or part of a sustained pattern of abuse (eg it could be accompanied by other forms of abuse and a sustained pattern may not be just of a sexual nature)?

All victims of sexual violence and/or harassment will be reassured that they are being taken seriously, will be supported and kept safe, and all staff are aware of the importance of this. A victim will never be made to feel that they are creating a problem by reporting abuse or be made to feel ashamed. We also recognise that reports may sometimes be indirect and may stem from overheard conversations or observed changes in behaviour that arouse concern.

We are aware that sexual assault can result in a range of health needs and will ensure that pupils experiencing sexual abuse or assault can access specialist NHS support or support from an appropriate sexual abuse referral centre.

Further considerations will include how to manage pupils sharing a classroom or boarding environment, and other ongoing risks to the victim, other pupils or College staff. Proportionality of response is important, and action taken, including support and sanctions, will be considered on a case-by-case basis and will reflect the guidance in KCSiE 2021 Part 5 and in 'Sexual Violence and Sexual Harassment between children in schools and colleges', 2021:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

Appropriate professional support will also be provided to the alleged perpetrator (eg signposting to sources of support, information about harmful sexual behaviours etc.).

If a report of sexual violence or sexual harassment is found to be unfounded/unsubstantiated, false or malicious, the DSL will consider whether the person making the allegation needs support (eg if this is a cry for help) and/or whether disciplinary processes would be appropriate.

Sharing Nudes and Semi-Nudes

This involves the sending or posting of nude or semi-nude images, videos and live streams by young people under the age of 18 via, for example, social media or chat apps. (NB The sharing of nudes/semi-nudes of under 18s by adults is child sexual abuse and will be referred immediately to the police.)

Any incident involving the sharing of nudes or semi nudes by pupils must be reported to the DSL/Deputy DSL and Head of E-Safety immediately. The DSL will establish whether the incident is experimental (with no adult involvement or attempt to harm) or aggravated (involving additional or abusive elements), and will respond to the incident in line with DfE and UKCIS Guidance (<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/>) and the College policy on The Acceptable use of ICT and E-Safety. The following practice should be followed:

- Do not view, copy, share, print, store or save the imagery or ask the pupil to do so (if you have viewed the image(s) accidentally, report this to the DSL and seek support).
- Do not delete imagery, ask the pupil to delete it or ask the pupil to disclose information about it. This is the DSL's responsibility.
- Do not share the information with other staff, parents or young people/pupils.
- Do not apportion blame/shame to the pupil involved.
- Explain that the incident needs to be reported to the DSL and that support will be available.

The College's approach to responding to such incidents emphasises the protection and education of the pupils concerned, and pupils will always be offered support.

Anti-Bullying

Our policy on anti-bullying is set out in a separate document but we acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. All incidences of bullying, including cyber-bullying, sexting, racist, homophobic and gender-related bullying, will be dealt with in accordance with our anti-bullying policy. We recognise that children with special needs /disabilities are more susceptible to being bullied.

The DSL maintains a log of bullying incidents in College, through CPOMS.

We recognise that there will be occasions when bullying incidents will fall within child protection procedures or may be deemed criminal activity and that it may be necessary to report the concerns to WCF Family Front Door/Children's Social Care and/or to the Police.

Racist Incidents

Our policy on racist incidents is set out within the Anti-Bullying Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

We maintain a log of racist incidents in College through the CPOMS recording system.

Special Educational Needs and Disabilities (SEND)

The College recognises that children with special educational needs (SEN) and disabilities, or certain health conditions, can face additional safeguarding risks and challenges. Specific challenges exist in recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.
- We will always consider extra pastoral support for children with SEND to address these additional challenges. In addition, the DSL and SENCo work closely together to ensure appropriate support and packages of care for pupils with SEND.

Online Safety

The DSL understands the risks associated with online activity and, working closely with the Head of E-Safety, Mr Christopher Thomas, has the relevant knowledge and capability to maintain pupils' online safety at school.

The DSL recognises the additional risks that children with SEN and disabilities face online, for example from online bullying, grooming and radicalisation and has the capability to support SEND children to stay safe online.

All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.

Our Policy on the Acceptable Use of ICT and E-Safety is available on the College website and recognises that internet safety is a whole College responsibility (staff, pupils, governors and parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the College network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported.

Transgender Pupils

Malvern College has issued separate Transgender/Gender Identity Guidance, available for staff, pupils and parents (on our website); this issue is also covered in our Equal Opportunities Policy.

The College is an inclusive trans-friendly workplace and learning environment, and should be free from discrimination, harassment and victimisation. We treat all transgender people with dignity and respect: staff and governors receive appropriate professional advice and training, and transgender pupils will always be given practical and emotional support and guidance.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. We recognise that CSE is a form of child sexual abuse.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. The experience of girls who are criminally exploited may be very different to that of boys.

The College addresses the risks of exploitation in the Life Skills and SRE Curriculum. A common feature of exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they

would for any other type of abuse.

All staff and governors are made aware of the indicators of sexual exploitation, the fact that the victim may have been sexually exploited even if the sexual activity appears consensual and that it does not always involve physical contact but can occur through the use of technology. All concerns of CSE are reported immediately to the DSL, who is the College's CSE Lead.

Domestic Abuse

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse, and recognises a range of abusive behaviours including physical, emotional and economic abuse and coercive and controlling behaviour. Young people can also experience domestic abuse within their own intimate relationships. If there are concerns that a pupil is experiencing or has witnessed domestic abuse, the College safeguarding procedures will be followed and the victim will be offered support. A referral to children's social care may be appropriate.

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.

We will ensure that our pupils are educated to ensure they understand what a healthy relationship looks like through, for example, the Life Skills curriculum and resources from the <https://www.worcestershire.gov.uk/domesticabuse>. Further information is available from the DSL.

Female Genital Mutilation (FGM)

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.

Failure to report such cases will result in disciplinary sanctions.

The teacher will also discuss the situation with the DSL before a decision is made as to whether the mandatory reporting duty applies.

All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;

- Forced Marriage
- FGM
- Honour Based Abuse
- Trafficking
- Criminal Exploitation & Gang Affiliation

Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age-appropriate way, in relevant lesson plans such as life skills/PSHE.

Radicalisation and Extremism (PREVENT)

With effect from 1st July 2015, all schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Definitions of terrorism, radicalisation and extremism, and indicators of vulnerability to radicalisation, are given in Appendix 5.

Malvern College values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society’s values. Pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Risk Reduction:

The Safeguarding Governors, Headmaster and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include (but are not limited to) consideration of the school’s RS curriculum, SEND policy, the use of school premises by external agencies, integration of pupils by gender and SEND, anti-bullying policy and other issues specific to the College’s profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to the College.

We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting pupils from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our safeguarding duty.

All staff are alert to changes in a pupil’s behaviour or attitudes which could indicate that they are vulnerable to exploitation or radicalisation and/or need help or protection.

College staff are also aware of and vigilant regarding the role of social media in encouraging travel to Afghanistan, Iraq and Syria and promoting radicalisation. We are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The DSL and deputies are aware of local procedures for making a Prevent referral. The Prevent SPOC at Malvern College is Mrs Penny Bijl.

The College will monitor online activity to ensure that inappropriate sites are not accessed by pupils or staff, and there are systems in place for keeping pupils safe from extremist material when accessing the internet in our College by using effective filtering and usage policies. The College has in place appropriate ICT filters and monitoring systems to enable us to identify and, where appropriate, limit children's exposure to online extremist material. However, we aim to ensure that "overblocking" does not lead to unreasonable restrictions that could compromise learning.

We will use relevant information, tools and resources to help our staff and parents recognise and address extremism and radicalisation in young people, for example <https://educateagainsthate.com/>

Channel:

The school has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel Panel for assessment. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).

Children Missing Education

A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.

We hold two or more emergency contact numbers for each pupil and our Attendance Officer, Mrs Ria Wilkins, working closely with the DSL, will adapt attendance monitoring on an individual basis to ensure the safety of each pupil. We will take, and be able to demonstrate that we have taken, reasonable enquiries to ascertain the whereabouts of pupils considered "missing" and will work closely, where appropriate, with the CME Team, School Admissions Service and the Elective Education Team.

Work around attendance and pupils missing from education will be coordinated with safeguarding interventions.

The College will notify the Local Authority of any pupil who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a

continuous period of 5 days or more.

The College (regardless of designation) must also notify the Local Authority of any pupil who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. elective home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Has been displaced as a result of a crisis e.g. domestic violence or homelessness
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period;
- Has been permanently excluded.

Elective Home Education

Where a parent expresses a wish to remove a pupil from school to home educate, we will endeavour to meet with the parent(s) prior to a final decision to ensure that the parents/carers have considered what is in the best interests of the child.

County Lines

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. Children and vulnerable adults are exploited to move and store drugs and money. Offenders use violence (including sexual), coercion, intimidation and weapons to ensure the victim’s compliance, and can target and recruit children from schools.

- Indicators of involvement include missing episodes (from home and school). If a pupil is identified as at risk of exploitation, the DSL will consider completion of a GET SAFE risk assessment (which will be referred to Worcestershire Children First for assessment and support), and or referral to WCF Family Front Door.
- **Looked After Children and previously Looked After Children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The College will ensure that staff have the necessary skills, knowledge and understanding to keep looked after, and previously looked after, children safe.

Appropriate staff will, where relevant, have information about a child’s looked after legal status and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child’s care arrangements, if relevant, including the level of authority delegated to the carer by the authority

looking after the child. If the College is supporting looked after children on roll, a designated teacher for looked after children and the DSL will have details of the child's social worker and the name and contact details of the Local Authority's Virtual Head for children in care/looked after children and previously looked after children.

Private Fostering Arrangements

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (without the involvement of local authority Children's Services) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children/young people who need alternative care because of parental illness;
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children/young people;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children/young people staying with families while attending a school away from their home area.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible.

If we become aware of a private fostering arrangement, we will check that Children's Services (and WCF) have been informed.

Supporting Pupils who have been Abused

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame.

- We acknowledge that College may be the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.

We are aware that research shows that at school their behaviour may be challenging and defiant or they may be withdrawn.

The College will endeavour to support all pupils by:

- Encouraging self-esteem and self-assertiveness through the curriculum, as well as promoting respectful relationships, and challenging bullying and humiliating behaviour;
- Promoting a positive, supportive and secure environment, giving pupils a sense of being valued;
- Enforcing a consistently applied College behaviour policy (known as the Promoting Good Behaviour and Discipline Policy) which is aimed at supporting vulnerable pupils. The College will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;
- Liaising with other agencies that support the pupil such as Children's Social Care Services, Child and Adult Mental Health Service (CAMHS) and those agencies involved in the safeguarding of children;
- Engaging Early Help services, when appropriate;
- Notifying Children's Social Care Services (WCF Family Front Door) immediately there is a significant concern;
- Providing continuing support to a pupil about whom there have been concerns and who leaves the College by ensuring that appropriate information is forwarded under confidential cover to the pupil's new setting, within 5 days.

Part Three Information Management

Data Protection, Information Sharing and Confidentiality

We recognise that all matters relating to child protection are confidential, but information sharing is vital in identifying and tackling all forms of abuse.

The Data Protection Officer is Mr David Angus

The school is fully aware of the obligations which the Data Protection Act 2018 and the GDPR places on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. However, the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The Headmaster or DSL will disclose any information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of others.

Safeguarding and Child Protection information will be dealt with in a confidential manner. Safeguarding records will be stored securely, separately from academic records. Individual safeguarding files will be kept for each pupil, where relevant: the school will not keep family files. Files will be kept for at least the period during which the pupil is attending the school, and beyond that in line with current data legislation and guidance. Because we use CPOMS and store the majority of our records electronically, we do not hold paper files for all pupils.

We will not disclose to a parent/guardian any information held on a pupil if this could put the pupil at risk of significant harm.

If a pupil moves from the College, Child Protection and Safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary. We will record where and to whom the records have been passed, and the date.

Communication with Parents

We recognise that good communication with parents is crucial in order to safeguard and promote the welfare of children effectively.

We will always undertake appropriate discussion with parents prior to involvement of another agency unless to do so could place the child or an adult at further risk of harm or would impede a criminal investigation.

We will ensure that parents have an understanding of the responsibilities placed on the

College and staff to safeguard children and their duty to co-operate with other agencies in this respect.

Record Keeping

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible),

writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. Concerns will be recorded using the College's Safeguarding Children recording system (CPOMS).

All records of a child protection nature will be passed to the DSL including case conference minutes and written records of any concerns. Child protection records are kept securely and/or are password protected, with only appropriate persons having access to them.

Child Protection records should include:

- a summary of the concern
- details of how the concern was managed and resolved
- a note of actions taken, decisions reached and the outcome.

Any referrals made to other agencies will be copied prior to sending and stored in the pupil's child protection file.

The DSL will maintain and regularly audit the College's child protection records and ensure that each stand-alone Child Protection file includes a chronology of significant events, and that information and contact details are accurate and up to date.

The DSL will transfer the child protection record in a safe and timely manner when a child moves College, ensuring receipt of transfer is obtained.

The DSL may copy child protection records generated by the College prior to transfer and retain for as long as is necessary (normally d.o.b. + 25 years), where there is justification for believing that the records may be required as evidence of the College's involvement with the child for statutory purposes (e.g. court cases or serious case reviews). When the records are no longer required, they will be securely disposed of.

Part Four

Staff Safeguarding Matters

Support and Supervision of Staff

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

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

Regular supervision will be offered to the DSL and Deputy DSLs, usually half-termly and may be extended to other members of staff as deemed appropriate.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.

Staff will be made aware of safer working practice guidance and will be given opportunities to develop their understanding of what constitutes safe and unsafe behaviour.

Safer Recruitment and Selection

The College has a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, recruitment websites, and candidate information packs.

The recruitment process is robust in seeking to establish the commitment of candidates to support the College's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them. References are requested, scrutinised and discrepancies followed up. All offers of appointment are conditional until satisfactory completion of mandatory pre-employment checks. Individuals who have lived or worked outside the UK undergo the same checks.

All staff working within our College who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK check.

All teachers working within our College have been checked using the Teacher Services website to ensure they have been awarded QTS, where appropriate, they have completed their teacher induction, where appropriate, and that there are no prohibitions, sanctions or restrictions in place that might prevent them from taking part in certain activities or working in specific positions (e.g. management posts).

Our governors are subject to an enhanced DBS check without barred list check unless they are in Regulated Activity in which case an enhanced DBS check with barred list check will be undertaken.

Any member of staff taking up a management position will be checked to ensure s/he is not

subject to a section 128 direction made by the Secretary of State.

A number of staff, including all members of the Human Resources team, are safer recruitment trained.

The College maintains a single central record of recruitment checks.

Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.

Volunteers who are not working in regulated activity, will be supervised at all times. A risk assessment will be undertaken, if appropriate, to help decide whether or not an enhanced DBS check, without barred list check, is required.

The College seeks written assurance from supply and third-party agencies, alternative providers, initial teacher training providers and contractors that they have undertaken all appropriate checks on any of their staff that work with or have regular contact with our pupils.

Responding to an Allegation against a Member of Staff

The College recognises that there are two levels of allegation/concern which may be made against a member of staff, including supply teachers, volunteers and contractors:

- Allegations that meet the harms threshold and indicate a person would pose a risk of harm;
- Allegations/concerns that do not meet the harm threshold (“low level concerns”) – the College’s low-level concerns policy is set out within the Staff Code of Conduct.

The College has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The College will take action in accordance with part four of Keeping Children Safe in Education 2021 and the College’s employment procedures.

This procedure must be used in any case in which it is alleged that a member of staff, Governor/Trustee, visiting professional, volunteer or contractor has:

- Behaved in a way that has harmed a child/young person or may have harmed a child/young person;
- Possibly committed a criminal offence against or related to a child/young person; or
- Behaved towards a child/children in a way that indicates s/he may pose a risk of harm to children/young people.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children/young people (including behaviour that may have occurred outside school).
- Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse pupils.
- All staff working within our organisation must report any potential safeguarding concerns about an individual’s behaviour towards children and young people immediately.

Allegations or concerns about staff, colleagues and visitors must be reported directly to the Headmaster who will liaise with the Designated Officer (LADO) Team, who will decide on any action required. He may also liaise with the DSL. Low level concerns should be reported to the DSL.

Low level concerns may be reported to the DSL and will be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted but if the individual wishes to remain anonymous, this will be respected as far as reasonably possible. Records will be securely retained and will be reviewed regularly so that potential patterns of concerning behaviour can be identified. Should the level of concern reach the harms threshold the case will be reported to the Headmaster and referred to the LADO.

Staff are also encouraged to feel confident to self-refer if they feel that they have been in a situation which could be misinterpreted as being compromising or if they feel that they may have behaved in a way that falls below the expected standards of professionalism.

If the concern relates to the Headmaster, it must be reported immediately to the Chair of the College Council, who will liaise with the Designated Officer (LADO) and they will decide on any action required.

If the safeguarding concern relates to the proprietor (Malvern College), then the concern must be made directly to the Designated Officer (LADO) Team who will decide on any action required.

The Headmaster (or Chair of College Council) on all such occasions will discuss the content of the allegation with LADO, prior to undertaking any investigation.

If it is not possible to report to the Headmaster or Chairman of the College Council in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Headmaster or, where appropriate, the Chairman of the College Council or nominated member of the College Council.

The College will follow the DfE, West Midlands Safeguarding Children and Local Authority procedures for managing allegations against staff, a copy of which is available in College. It is important both to look after the welfare of the pupil involved, and to investigate and support the person subject to the allegation.

The parents of the pupil(s) involved will be informed of the allegation as soon as possible or appropriate if they do not already know of it.

Where the LADO advises that a strategy discussion is needed, or that the police or children's social care need to be involved, the case manager will not inform the accused or the parents until these agencies have been consulted and it has been 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.

Malicious Allegations:

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with the College's Promoting Good Behaviour & Discipline Policy.

Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to withdraw their child or children from the College on the basis that they have treated the College 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 College reserves the right to contact the police to determine whether any action might be appropriate.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the College's confidential reporting (Whistleblowing) policy.

Whistleblowing concerns about the Headmaster should be raised with the Chair of College Council.

Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact the NSPCC <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

Complaints or Concerns expressed by Pupils, Parents, Staff or Volunteers

We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end, any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the College will take but also the length of time that will be required to resolve the complaint. The College will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint. The College's complaints procedures are readily available.

Positive Physical Intervention/Use of Reasonable Force

Our policy on positive handling is set out in our [https://www.malverncollege.org.uk/Assets/User/1137-Promoting Good Behaviour & Discipline Policy \(webversion\).pdf](https://www.malverncollege.org.uk/Assets/User/1137-Promoting%20Good%20Behaviour%20&%20Discipline%20Policy%20(webversion).pdf) and our Positive Handling Policy available on request from Nicola.seed@malverncollege.org.uk and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under management of allegations or disciplinary procedures.

However, there are circumstances when it is appropriate for staff in school to use a physical

intervention to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children/young people. This can range from guiding a child/young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child/young person needs to be restrained to prevent violence or injury.

Departmental advice for schools is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Staff who are likely to need to use physical intervention will be appropriately trained.

All incidences of physical intervention will be recorded on the appropriate form in the Positive Handling Policy, in accordance with recommended procedures.

We recognise that touch is appropriate in the context of working with children and all staff have been given 'safe working practice' guidance to ensure they are clear about their professional boundaries. We do not have a 'no contact' policy as this could leave our staff unable to fully support and protect their pupils and students.

We acknowledge that when applying reasonable force in response to risks presented by incidents involving pupils with SEN or disabilities or with medical conditions, it is important to recognise their additional vulnerability and make every effort to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Photography and Use of Images (including hand-held devices)

The welfare and protection of our children is paramount, and consideration should always be given to whether the use of photography will place our children at risk. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly social networking sites.

For this reason, consent is always sought when photographing children using any means and including iPads, smart phones or cameras and additional consideration given to photographing vulnerable children, particularly Looked After Children or those known to be fleeing domestic violence. Consent for potentially vulnerable pupils will be sought from those with parental responsibility (this may include the Local Authority in the case of Looked After Children).

Many pupils own or have access to hand-held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

Staff/Pupil Online Communication

The College provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

Part Five

Monitoring and Escalation

Challenge and Escalation

We recognise that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.

As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

We are aware of the WSCP Escalation Procedures in raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

Monitoring and Evaluation

Our Safeguarding Children policy and procedures will be monitored and evaluated by:

- Completion of the annual safeguarding audit/report to the College Council ;
- Pupil surveys and questionnaires;
- Discussions with children and staff;
- Scrutiny of data and risk assessments;
- Scrutiny of the College's single central record of recruitment checks;
- Scrutiny of College Council minutes;
- Monitoring of logs of bullying/racist/behaviour incidents and PPI records;
- Supervision of staff involved in child protection;
- Case file audits undertaken by those College Governors with specific safeguarding responsibility.

The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the College Council as necessary. Any child protection incidents at the College will be followed by a review of these procedures by the DSL and a report to the College Council. 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 College's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

In addition, the College Council will ensure that the DSL will undertake an annual review of this policy. The outcome of the annual review by the DSL will be reported to the College Council who will review the policy and the implementation of its procedures, including good cooperation with local agencies, and consider the proposed amendments to the policy, from both the DSL and its own members, before giving the revised policy its final approval. Detailed minutes recording the review by the College Council will be made.

Part Six College Safety

Health and Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the College environment and when away from the College, for example when undertaking College trips and visits.

Risk Assessments are undertaken and reviewed regularly including the risk of children being drawn into terrorism or exposed to extremist behaviour.

Safe Environment

The College undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.

The College has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of College hours.

The College keeps a visitors' book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted at all times whilst on College premises by a member of staff or appropriately vetted volunteer. Prospective parents and visitors will also be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the College premises.

Visitors to the College, for example visiting speakers, theatre groups or curriculum specialists, will be appropriately checked and vetted, to ensure they are not linked to extremist groups or promoting extremist or other harmful material.

All visitors to boarding houses must observe the necessity to be kept under sufficient staff supervision during their visit.

Use of College Premises for non-college activities:

Where College facilities/premises are hired or rented out to other organisations, the College Council will seek assurance that the body concerned has appropriate safeguarding and child protection procedures in place and that there are appropriate arrangements for liaison with the College on these issues.

Other Relevant Policies

The College Council's statutory responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Staff Code of Conduct
- Staff Exclusion for Misconduct Policy
- Complaints Procedure for Parents
- Parental Concerns Policy
- Promoting Good Behaviour and Discipline Policy
- Peer on Peer Abuse Policy
- Anti-Bullying Policy, including cyber-bullying
- Positive Physical Intervention
- SEN and Learning Difficulties Policy
- Educational Visits Policy
- First Aid Policy
- Medical care Policy
- Health and Safety Policy
- Relationships and Sex Education Policy
- Managing Images Policy
- Social Media Policy
- Staff Acceptable Use of ICT Policy
- Policy on the Acceptable Use of ICT and E-Safety
- Equal Opportunities
- Whistleblowing (Confidential Reporting)
- Promotion of Universal (British) Values Policy
- Transgender/Gender Identity Guidance

The above list is not exhaustive but when undertaking development or planning of any kind the College will need to consider safeguarding matters.

Appendices:

- Appendix 1: Safeguarding Reporting Form
- Appendix 2: Role of the DSL
- Appendix 3: Peer-on-Peer (Child-on-Child) Abuse Policy
- Appendix 4: Recognition and Identification of Abuse
- Appendix 5: Radicalisation and Extremism.
- Appendix 6: Covid-19 Guidelines

APPENDIX 1

FORM 1 - Logging a Concern about a Child's Safety and Welfare – all staff and visitors

Pupil's name:		d.o.b.	Year Group:
Date:		Time:	
Name: Print	 Signature	
Position:			
Note the reason(s) for recording the incident.			
Details of concern/incident - record the who/what/where/when factually (continue on reverse of sheet if necessary):			
Any other relevant information (witnesses, immediate action taken)			
Action taken			
Reporting staff signature Date			
DSL – Response/Outcome			
DSL signature Date			

Check to make sure your report is clear now - and will also be clear to a stranger reading it next year.

PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD

Continuation Sheet

Incident /Concern; other relevant information; Action Taken; Outcome

PUPIL NAME:

DATE

DETAILS

Signature

Appendix 2

The Role of the Designated Safeguarding Lead

In accordance with Annex C of Keeping Children Safe in Education, 2021, the main responsibilities of the DSL are:

Managing Referrals:

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- where a crime may have been committed to the Police as required.

Working with others:

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Headmaster and relevant strategic leads, taking 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 college¹⁴⁴. This includes ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understands their academic progress and attainment, and maintains a culture of high aspirations for this cohort; and, supports teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;

- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

The Deputy DSL will carry out these roles when the DSL is not available.

Training

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals 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 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;
- ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
- be alert to the specific needs of children in need, those with special educational needs, those with relevant health conditions, and young carers;
- 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 and to meet the requirements and procedures of the Worcestershire Safeguarding Children Board;
- understand the importance of information sharing, both within the College and with the safeguarding partners, other agencies, organisations and practitioners;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability, with the Head of E-Safety, required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

In addition, the DSL will encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them. The DSL will also be aware of and understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

The DSL attends Prevent Awareness training as appropriate, and will support the College regarding the prevent duty requirements, providing advice and support to staff on protecting children from risk of radicalisation.

During term time the DSL or Deputy DSL should be available (during College hours) for staff to discuss safeguarding concerns.

PEER ON PEER/CHILD ON CHILD ABUSE POLICY
(INCLUDING SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN)

The College's Responsibilities - Introduction

Council Members, Senior Leadership Team, and all staff and volunteers at Malvern College are committed to the prevention, early identification and appropriate management of peer-on-peer abuse (as defined below) both within and beyond the School. The policy will refer to peer on peer abuse throughout which, for the purposes of this document, includes child on child abuse. In particular, we:

- believe that in order to protect our pupils, we need to be aware a) of the level and nature of risk to which they are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and (b) take a whole-school approach to preventing and responding to peer-on-peer abuse;
- regard the introduction of this policy as a preventative measure, and do not feel it is acceptable merely to take a reactive approach to peer-on-peer abuse in response to alleged incidents of it;
- recognise national and increasing concern about this issue, and wish to implement this policy in order to ensure that our pupils are safe; and
- encourage parents to contact and communicate with us if their child is feeling unsafe as a result of the behaviour of any of their peers. We ask them to inform the College so that it can ensure that appropriate and prompt action is taken in response.

This policy:

- sets out our strategy for preventing, identifying and appropriately managing peer-on-peer abuse;
- applies to all Council Members, Senior Leadership Team, staff and volunteers, will be reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which pupils are or may be exposed.
- is the College's overarching policy for any issue that could constitute peer-on-peer abuse;
- relates to, and should be read alongside, the College's Safeguarding (including Child Protection) Policy and any other relevant policies including, but not limited to, the Anti-Bullying policy (including cyber-bullying), Policy on the Acceptable Use of ICT and E-Safety, Children Missing in Education policy, Promoting Good Behaviour and Discipline policy, and Exclusion for Misconduct policy.

This policy does not use the term 'victim' and/or 'perpetrator'. This is because the College takes a safeguarding approach to all individuals involved in allegations of or concerns about peer-on-peer abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers, in addition to any sanctioning that may also be required for the latter. We recognise that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers;

- The policy uses the terms 'child' and 'children', which is defined for the purposes of this policy as a person aged under 18. We have nonetheless chosen not to restrict our approach to peer-on-peer abuse under this policy to children but instead to adopt a wider interpretation of our safeguarding responsibilities so that they apply to all pupils, regardless of age. Although the starting point is that the College's response to peer-on-peer abuse should be the same for all pupils, regardless of age, there may be some additional considerations in relation to a pupil aged 18 or over in terms of how local agencies and/or partners respond. This, for example, is likely to be different on the part of local authorities, given that their safeguarding duties are limited, in the case of children's social care services - save for a number of specific exceptions - to children under the age of 18. Similarly, the College's response to incidents involving the exchange of youth produced sexual imagery will need to differ depending on the age of the pupils involved. (See the College's Policy on the Acceptable Use of ICT and E-Safety.) There is also likely to be a more significant criminal justice response in relation to any pupil responsible for abuse who is aged 18 or over;
- This policy is compliant with the statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2020) and is supported by the key principle of the Children's Act 1989, that the child's welfare is paramount. Another key document is Working Together, 2018, highlighting that every assessment of a child '*must be informed by the views of the child*' (Working Together, 2018:21). It should, if relevant according to the concerns/allegations raised, be read in conjunction with the DfE's advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE's Advice) (May, 2018), and any other advice and guidance referred to within it, as appropriate;
- This policy should be read in conjunction with the Worcestershire Safeguarding Children Partners' (WSCP) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

Purpose of Policy

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse.

It is necessary to consider:

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individual
- what preventative strategies may be put in place to reduce further risk of harm.

II Understanding peer-on-peer abuse

What is peer-on-peer abuse?

For these purposes, peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. (Firmin, C. 2017. Abuse Between Young People: A Contextual Account. Oxon: Routledge).

Peer-on-peer abuse can take various forms, including but not limited to: serious bullying (including cyber-bullying), relationship abuse, domestic abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence.

Examples of online peer-on-peer abuse would include sexting, online abuse, peer-on-peer grooming, the distribution of youth involved sexualised content, and harassment.

Sexual violence/sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges 2018 with consideration of:

- Managing internally 65.1, page 27
- Early Help 65.2, page 28
- Referrals to Children's Social Care 65.3. page 28
- Reporting to the police 64.4, Page 29

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.

Sexually harmful behaviour from young people is not intended to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards.

Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual violence and sexual harassment.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not 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. Dismissing or tolerating such behaviours risks normalising them.

Abuse rarely takes place in isolation and often indicates wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being physically abused by a family member or by older boys. Equally, sexual bullying in schools and other settings can result in the sexual exploitation of children by their peers. For 16 and 17 year olds who are in abusive relationships, what may appear to be a case of domestic violence may also involve sexual exploitation. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their

time. Any response to peer-on-peer abuse therefore needs to consider the range of possible types of peer-on-peer abuse set out above and capture the full context of children's experiences.

This can be done by adopting a contextual safeguarding approach and by ensuring that our response to incidents of peer-on-peer abuse takes into account any potential complexity.

What is Contextual Safeguarding?

This policy encapsulates a contextual safeguarding approach, which:

- is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts, acknowledges that safeguarding incidents and behaviours may be associated with factors outside the College, and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse, and seeks to understand the impact of these wider social contexts;
- considers interventions to change the systems or social conditions of the environments in which abuse has occurred. For example, rather than move a child from a boarding House, pastoral and House staff could work with the College/House leadership and student body to challenge a harmful or insensitive House culture, thus improving the pre-existing school environment;
- looks at the way professionals approach child protection when risks occur outside the family, thereby requiring all those within a local safeguarding partnership to consider how to work alongside, rather than just refer into, children's social care.

When does behaviour become problematic or abusive?

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

Sexual behaviours: As the NSPCC explains "children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. Staff should recognise the importance of distinguishing between problematic and abusive sexual behaviour... As both problematic and abusive sexual behaviours are developmentally inappropriate and may cause developmental damage, a useful umbrella term is **harmful sexual behaviours** or HSB." This term has been adopted widely in the field, and is used throughout the NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework, as well as this policy. Please see pages 14 and 15 of NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework:

<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

The Brook Sexual Behaviours Traffic Light Tool (<https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>) can be very helpful in identifying sexual behaviours by children. Staff should always use their professional judgment and discuss any concerns with the DSL. Where an (alleged) incident involves a report of sexually harmful behaviour, relevant staff should also consult the DfE's Advice "Sexual Violence and Sexual Harassment Between Children in Schools and Colleges: Advice for Governing Bodies, Proprietors, Head Teachers, Principals, Senior Leadership Teams and Designated Safeguarding Leads", (May, 2018).

Other Behaviour

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff need to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power
- involves a misuse of power

It should also be recognised that the same behaviour presented by different children may be understood at different points on a spectrum, depending on the particular context. For example, an incident involving youth produced sexual imagery may be inappropriate in one context, for example, when exchanged between two children in a consenting relationship, and abusive in another, for example, when it is (a) shared without the consent of the child in the image; (b) produced as a result of coercion; or (c) used to pressure the child into engaging in other sexual behaviours.

Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital, and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring (greater/more formal) engagement with specialist external and/or statutory agencies. For example, a physical fight between two children may not constitute peer-on-peer abuse where the fight is a one-off incident, but may be abusive where the child's/children's behaviour subsequently deteriorates into a pattern of bullying behaviour and requires a safeguarding response from a multi-agency partnership – including a statutory assessment of whether this has led, for example, to a risk of significant harm to a child.

The importance of intervening early and addressing any inappropriate behaviour does not just apply on an individual pupil basis, but could also apply across the pupil body.

Behaviour generally considered inappropriate may in fact indicate emerging concerning behaviour to which the College will need to take a whole-school approach in order to prevent escalation. For example, where multiple boys are making inappropriate comments about girls, one-off sanctions are unlikely to be effective and wider actions should be considered, such as arranging for an external person to deliver a year group intervention exercise and/or revising the College's Life Skills programme.

It will also be important to consider the wider context in which the alleged behaviour is reported to have occurred, and which may trigger the need for a referral. For example, some behaviour that is considered inappropriate may be capable of being dealt with internally. However, if there are wider safeguarding concerns relating to the child/children in question, a referral to statutory agencies may be necessary. Where the behaviour which is the subject of the concern(s)/allegation(s) is considered or suspected by the DSL to constitute peer-on-peer abuse, the School will follow the procedures set out below.

How can a child who is being abused by their peers be identified?

All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse (please see section 3 of the Safeguarding [including Child Protection] policy for indicators of abuse) and can include:

1. failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
2. physical injuries;
3. experiencing difficulties with mental health and/or emotional wellbeing;
4. becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;
5. broader changes in behaviour including alcohol or substance misuse;
6. changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
7. abusive behaviour towards others.

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents/carers so that the cause(s) of their behaviour can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.

The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of peer-on-peer abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

Are some children particularly vulnerable to abusing or being abused by their peers?

Any child can be vulnerable to peer-on-peer abuse due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a child could be shared, following which they could become more vulnerable to peer-on-peer abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to peer-on-peer abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers, as may children with SEN.

Research suggests that peer-on-peer abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. (Barter C, McCarry M, Berridge D and Evans K, "Partner exploitation and violence in teenage intimate relationships" (2009):

<https://www.nspcc.org.uk/globalassets/documents/research-reports/partner-exploitation-violence-teenage-intimate-relationships-report.pdf>

III A whole school approach

How can the College raise awareness of and prevent peer-on-peer abuse?

School Environment

The College actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

- 1) Educating all Council Members, Senior Leadership Team, staff and volunteers, pupils and parents about this issue. This includes:
 - - training all Council Members, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it. This includes (a) contextual safeguarding; (b) the identification and classification of specific behaviours; and (c) the importance of taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing;
 - - educating children about the nature and prevalence of peer-on-peer abuse via Life Skills and the wider curriculum, for example, by addressing gender inequality in a statistics class, or by reviewing literature in an English class which addresses bullying and its effect on mental health. Pupils are told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. They are informed about the School's approach to such issues, including its zero tolerance policy towards all forms of peer-on-peer abuse.
 - - engaging parents on this issue by:
 - (a) talking about it with parents, both in groups and one to one;
 - (b) asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks;
2. Ensuring that all peer-on-peer abuse issues are fed back to the DSL and the College's safeguarding team so that they can spot and address any concerning trends and identify pupils who may be in need of additional support. This is done through a weekly pastoral meeting at which all concerns about pupils (including peer-on-peer abuse issues) are discussed, and through the CPOMS recording system;
3. Challenging the attitudes that underlie such abuse (both inside and outside the classroom);
4. Working with Council Members, Senior Leadership Team, all staff and volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the College community;
5. Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;

6. Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
7. Responding to cases of peer-on-peer abuse promptly and appropriately.

Multi-agency Working

The College actively engages with its local partners in relation to peer-on-peer abuse, and works closely with, for example, Worcestershire Safeguarding Children Partners, Worcestershire Children First/children's social care, the police and/or other relevant agencies (in accordance with the Local Safeguarding Partnership's procedures) and other schools. We will actively refer concerns/allegations of peer-on-peer abuse to children's social care or other relevant agencies, where necessary.

IV Responding to concerns or allegations of peer-on-peer abuse

General Principles

It is essential that all concerns/allegations of peer-on-peer abuse are handled sensitively, proportionately, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

Any response will be co-ordinated by the Designated Safeguarding Lead and should:

- include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate);
- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. We will aim to ensure a safeguarding response for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter;

Any response could also take into account:

- that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider socio-cultural contexts - such as the child's/children's peer group (both within and outside the School); family; the School environment; their experience(s) of crime and victimisation in the local community; and the child/children's online presence. Consider what changes may need to be made to these contexts to address the child's/children's needs and to mitigate risk; and the potential complexity of peer-on-peer abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting;
- the views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/children and their parents and obtain consent to any referral before it is made. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

What should you do if you suspect either that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s)?

If a pupil is in immediate danger, or at risk of significant harm, a referral to children's social care (if the pupil is aged under 18) and/or the police should be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made (see Sections 2, 4 and 5 of the Safeguarding [including Child Protection] policy).

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay (in accordance with Section 5 of the Safeguarding [including Child Protection] policy) so that a course of action can be agreed.

If a child speaks to a member of staff about peer-on-peer abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement. For further details please see the procedure set out in section 5 of the Safeguarding (including Child Protection) policy.

How will the School respond to concerns or allegations of peer-on-peer abuse?

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

DSLs should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact Worcestershire Children First Family Front Door (or as otherwise in accordance with the WSCP's procedures) immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with the Community Social Worker/Family Front Door (or as otherwise in accordance with the WSCP's procedures)] and agree on a course of action, which may include:

A - Manage internally with help from external specialists where appropriate and possible. Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios B, C or D should ordinarily apply. However, where support from local external agencies is not available, the College may need to handle allegations/concerns internally. In these cases, the College will engage and seek advice from relevant specialists (either in the private and/or voluntary sector), as appropriate. These might include psychologists, psychotherapists, counsellors etc.

B – Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family
These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services.

C – Refer child/children to children's social care for a section 17 and/or 47 statutory assessment. The referral will be made to children's social care in the area where each child involved lives. As a matter of best practice, if an incident of peer-on-peer abuse requires referral to and action by children's social care and a strategy meeting is convened, then the School will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it, and the contexts to which the abuse was associated.

D – Report alleged criminal behaviour to the Police. Alleged criminal behaviour will ordinarily be reported to the Police. However, there are some circumstances where it may not be appropriate to report such behaviour to the Police, for example, where the exchange of youth produced sexual imagery does not involve any aggravating factors. All concerns/allegations will be assessed on a case by case basis, and in light of the wider context.

Individual risk and needs assessment

Where there is an incident of peer-on-peer abuse, the College will carry out a robust risk and needs assessment in respect of each child affected by the abuse. These risk assessments will:

- i. assess and address the nature and level of risks that are posed and/or faced by the child;
- ii. engage, where appropriate, the child's parents and where appropriate, draw upon local services and agencies to ensure that the child's needs are met in the long-term. Consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child; and
- iii. be reviewed at regular intervals in light of the child's on-going needs to ensure that real progress is being made which benefits the child.

If at any stage the child's needs escalate, the DSL should contact Worcestershire Children First and act in accordance with the local safeguarding and child protection procedures, to determine the appropriate course of action.

Disciplinary Action

The School will consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that peer-on-peer abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action, the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it.

The School will, where appropriate, consider the potential benefit, as well as challenge, of using managed rustication or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required.

Disciplinary interventions alone are rarely able to solve issues of peer-on-peer abuse, and the School will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards, as set out above and below.

On-going proactive work to a whole-school approach

The College's response to concerns/allegations of peer-on-peer abuse will form part of on-going proactive work by the College to embed best practice and take a contextual whole-school approach to such abuse. As such the College's response is part of its wider prevention work. This response may

include the College asking questions about the context in which an incident of peer-on-peer abuse occurred in the school, the local community and the wider physical and online environment - such as:

1. what protective factors and influences exist within the College (such as positive peer influences, examples where peer-on-peer abuse has been challenged etc.) and how can the College bolster these;
2. how (if at all) did the College's physical environment contribute to the abuse, and how can the College address this going forwards, for example by improving the College's safety, security and supervision;
3. did wider gender norms, equality issues and/or societal attitudes contribute to the abuse;
4. what was the relationship between the abuse and the cultural norms between staff and pupils, and how can these be addressed going forwards;
5. does the abuse indicate a need for staff training on, for example, underlying attitudes, a particular issue or the handling of particular types of abuse;
6. how have similar cases been managed in the past and what effect has this had;
7. does the case or any identified trends highlight areas for development in the way in which the College works with children to raise their awareness of and/or prevent peer-on-peer abuse, including by way of the Life Skills curriculum and lessons that address underlying attitudes or behaviour such as gender and equalities work;
8. are there any lessons to be learnt about the way in which the College engages with parents to address peer-on-peer abuse issues;
9. does this case highlight a need to work with certain children to build their confidence and teach them how to identify and manage abusive behaviour; and
10. were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other pupils in the College.

Answers to these questions can be developed into an action plan that is reviewed on a regular basis by school leadership and the DSL.

Appendix 4 - Recognition and Identification of Abuse

From: Keeping Children safe In Education, Part 1 2021

Indicators of abuse and neglect :

- **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. Children may be abused by an adult or adults or by 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 insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from 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 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 (also known as peer on peer abuse) in education and all staff should be aware of it and of the College's policy and procedures for dealing with it.
- **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.

Appendix 5 - Radicalisation and Extremism

Preventing Radicalisation:

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- **What is Prevent?** Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, in all its forms. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour. The Counter-Terrorism and Security Act (2015), places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").
- **The Prevent duty** reinforces existing duties placed upon educational establishments for keeping children safe.

Educational establishments must:

- Ensure a broad and balanced curriculum is in place schools;
- Assess the risk of pupils being drawn into extremist views;
- Work in partnership with local authorities, police and communities;
- Train staff to provide them with the knowledge and ability to identify pupils at risk;
- Keep pupils safe online, using effective filtering and usage policies.

Warning Signs/Indicators of Concern

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **Personal Circumstances:** migration; local community tensions and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet Aspirations:** the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of

the motivations of others. Pupils who are vulnerable to radicalisation may also be experiencing.

- Substance and alcohol misuse.
- Pressure
- Influence from older people or via the Internet
- Bullying
- Domestic Abuse
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause; •
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include: - physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others, Parental reports of changes in behaviour, friendship or actions and requests for assistance, Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

Referral Process

All concerns about young people vulnerable to radicalisation should be referred to the DSL in the first instance. The DSL will follow safeguarding procedures including:

- Talking to the young person about their behaviour/views/on-line activity/friends etc.;
- Discussion with parents/carers about the concerns;
- Checking out on-line activity, including social media if possible;
- Providing in-house support, if available;
- Providing Early Help targeted support if necessary.
- Refer to the Channel programme.

If concerns persist, then the DSL should make a referral to the Family Front Door, normally with the knowledge and consent of the young person. The referral will then be subject to a triage process to decide whether or not it meets the threshold for a referral to Channel. If it does, the DSL should be prepared to attend the Channel Panel meeting to share the concerns and help identify any intervention required. Further feedback to the Channel Panel will be expected following intervention to decide whether there are still concerns. Further information can be found in the West Midland Safeguarding Children Procedures.



APPENDIX SIX - COVID-19: ARRANGEMENTS AT MALVERN COLLEGE FOR SAFEGUARDING AND CHILD PROTECTION DURING THE COVID-19 OUTBREAK

September 2021

HEADMASTER: Keith Metcalfe

DESIGNATED SAFEGUARDING LEAD (DSL): Penny Bijl

DEPUTY DSLs: Emma Brown and Lewis Faulkner

HEAD OF E-SAFETY: Christopher Thomas

SAFEGUARDING GOVERNORS:

Mrs Fiona Bridge

Mrs Sue Raby-Smith

COLLEGE PREVENT Lead: Penny Bijl

ON-SITE SAFEGUARDING CO-ORINATOR (in absence of DSL or deputies):

Sarah Angus (Senior Deputy Head)

CONTEXT - RESPONSE TO COVID-19:

There have been significant changes within the College in response to the COVID-19 outbreak. There have been periods when most of our pupils were at home, teaching was delivered on-line as distance learning and many pupils and staff were experiencing self-isolation and quarantine. During those periods, the College remained open only for children of “critical” or “key” workers essential to the COVID-19 response (whose children could not be cared for at home), for vulnerable children, or for children for whom accessing education at home was particularly difficult. The College is now fully open, although there are pupils who cannot return to College due to international travel restrictions, or those who are isolating due to Covid-19.

Regardless of whether pupils are physically present or attending remotely, the College’s Safeguarding and Child Protection Policy is fundamentally the same: **children and young people always come first, and staff should respond robustly to safeguarding concerns and contact the Designated Safeguarding Lead in line with our established safeguarding procedures. Staff are reminded of the need to report any concern immediately and without delay.**

This annex sets out some of the adjustments we have made in line with the changed arrangements in the College and following advice from government and local agencies.

THE CURRENT SCHOOL POSITION AND LOCAL ADVICE:

Malvern College is providing education physically, although for those pupils who cannot attend due to Covid related reasons, education is provided through virtual/distance learning. We are following safeguarding advice from the Dept. for Education, Worcestershire Safeguarding Children Partnership and the Local Authority Designated Officer, as appropriate.

KEY CONTACTS:

ROLE	NAME	PHONE NUMBER	EMAIL
Designated Safeguarding Lead (DSL)	Penny Bijl	07596 899204 01684 581609	penny.bijl@malverncollege.org.uk
Deputy Designated Safeguarding Lead (DSL)	Emma Brown	07702 909394 01684 581685	emma.brown@malverncollege.org.uk
Dep DSL	Lewis Faulkner	07922 576590 01684 581691	lewis.faulkner@malverncollege.org.uk
E-Safety Co-ordinator	Chris Thomas	01684 581699	c.thomas@ malverncollege.org.uk
On-Site Safeguarding Co-ordinator (when lockdowns are implemented)	Sarah Angus	01684 581504/581509	sarah.angus@malverncollege.org.uk

Headmaster	Keith Metcalfe	01684 581 502	keith.metcalfe@malverncollege.org.uk
Safeguarding Governors	Fiona Bridge Sue Raby-Smith		fiona.bridge@malverncollege.org.uk sue.raby-smith@malverncollege.org.uk
Chair of College Council	Robin Black		robin.black@malverncollege.org.uk
SENCO	Frances Rix	01684 581610	frances.rix@malverncollege.org.uk
College Counsellors	Simon Rowe Lucy davies		simon.rowe@malverncollege.org.uk lucy.davies@malverncollege.org.uk
Nurse Manager	Melanie Tillman	01684 581535	medicalcentre@malverncollege.org.uk

REPORTING ARRANGEMENTS

The school reporting arrangements continue in line with our safeguarding and child protection policy. If you are concerned about the safety or wellbeing of a child, please contact the Designated Safeguarding Lead (DSL) or one of the Deputy DSLs immediately.

The Designated Safeguarding Lead is: **Mrs Penny Bijl**, penny.bijl@malverncollege.org.uk, **07596 299804**

The Deputy DSLs are: **Mrs Emma Brown**, emma.brown@malverncollege.org.uk, (07702 909394) **and Mr Lewis Faulkner**, lewis.faulkner@malverncollege.org.uk (07922 576590).

It is important that all Malvern College staff and volunteers have access to a trained DSL (or deputy) and the College's approach ensures the DSL or a deputy, if not on-site, will always be contactable by phone, email or video link (for example, if working from home). In the unusual circumstance that this is not possible, the Headmaster or a member of the Senior Leadership Team will email all staff to advise they are acting in a safeguarding role and will ensure relevant contact details are circulated.

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

Children's services may be affected by the impact of the virus on staff and an increased demand for services. If a child or young person is in immediate danger, please call 999. Where a child or young person is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The DSL remains the point of contact for Children's Services at Worcestershire Safeguarding Children Partnership but in the unlikely event that you cannot contact the DSL or a deputy DSL, the arrangements for contacting children's services direct are:

Contact Family Front Door by calling 01905 822666. The Family Front Door, Initial Contact and Referral Team is the central point for all safeguarding referrals for children and young people aged 0 to 18 years and living in Worcestershire.

If you have a child protection concern outside of normal office hours please contact the out of hours emergency duty team (EDT) telephone 01905 768020

Where a trained DSL (or deputy) is not on site, a named senior leader will assume responsibility for co-ordinating safeguarding on site, where necessary. This might include liaising with the offsite DSL (or deputy) and with pupils' social workers where they require access to children in need and/or to carry out statutory assessments at the College. **Our named Senior Leader is Sarah Angus, Senior Deputy Head.** The DSL/DDSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely if necessary.

Where staff are concerned about an adult working with children in the school, any concern that reaches the harm threshold should be reported to the Headmaster; low level concerns that do not meet the harm threshold should be reported to the DSL. If there is a requirement to make a notification to the Headmaster whilst away from school, this should be done verbally and followed up with an email to the Headmaster. Concerns about the Headmaster should be directed to the Chair of College Council, Robin Black.

IDENTIFYING VULNERABILITY

In the event of a national or local lockdown, vulnerable children and young people will be identified as those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance. This might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation
 - those who are young carers
 - **those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)**
 - **care leavers**
 - **others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health**

The Safeguarding and Pastoral teams at Malvern College know which of our pupils are most vulnerable and/or need support, and will continue to work with and support the pupil and their family, liaising with social workers and with the Child and Adolescent Mental Health Service, as appropriate, to maintain communication with and to protect these pupils. Where vulnerable pupils have returned home to different countries in response to the COVID-19 situation, the DSL and deputies will endeavour to maintain contact with the child and to engage with overseas child protection and health care agencies if practical or necessary.

Malvern College will encourage our vulnerable children and young people to attend school, including remotely, if needed and to facilitate ongoing contact.

ATTENDANCE

Currently attendance recording has returned to our usual procedures, with codes dedicated to those pupils who are away from school due to Covid-related reasons and are therefore attending lessons remotely. Malvern College teachers will follow up on any pupil that they were expecting to attend on-line lessons and who is persistently absent. Where there is a concern for welfare, absences will be referred to the Safeguarding Team and parents will be contacted where there is a concern for the pupil's welfare. The DSL or Deputy DSLs will be the main point of contact in these circumstances. For pupils who should be present physically in school, the normal attendance procedures will be followed.

To support the above, Malvern College, when communicating with parents/guardians, will confirm that emergency contact numbers are correct and ask for additional emergency contact information where necessary.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Malvern College will notify their social worker.

STAFF RESPONSE TO COVID-19 PRESSURES:

The pressures on children, young people and their families at this time are significant. There is heightened awareness of family pressures resulting from the experiences of previous lockdowns and as a result of financial or health anxiety. The DfE emphasises that the teachers must be aware of negative and distressing life events, and the effect on mental health of pupils and parents/carers. These aspects should be considered in expectations for setting work for children to undertake at home (including recognising the impact of online learning). Staff will be aware of and alert to the mental health of both pupils and their parents/carers and will inform the DSL of any concerns.

The government publication 'Mental Health and Behaviour in Schools' provides useful information: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

SUPPORTING CHILDREN NOT IN SCHOOL

Malvern College is committed to ensuring the safety and wellbeing of all its pupils/students.

Where the DSL, deputy DSLs or Pastoral Team have identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they will ensure that a robust communication plan is in place for that pupil.

Details of this plan and records of contact made will be recorded on CPOMS.

The communication plans can include remote contact over TEAMS or email, phone contact or liaison with outside agencies. Other individualised contact methods will be considered and recorded. Where concerns arise, the DSL will consider any referrals as appropriate.

The school will share communications from SMT as appropriate, and will share safeguarding and pastoral messages on its pastoral bulletin. Malvern College recognises that school is a protective factor for children and young people, and the current circumstances can leave those children and young people who cannot attend school for Covid-related reasons potentially vulnerable.

SUPPORTING CHILDREN IN SCHOOL

Malvern College is committed to ensuring the safety and wellbeing of all its students and the College will continue to be a safe space for all its pupils.

The Headmaster will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Malvern College will refer to the Government guidance for education and childcare settings and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Where Malvern College has concerns about the impact of staff absence – such as the absence of the Designated Safeguarding Lead or first aiders – the situation will be discussed immediately with the Senior Leadership Team.

PEER ON PEER ABUSE

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Should such a measure be implemented in the future, our staff will remain vigilant to the signs of peer on peer abuse, including those between young people who are not attending on site education at the College.

During the COVID-19 situation, a revised process has been required on occasions for managing any report of peer on peer abuse and for supporting victims. If we receive a report of peer on peer abuse and a revised process proves necessary, we will follow the principles set out in part 5 of KCSIE (2021) in our current Safeguarding Policy and the guidance in our Acceptable Use of ICT and E-Safety policy.

The school will listen and work with the pupil, parents/carers and any multiagency partner required to ensure the safety and security of the pupil. Concerns and actions will be recorded on CPOMS, and appropriate referrals made (including, if necessary, to the police).

PUPILS AND ONLINE SAFETY AWAY FROM SCHOOL

Malvern College will continue to provide a safe environment, including on-line. It is important that all staff interacting with pupils, including on-line, continue to be vigilant to signs that a child/young person is at risk. Any such concerns should be dealt with as per the Safeguarding and Child protection policy; concerns/referral should be made in the first instance to the DSL/Dep DSL and then, as required, to children's social care and the police.

Malvern College teachers have been advised that online teaching should follow the same principles as set out in the College's staff Code of Conduct and have been given additional supporting information. They have been reminded of the importance of maintaining the same professional boundaries and of the importance of using only school systems/equipment to communicate with pupils and their families.

Malvern College will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Staff are reminded to take care not to share contact details when emailing multiple people, and to be careful when sharing usernames and other personal data for access to online resources.

Below are some things to consider when delivering hybrid or virtual lessons, especially where webcams are involved:

- Group Sessions are the preferred approach for teaching online;

- Avoid using the webcam in one-to-one virtual meetings with pupils (eg in tutor meetings);
- Specific guidance (including regarding the use of webcam for essential teaching purposes) has been issued to staff for whom one to one online lessons are essential (eg in the case of individual Learning Enhancement lessons or for peripatetic music teachers);
- Staff and pupils must wear suitable clothing;
- Pupil participation in online lessons should be in an appropriate designated workspace (for example, not in bedrooms unless there is no alternative in which case the pupil should be at a desk and have the door open) and the background should be blurred, if possible;
- Classes may be recorded to facilitate learning and, if any issues arise, the video can be reviewed;
- Live classes should be kept to a reasonable length of time;
- Language must be professional and appropriate, including from any family members in the background;
- Staff must only use platforms provided by Malvern College to communicate with pupils;
- The length, time, date and attendance of any sessions held are recorded on i-sams. If a lesson/tutor period happens outside of these times a separate note should be made of those details by teachers. If there is a safeguarding need to see the young person via webcam this should also be recorded.

MITIGATING ONLINE RISK

Young people have been using the internet more during this period and the College may continue to use online approaches to deliver training, teaching and support, if circumstances dictate that this is required. Staff will be aware of the signs and signals of [cyberbullying](#) and [other risks online](#) and apply the same child-centred safeguarding practices as when children are learning at the school.

- The school continues to ensure [appropriate filters and monitors are in place](#) and will regularly review arrangements to ensure they remain appropriate;
- The school has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium. We have reviewed the code of conduct and information sharing policy accordingly;
- Staff are aware of the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and of the importance of using school systems to communicate with children and their families;
- Pupils accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#).
- Parents and guardians receive information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the College's approach, including the sites pupils will asked to access and set out who from the College (if anyone) their pupil is going to be interacting with online. Parents have been offered the following links:
 - [Internet matters](#) - for support for parents and carers to keep their children safe online
 - [Net-aware](#) - for support for parents and careers from the NSPCC
 - [Parent info](#) - for support for parents and carers to keep their children safe online
 - [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
 - [UK Safer Internet Centre](#) - advice for parents and carers

Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#)

SAFEGUARDING TRAINING AND INDUCTION

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

While COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 or Annex A (depending on their role) of Keeping Children Safe in Education (2021). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a pupil.

Where new staff are recruited, or new volunteers enter Malvern College, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of Malvern College's Safeguarding (including Child Protection) Policy, a copy of the staff Code of Conduct, confirmation of local processes and confirmation of DSL arrangements.

ID checks will also take place.

New starters may be asked to complete online courses.

SAFER RECRUITMENT/VOLUNTEERS AND MOVEMENT OF STAFF

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Malvern College will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Malvern College is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in Part Three of KCSIE 2021, paragraphs 287-294. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The College will continue to follow the duty to refer to the DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraphs 329-334 of Keeping Children Safe in Education 2021 using the online referral form (gov.uk Making Barring referrals to the DBS <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#how-to-make-a-referral>).

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Malvern College keeps the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSiE 2020.

EMERGENCY CONTACTS/PHONE NUMBERS

Local Authority Children's Social Care Team

Child resident in Worcestershire:	Family Front Door 01905 822666 www.worcestershirechildrenfirst.org.uk
Child resident in Herefordshire	01432 260800
Education Adviser Safeguarding (Worcs.).	01905 844436
Worcs. Designated Officer (LADO)	<u>01905 846221</u>

Police Child Protection Unit

101 (Emergency – 999)

PREVENT contact

Paul Kinsella 01905 846550
pkinsella@worcestershire.gov.uk

