



## Safeguarding Policy



For the purpose of this policy 'School' refers to the Swansea College. This policy should be read in conjunction with the **Child protection policy, Curriculum Policy, Anti Bullying Policy & Online Safety Policy, Prevent Policy, Whistleblowing Policy, Staff Recruitment Policy, Staff Code of Conduct and Physical restraint use of reasonable force Policy.**

This policy is prepared with particular reference to Welsh Assembly Government (WAG) guidance documents [keeping learners safe](#) 265/2020 and [keeping children safe in education](#)

### Definitions

**Safeguarding** is defined as:

- Protecting pupils from maltreatment;
- Preventing impairment of pupils' mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- And taking action to enable all pupils to have the best outcomes.

### Rationale

Swansea College recognises that the needs of the pupils in its care are paramount, and understands its responsibilities for safeguarding. Safeguarding is central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum and school life.

We understand our "Duty of care", and we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where pupils are respected and valued. We are alert to the signs of abuse, neglect and exploitation; and follow our procedures to ensure that pupils receive effective support, protection and justice.

This policy applies to all staff, Teachers, the College Board and volunteers working in the school and online, and taking into account the requirements of the following and the updated guidance on the Welsh Government website:

- ii. Pupils Act (2004)
- iii. Working Together to Safeguard Pupils 2018
- iv. Education Act (2002)
- v. [keeping children safe in education](#)
- vii. Welsh Government Guidance Circular 265/2020 [Keeping Learners Safe](#)
- viii. Wales [Safeguarding Procedures](#) (2019)
- ix. [Welsh Government Guidance Circular 009/2014](#) Safeguarding pupils in education: handling allegations of abuse against teachers and other staff.

**The Designated Senior Person for child protection (DSP): Neah Gill – Exams Officer and Pastoral Officer**  
**The Deputy Designated senior person (DDSP): Aisha Rasul – Director and Principal**

This Safeguarding policy is consistent with the requirements of Working Together to Safeguard Pupils (National Assembly for Wales), and takes into account the guidance issued on the Duty to Refer (2018) and the [handling of allegations](#) (Welsh Government Circular No. 009/2014) This includes the requirement for a referral to be made within 24 hours (in writing or with written confirmation of a telephoned referral) of allegations or suspicions of abuse to the local social services department to carry out child protection investigations. Teachers, College Board and all staff are briefed on the school's Safeguarding policy and procedures by the Designated Safeguarding Person. This policy is reviewed annually. All staff and College Board members are trained in all required safeguarding procedures upon beginning their roles.

#### Aims

- To ensure that all staff know that safeguarding is taken seriously and is everyone's responsibility.
- To provide pupils, parents and staff with clear guidance on procedures when safeguarding concerns are raised.
- To ensure all staff are aware that any member of staff may raise a concern.
- To raise awareness and provide guidance about different types of abuse.
- To foster an environment in which pupils and staff feel free to raise concerns in good faith and be assured that such concerns will be responded to in a timely and appropriate manner.
- To ensure that the curriculum includes activities and opportunities which equip pupils with the skills they need to stay safe from abuse.
- To ensure that there is a clear procedure for dealing with allegations made against the Principal or member of staff.

#### Roles and Responsibilities

The DSP is responsible for:

- Safeguarding and promoting the welfare of all pupils.
- Being the first point of contact in any referrals to Social Services and managing any such referrals.
- Coordinating and updating of the Safeguarding Policy.
- Training and briefing of staff, raising awareness of safeguarding issues.
- Informing and briefing the College Board.

- Monitoring the storage and confidentiality of records related to safeguarding.
- Keeping appropriate members of the Management Team informed of any safeguarding concerns.

There are five main strands to the College's policy:

1. Ensuring we practise safe recruitment in checking the suitability of staff, College Board members and volunteers to work with pupils. The College obtains two acceptable references for each staff member engaged, including from his/her previous employer. DBS checks are also done, in the case where this is no DBS, a DBS Risk assessment and monitoring provisions are put in place.
2. Raising awareness of safeguarding issues and equipping pupils with the skills needed to keep them safe.
3. Establishing a safe, healthy environment in which pupils can learn and develop; feel supported and valued; and become resilient and confident.
4. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
5. Supporting pupils who have been abused in accordance with that pupil's agreed safeguarding plan.

We recognise that because of their day-to-day contact whether online or in-person with pupils, College staff are well placed to observe the outward signs of abuse. The College will therefore:

- Establish and maintain an environment where pupils feel secure, are encouraged to talk, and are listened to.
- Ensure pupils know that there are adults in the College whom they can approach if they have any worries.
- Include opportunities in the PSHEE curriculum for pupils to develop the skills they need to recognise and stay safe from abuse.
- THE DSP will discuss any Pastoral Concerns with the concerning the DDSP or member of staff responsible.

We will follow the procedures set out by the Local Safeguarding Pupil's Board and take account of guidance issued by the All Wales Child protection Procedures to:

- Ensure we have a member of the management structure to coordinate Safeguarding in the College.
- Train and support the Designated Safeguarding Person and the Deputy Designated Safeguarding Person in this role.
- Ensure the DSP informs the College Board of any child protection information.
- Ensure every member of staff, volunteer and College Board member knows the name of the Designated Safeguarding Person and of the DDSP.
- Ensure all staff receive annual induction and refresher training, utilising external expertise where needed, in relation to safeguarding.
- Ensure all staff, volunteers and College Board members understand their responsibilities in being alert to the signs of abuse and the need to refer any concerns to the designated member of staff without delay.
- Ensure that parents have an understanding of the responsibility placed on the College and staff for child protection by setting out its obligations in College policies.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child safeguarding matters.
- Keep records of concerns about pupils, even where there is no need to refer the matter immediately.
- Follow clear policies and procedures where an allegation is made against a member of staff, College Board member or volunteer.
- If the accused is a College Board member, following immediate suspension, an investigation will take place and an independent decision will be taken by the College Board and the Principal.
- Ensure that the updated Safeguarding Policy and Child Protection Policies are accessible on the website and to all teachers.

## **GUIDANCE FOR STAFF IN THE EVENT OF SUSPICION OF A SAFEGUARDING ISSUE**

### The Children Act 2004

The [Children's Act](#) aims to strike a balance between the rights of children to express their views on decisions made about their lives, the rights of parents to exercise their responsibilities towards the child and the duty of the State to intervene where the child's welfare requires it.

### Staff

All new members of staff have an induction which includes an explanation of both the underlying principles and the procedures which the College operates in caring for pupils, in line with the [All Wales Child Protection procedures](#). All staff and Teachers have access to the Teachers Communication Board where all policies and guidance is readily available. It is important that all staff with care responsibilities have access to, and opportunities for, consultation with senior and more experienced staff, and have access to appropriate safeguarding training. Such arrangements should help to ensure that staff are protected from false accusations or from being drawn into inappropriate behaviour. All staff should be aware of the indications of child abuse, and the procedures for dealing with suspected and actual cases. All staff should be aware that pupils may suffer physical, sexual or emotional abuse whilst at home or away from school, or within the school itself, by staff, other adults including parents, and other pupils. All staff are made aware of the behavioural and physical indicators that may draw attention to the possibility of abuse.

## **IDENTIFICATION AND REPORTING OF ABUSE**

### Recognition

What is Child Abuse?

Children may be harmed by a parent, sibling or other relative, a carer, a peer, an acquaintance or a stranger. The harm may be the result of a direct act or by failure to act to provide proper care, or both.

There are four main categories of abuse:

1. Neglect - The persistent or severe neglect of a child which results in serious impairment of the child's health or development, including non-organic failure to thrive.
2. Physical Abuse - Physical injury to a child, including deliberate poisoning, where there is a definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.
3. Sexual Abuse - The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informal consent, or that violate the social taboos of family roles.
4. Emotional Abuse - The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill-treatment or rejection, e.g. Bullying. A child with language or health problems may also be potentially vulnerable under this category.

Recognition depends on:

- being fully aware of the signs of child abuse
- being always alert to the possibility of any injury/illness being non-accidental
- appreciating that a number of apparently trivial factors occurring together or over a period of time should arouse strong suspicion of child abuse.

Significant factors include:

- the nature of the injury or illness
- the history, including previous episodes of injury or illness and where possible the social and psychological background of the parent(s) or other person(s) looking after the child, as well as their present circumstances; "other person" may include, for example, another member of the family, step-parents, a neighbour or family friend.

## **INDICATORS OF HARM**

### Physical

- A pupil presents with bruises, burns or fractures at a frequency which is inconsistent with normal activity;
- A pupil offers explanations for an injury which is inconsistent with that injury;
- The pupil or another person advises that he/she has been subjected to or threatened with harm;
- Reluctance/refusal of a pupil to participate in activities where getting changed or wearing more revealing clothes may show signs of harm; and
- Excessive absenteeism.

### Emotional abuse

- Poor peer relationships/withdrawn/anxious
- Inclined to seek adult company
- Regularly avoiding going home
- Attention seeking behaviour
- Declining or underperformance in educational outcomes
- Engaging in risk taking behaviour

### Neglect

- Pupil appears underweight for age and body type
- Inadequate clothing
- Poor personal grooming
- Excessive absences
- Pupil often arrives early and departs late

### Sexual Abuse

- Bruises, bite marks or other injuries to breast, buttocks, arms or thighs and not consistent with accidental injury
- Difficulty walking or sitting
- Painful and recurrent urination
- Torn, stained or bloodied clothing
- Persistent headaches or recurrent abdominal pain
- Unexplained pain in genital areas

## Action to be taken

It is the responsibility of each and every member of staff to be observant and to take action if they are concerned that abuse might have occurred or be occurring. On hearing a complaint from a child, it is important to limit any questioning to the minimum necessary for clarification, avoiding leading questions. As soon as the allegation has been made, no further questions should be asked. The informant should be told that the matter will be referred to the DSP and where necessary refer to the Social Services.

The role of the staff member is not an investigative one. Staff members must not undertake investigations beyond satisfying themselves that they have reasonable grounds to suspect that a pupil has been, or is at risk of harm. Neither the staff member nor the DSP is obliged to obtain proof, establish the cause of harm or assess its severity. If a member of staff hears that an alleged safeguarding incident has occurred, or witnesses such an incident, then they must notify the DSP immediately. If the DSP is absent they should report to one of the DDSP. This information should also be written onto the College's form "**Recording Form for Safeguarding Concerns**" and submitted to the DSP or DDSP. If the DSP is the subject of the allegation or concern, the DDSP should be contacted, if the DDSP is subject to an allegation then the DSP should be contacted and in either scenario the College Board members should be contacted immediately by email on [complaint@swanseacollege.com](mailto:complaint@swanseacollege.com) followed by a phone call to the DSP or DDSP (non-alleged) to request acknowledgment of the email.

The circumstances should be kept confidential until the DSP has been able to judge whether an incident of abuse has occurred. The matter may be referred to the Social Services and their advice will be followed. If the allegation concerns a member of staff, a volunteer or a College Board member, he or she would normally be informed as soon as possible after the result of the initial investigation is known, or the decision is made to dispense with one, but not invited to make a response. There should be a warning that anything said will be recorded; the subject of the allegation could be suspended from school with immediate effect. If the allegations concern a fellow pupil, **a risk assessment** should be undertaken to establish whether the subject of the allegation should be suspended from school or not. Care should be taken to ensure that the subject of the allegation is not treated unfairly in this process and has independent access to Social Services or other external support. There might be occasions when the situations are not necessarily a safeguarding issue, but where it is considered that a pupil could benefit from additional support from outside agencies.

## ALLEGATIONS OF ABUSE OF CHILDREN BY A MEMBER OF STAFF

Using guidance from [Wales Safeguarding Procedures](#) allegations should be brought immediately to the attention of the DSP. The DSP should inform the DDSP and a member of the College Board of all allegations of abuse that come to their attention. In the first instance the DSP should immediately discuss the allegation with the Local Authority Designated Officer for Child Protection (LADO). The purpose of an initial discussion is for the LADO and the DSP to consider the nature, content and context of the allegation and agree a course of action. The initial enquiries should establish:

- That an allegation has been made;
- What is alleged to have occurred;
- When and where the episode is/are alleged to have occurred;
- Who was involved; and
- Any other persons present.

The LADO may ask DSP to provide or obtain relevant additional information such as previous history, whether the child or their family have made similar allegations and the member of staff's current contact with children. There may be situations when the DSP will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children. Where there is no such evidence, the case manager should discuss the allegation with the LADO in order to help determine whether police involvement is necessary. The initial sharing of information and evaluation between the DSP and the LADO may lead to a decision that the allegation is demonstrably false or

unfounded and no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the DSP and the LADO, the College Board members informed and agreement reached on what information should be put in writing to the individual and by whom. The DSP should then consider with the LADO what action should follow in respect of the individual and those who made the allegation. The decision that no further action is to be taken should never be based on the employer's opinion about the character and/or personal circumstances of the individual employee and about the person making the allegation.

### **Informing parents/carers**

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know about it. Where a strategy discussion is required, or police or children's social services need to be involved, the head teacher should consult those agencies and agree what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case and told the outcome where there is a criminal prosecution or that a disciplinary process is being followed. The deliberations of a disciplinary hearing and the information taken into account in reaching a decision cannot normally be disclosed but the outcome should be told to the parents in confidence. Parents and carers should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

### **Informing the accused person**

The DSP should inform the accused person about the allegation as soon as possible after consulting the LADO. It is important that the DSP provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social services need to be involved, the DSP should not do that until those agencies have been consulted and have agreed what information can be disclosed to the person. The accused person should be informed that any child protection enquiry will be carried out in accordance with the all Wales child protection procedures. Referral to the police and social services If the allegation is not demonstrably false or unfounded and there is a cause to suspect a child is suffering or is likely to suffer significant harm, and/or a criminal offence against a child has been committed a strategy discussion should be convened in accordance with the All Wales Child Protection Procedures. A decision to suspend the individual where necessary may be made at any stage of the process.

### **Record Keeping**

All records will be kept securely in a separate confidential folder (electronic or paper as appropriate). There is restricted access to these folders. Records will be handed on to the DSP at the next organisation and the Social Services will be informed.

Records will include;

- Full name, address and date of birth of pupil
- Details of the parent who the pupil normally lives with
- All concerns raised
- Words used by the pupil
- Observations made
- Actions taken
- Reasons for any decisions taken
- The safeguarding lead's name, signed and date

Safeguarding records will be kept in perpetuity.

## **First Aid And Administration of Medication**

Only trained staff will administer first aid, parents will always be informed if first aid has been administered. Staff should inform relevant staff of the situation and reassure the student and explain the situation to the pupil too.

The School should ensure that:

- staffs understand the limitations and extent of their role in applying basic care and hygiene tasks and understand where an injury requires more experienced intervention.
- there is trained staff to undertake first aid responsibility.
- training is regularly updated
- arrangements are in place to gain parental consent for the administration of first aid or medication i.e. completed consent form.

## **Guidance To Staff On Conduct With Pupils**

### **Physical contact with pupils**

- The Guidance for Safe Working Practices for the Protection of Children and Staff in Educational Settings states that: “A no touch” approach is impractical for most staff. When physical contact is made with pupils, this should be in response to their needs at the time, of limited duration, and appropriate given their age, stage of development and gender. Appropriate physical contact in schools may occur most often with younger pupils.
- It is not acceptable to attribute touching to a member of staff’s teaching style or as a way of relating to pupils.
- Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority.

If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded and reported to the DSP and, if appropriate, a copy placed on the pupil’s file.

### **Physical restraint**

In line with the Welsh Government Guidance document (Mar 2013); [Safe and effective intervention](#).

All school staff has a legal power to use reasonable force as a last resort, to prevent pupils;

- committing a criminal offence
- Injuring themselves or others, or;
- Damaging property

Force is generally used for two different purposes – to control or to restrain pupils.

- Control can be passive physical contact (e.g. standing between pupils in a fight) or active physical contact (eg ushering a pupil away by placing a hand in the centre of the back).
- Restraint is used in more extreme circumstances, when physically preventing a pupil from continuing what they were doing after they have been told to stop e.g. in a fight situation.

Any incident in which restraint had been used should be reported, using the official forms, to the DSP.



**One to one situations**

Staff should:

- i. Only meet with a pupil (or pupils) alone in a professional workspace and never in private accommodation (with the exception of HoMes for compassionate reasons), or remote, secluded areas of the School;
- ii. ensure there is visual access or an open door;
- iii. inform the DSP or DDSP and assess the need to have them present or close by; and
- iv. always report any concerns to the DSP.

Staff are reminded that it is a criminal offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual.

**Transporting pupils**

It is inadvisable for staff to give pupils a lift in a car alone. Permission to take pupils in a car must be gained in writing from the parents (except in emergency situations such as a dash to hospital). In all cases the DSP and / or the DDSP should be informed prior to the lift being given.

**Visits to Staff homes**

Pupils should not visit staff houses unaccompanied, unless agreed in writing by the DSP and the Principal due to overnight supervision for exam purposes.

**Communication with pupils**

Staff must not give personal details (such as their mobile phone number or private email address) to pupils unless it is from a school phone (staff should take a school phone on all residential trips) and for school related business. If a number must be given out agreement should be sought from the Principal. On school trips the group leader may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. Staff should not be in contact with pupils on personal social media accounts e.g. Facebook or WhatsApp. Any concerns should be reported to the DSP immediately.

Searching a pupil

Options; before this is necessary:

- i. Educate pupils in advance as to the dangers of drugs/cigarettes, about the dangers as well as the illegality of, and penalties for, carrying drugs
- ii. Use of the schools' Police liaison officer to assist in this education.

When carrying out a search:

Searches should never be conducted without the permission of the pupil and in the absence a member of staff.

Question the pupil if you have a suspicion.

- i. If questioning confirms the suspicion, ask the pupil to surrender the cigarettes/drugs.
- ii. If they do not surrender the cigarettes/drugs, ask the pupil to consent to a search.

There must be a second member of staff present during the search (the searcher and the second member of staff must be of the same sex as the pupil, if not then call the police). Searches do not have to take place on school site (i.e. can happen on trips). If the staff member does not feel it is safe to carry out a search, the police should be called. If a weapon is suspected DO NOT SEARCH – CALL THE POLICE

### Using and storing images of children

Consent must be provided by parents, when taking pictures and storing them. This forms part of the Data Protection Policy, see **Data Protection Policy** for further guidance.

### Making a child protection referral

In the event of a member of staff having a potential child protection concern about a pupil, or a pupil makes a potential child protection disclosure to a member of staff, then that concern or disclosure must be passed on to the DSP without delay.

The DSP / DDSP will then contact the local Social Services department on **01792 635700** and discuss the concern and then follow the advice that has then been provided.

### Definitions of child abuse, protecting pupils in specific circumstances:

The definitions of abuse are found in the [All Wales Child Protection Procedures](#)

Our school acknowledges that some pupils can be more vulnerable to abuse and we have specific child protection duties and responsibilities in relation to these. The specific circumstances are outlined in more details in the "[Welsh Government 'Keeping Learners Safe'](#)" guidance.

### Dealing with a disclosure made by a child

#### Receive

- Listen carefully to what is being said, without displaying shock or disbelief.
- Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However do not let your past knowledge of this person allow you to pre-judge or invalidate their allegation.
- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

#### Reassure

Provide the child with plenty of re-assurance. Always be honest and do not make promises you cannot keep, for example: "I'll stay with you", or, "Everything will be all right now".

- Alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame. This is not your fault".
- Do not promise confidentiality. You will be under a duty to pass the information on and the child needs to know this.

#### React

- You can ask questions and may need to in certain instances. However this is not an opportunity to interrogate the child and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the child is making. Any questions must be open and not leading.
- Do not criticize the perpetrator as the pupil may still have a positive emotional attachment to this person.
- Do not ask the pupil to repeat their allegation to another member of staff. If they are asked to repeat it they may feel that they are not being believed and / or their recollection of what happened may change.

#### Record

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate them into the way that adults speak or try to make sense of the structure of what was said). Do not be offended by any offensive language or words used to describe the abuse).

- Time and date your notes and do not destroy them in case they are required by a court.
- If you are able to do so then draw a diagram to indicate the position of any bruising but do not ask the child to remove any clothing for this purpose.
- Record statements and observable things, rather than your interpretations' or assumptions

### **Final Steps**

- Once you have followed the above guidelines, pass the information on immediately to the Designated Senior Person or the person with responsibility for Child Protection. They will then have a number of options open to them, including contacting the local Social Services Team to seek their advice as to what should happen next.

### **Managing allegations against adults who work with pupils**

In the event of a child protection allegation being made against a member of staff, the person in receipt of that allegation must immediately pass details of the concern to the Principal or in their absence a member of staff with Principal responsibilities. The Principal will then contact the Local Authority Education Safeguarding officer to discuss the next steps in accordance with local arrangements.

If a potential child protection allegation is made against the Principal the member of staff in receipt of that allegation must contact [complaints@swanseacollege.com](mailto:complaints@swanseacollege.com), this will be passed to the College Board. A member of the College Board will then contact the Local Authority Education Safeguarding Officer to discuss the next steps in accordance with local council arrangements.

**In addition Social Services will be able to advise when these situations arise.**

### **Abuse of position of trust**

Welsh Assembly Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, pupils is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

### **Supporting the pupil at risk**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We recognise that pupils who are at risk, suffer abuse or witness violence may be deeply affected by this. This school may be the only stable, secure and predictable element in the lives of pupils at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a pupil, independent member of staff will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- managing allegations against adults who work with pupils Supporting the pupil at risk 7
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- keeping records and notifying Social Services as soon as there is a recurrence of a concern
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- cooperating fully with relevant statutory agencies

As a school we will endeavour to support pupils through:

- the content of the curriculum to encourage self-esteem and self-motivation
- the school/college ethos which:
  - promote a positive, supportive and secure environment
  - give pupils a sense of being valued

The school will support positive behaviour strategies aimed at supporting vulnerable pupils in the school; we recognise that some pupils actually adopt abusive behaviours and that these pupils must be referred on for appropriate support and intervention.

The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;

- All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth.
- liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, the Education Welfare Service and advocacy services

When a pupil on the Child Protection Register leaves the school, in addition to the standard transfer of information to the new school, the Designated Senior Person for Child Protection will make immediate contact with the Designated Senior Person for Child Protection in the new school in order to inform them that the child is on the Child Protection register and will seek urgent agreement from the Child Protection Conference Chair for the transfer of minutes of Child Protection Conference meetings and Core Groups, together with other relevant Child Protection information, to the new school.

### **Anti-bullying**

Our policy on anti-bullying is set out in a separate document and is reviewed annually.

### **Use of physical intervention**

Our policy on physical intervention is set out in a separate document and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and effective intervention – [use of reasonable force and searching for weapons](#).

### **Risk Assessment**

Risk assessments are carried out for children with challenging behaviour. The risk assessment is completed by the form tutor or the subject teacher. The form must be sent to the DDSP and DSP, who will observe the student and inform parents.

### **Confidentiality Policy – Safeguarding**

- The College's pastoral support and teachers should enable and encourage pupils to talk to a trusted adult if they are having problems.
- All staff and, where appropriate, senior pupils should be fully aware of confidentiality in relation to safeguarding. Information about any pupil should not be passed on or discussed indiscriminately; only those who strictly need to be involved should be informed.
- If a member of staff receives information that leads them to believe that there is a safeguarding issue, they should refer the case to the Designated Safeguarding Person DSP.
- The member of staff cannot guarantee complete confidentiality and should ensure that the young person concerned understands that if confidentiality is to be broken he/she will be informed at the time of the disclosure.

- Staff should make it clear to pupils in the College that although some information can be kept confidential some may be passed on if it is in the young person's interests, such as significant harm or abuse to the young person or a third party.
- In the case of exploitation or abuse, action should be taken in the best interests of the pupil.
- Members of staff are not always obliged to pass on information about pupils to parents of those children, although encouragement for the young person to do so might well be appropriate.

Government guidance requires professionals to consult as much as possible with parents about their children when referring to another agency. In general, parents should be asked if they wish a referral to such an agency to be made, UNLESS THERE IS REASON TO THINK THAT OBTAINING SUCH CONSENT MAY PUT THE PUPIL AT RISK. If a referral is about child abuse (or the risk of it) rather than 'children in need', it is good practice to consult Social Services BEFORE discussing the issue with parents, unless a parent has asked you to make the referral and is already aware of it.

In brief this Confidentiality Policy should:

- Reassure young people in the College that their best interests will be maintained.
- Encourage young people to talk to their parents or carers and give them support to do so.
- Ensure that pupils know that staff cannot offer absolute confidentiality.
- Reassure pupils that if confidentiality has to be broken, they will be informed first and supported as appropriate.
- Make it clear that if there is any possibility of danger to the young person or third party (such as siblings) the College has a legal obligation to follow the College's safeguarding procedure, not necessarily contacting the young person's parents.
- Make sure that pupils are informed of sources of confidential help, e.g. the Welfare Centre staff (01874 615471), Childline (0800 1111), NSPCC (0808 8005000).

### **On-Line Safety**

All staff are provided online safety training and all pupils and staff must adhere to the online safety policy. Incidents where sexual images have been shared via mobile phones or other devices will be reported to the police in accordance with safeguarding regulations. Pupils receive education about the safe use of the internet through the PSHEE program. On-line bullying is dealt with according with our bullying policy (separate document). Pupils report such incidents to the Pastoral support officer who informs the DSP.

### **Prevent**

Schools should respond to the ideological challenges of terrorism and the threat we face from those who promote it. They should prevent individuals from being drawn into terrorism and ensure that they are given appropriate advice and support and also work with sectors and institutions where there are risks of radicalisation which we need to address. In the case of pupils being identified as being at risk of radicalisation then the DSP will contact social services and/or Channel. If staff have concerns about any pupil's attitude to other pupils or staff they should contact the DSP. Effective engagement with parents is essential in cases of radicalisation.

[https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258\\_HO\\_Prevent\\_Duty\\_Guidance\\_v5c.pdf](https://assets.publishing.service.gov.uk/media/64f8498efdc5d10014fce6d1/14.258_HO_Prevent_Duty_Guidance_v5c.pdf)

In practice this means that the College demonstrates activity in the following areas:

- Risk assessment (safeguarding policies; identification of 'at risk' pupils)
- Staff training (to be aware of the College's referral process, and to challenge extreme ideas)
- IT policies (filtering to ensure pupils are safe from extremist material)
- Within the curriculum, in chapel and in the boarding houses the spiritual, moral, social and cultural development of pupils is promoted.
- Visiting speakers, whether invited by the staff or by the children themselves, are suitable and are properly supervised.

All schools have a legal duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

## **Grooming**

To aid the prevention of Sexual Abuse, and because indicators of harm will not always be present, it is also important for Staff to be aware of the types of behaviours that can be used in the process of grooming.

Grooming may occur over a lengthy period. A person may also “groom” the child’s carers or others who might otherwise protect them from the abuse. Grooming may tend to develop in intensity over time. Some grooming behaviours might also reflect normal interactions and this is the reason for all staff members to observe clear professional boundaries and transparency in their role.

Some examples of grooming behaviour could include:

- Befriending a vulnerable pupil;
- Giving a pupil special attention;
- Treating a pupil more favourably than others;
- Sharing secrets with a pupil
- Sending emails or text messages of a personal nature;
- Directing suggestive jokes, remarks or actions towards a pupil;
- Arranging opportunities to be alone with the pupil.

There can be no precise guidance to determine what behaviour is of concern. Staff and parents need to make judgements and when in doubt are strongly encouraged to discuss any issues or concerns with the Designated Safeguarding Lead. Everyone should feel free to raise even minor matters, which will assist in small pieces of information being built up over time and acted upon where necessary.

## **Female Genital Mutilation (FGM)**

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. FGM often happens without the girl’s consent and will involve physical restraint. It is illegal in the UK and is child abuse. FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way. There are no acceptable reasons that justify FGM. It is not required by any religion. There are no health benefits.

If staff discover what appears to be an act of FGM it is mandatory to report this to the DSP. The DSP will inform the police and Children’s Services.

## **Safeguarding Children During Remote Learning / Online Learning**

The principles of safeguarding remain the same. The school continues to follow existing statutory safeguarding and child protection guidance. Direct contact between pupils and tutors is made via Zoom / Teams to ascertain any wellbeing concerns. Pupils have been reminded of the layers of support available here at school and the process by which they can contact key staff for help.

## **One To One Tutor-Pupil Contact Online**

This must only be done via our Zoom / Teams school accounts. Written/email consent must be sought from parents and Principal must be aware of the intention to run one to one sessions online. Staff are briefed about how to deliver remote lessons and one to one sessions, including the rules on blurring backgrounds and recording and storing of sessions.

## **Safeguarding Boarders At School While The School Is Closed To Day Pupils**

The protocols are as per our Covid19 risk assessment documents.

Updated

October 2023

This policy is reviewed annually

**Process for safeguarding concern**

