



# SAFEGUARDING POLICY

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# Wyvern College Safeguarding Policy

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## Section 1: Key Principles

1. It is essential that everybody working in college understands their safeguarding responsibilities.
2. Safeguarding and promoting the welfare of children is everyone's responsibility.
3. **We all work on the premise that it could happen here, and it does happen here.**
4. All staff, trustees, members and directors have a responsibility to provide a safe environment in which children can learn.
5. All staff, trustees, members, and directors must read Part 1 of the current KCSiE and attend or access the annual safeguarding training matched to their roles and responsibilities.
6. Staff are particularly important as they are in a position to identify concerns early, provide help for students, promote student's welfare and prevent concerns from escalating.
7. Staff, who do not work directly with children, should read either Part One or Annex A of the current KCSiE.

## Section 2: Documentation

### Keeping Children Safe in Education (KCSiE)

1. This statutory document was updated in summer and comes into force on 1 September. There are only minimal changes, these have been incorporated into college documentation and training.

## Section 3: Staff Musts

1. On appointment staff must ensure that the HR Manager has all the documentation required to approve their appointment.
2. Staff must act in accordance with their duty of care to students, ensuring that the safety and welfare of students is given the highest priority. They must:
  - a. Act in the best interest of the student
  - b. Provide a safe environment in which students can learn

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- c. Supervise students – in all lessons ... supervision must be *reasonable* to ensure the protection and safety of students.
3. Staff must wear their lanyard and badge whilst on the college site. They must also:
  - a. Ensure invited visitors have signed in and out correctly at reception
  - b. Challenge colleagues, visitors, volunteers, and any unidentified person accessing the college site without a Wyvern lanyard/visitor authorisation badge and escort them back to reception.
4. Staff must sign in and out every day and when they leave or return to the site. Staff also need to sign in when accessing the site on a non-college day.
5. Tutors, teachers, and cover supervisors must take an accurate register of the tutor session/class in the first five minutes of the lesson and save it, updating it to record the presence of latecomers.
6. Members of staff who have a student with them who would normally be in a lesson, must also take a register within the first 5 minutes e.g. a student in a music lesson, in learning support, discussing incidents with a pastoral assistant or leader.
7. Teachers and cover supervisors must take an accurate register and CHANGE the mark from N immediately if a student returns to the class. The on-call team rely on these register marks to check for unaccounted students. If a parent is contacted in error when a student is actually in class then the teacher of that class will be asked to contact the parent to explain how this happened.
8. Teachers and cover supervisors must report to on call via Edulink the absence of any of the student on a safety plan if they do not arrive in the lesson within the first 5 mins EVEN if they have N marks in previous lessons. They do NOT need to do this if the student already has a mark entered for their lesson explaining why they are not there e.g. I for illness.
9. Staff must report to the on call team via Edulink, any student who leaves their lesson without permission or who leaves with permission e.g. to use the toilet and does not return in a timely manner. They can also use Edulink to request assistance from on call.
10. Staff must arrive for break duty on time, wearing the high visibility clothing provided. Whilst on duty, they should circulate and patrol the zone they've been assigned to and engage with students. They should also challenge physical behaviour which could lead to accidents, as well as challenging anti-social behaviour such as smoking. Any incident should be reported - see staff handbook pages 24-26.
11. At the start of each academic year, staff must attend the annual safeguarding training that includes online safety: they must read the following documents and

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confirm they have done this by signing the safeguarding documents spreadsheet (kept by HR):

- a. Keeping Children Safe in Education (KCSiE)
- b. The college code of conduct
- c. The college safeguarding policy that prefaces the child protection policy.

12. Staff must be aware of the systems within the college which support safeguarding.

This information includes:

- a. The behaviour policy – based on Behaviour in Schools 2022
- b. The anti-bullying policy
- c. The Wyvern staff code of conduct
- d. The equality statements
- e. How to use Edulink
- f. The whistleblowing policy and how to contact the head – [headteacher@wyvern.hants.sch.uk](mailto:headteacher@wyvern.hants.sch.uk) or the Chair of Trustees if the concern is about the head by emailing [chairoftrustees@wyvern.hants.sch.uk](mailto:chairoftrustees@wyvern.hants.sch.uk)
- g. The staff handbook which also covers relationships and physical contact with students
- h. Staff must be aware of their responsibilities about students who are absent from education, particularly on repeated occasions, and for prolonged periods of time.

13. Staff must familiarise themselves, with the members of the Safeguarding Team i.e. the designated safeguarding lead (DSL) and the designated deputy safeguarding leads (DDSL), detailed around the college and in the staff handbook.

14. Staff have a statutory obligation to report to the safeguarding team (via the safeguarding email [safeguarding@wyvern.hants.sch.uk](mailto:safeguarding@wyvern.hants.sch.uk)) any information which gives rise to concern about the welfare and safety of any student. This includes concerns around:

- a. Neglect
- b. Physical, social or emotional abuse
- c. Sexual abuse, including Female Genital Mutilation
- d. Domestic abuse in the home
- e. Child-on child abuse
- f. Self-harming
- g. Radicalisation
- h. Child-on-child sexual abuse or harassment
- i. Substance misuse
- j. Exploitation
- k. Staff must use the IMPERO filtering and monitoring system whenever students are using IT equipment in college.

15. Staff must keep themselves up to date regarding safeguarding by reading the staff weekly circular.

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16. Staff must comply with the college's record keeping requirements.
17. Staff must not accept social media requests from students and ex-students under 18
18. Staff must not unlawfully discriminate against pupils or students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

## Section 4: Human Resources – Musts

1. All offers of appointment should be conditional until satisfactory completion of the mandatory pre-employment checks.
2. All schools and colleges must:
  - a. Verify a candidate's identity, it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, or passport where this is available. Further identification checking guidelines can be found on the GOV.UK.
  - b. Obtain an enhanced DBS check (including children's barred list information, for all those who will be engaging in regulated activity with children). Note that when using the DBS update service, it remains necessary for the original physical certificate to be sighted.
  - c. Where a DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person's appointment, including when using the DBS update service. In the event that there is a delay in obtaining the DBS check then a risk assessment will need to be completed and authorised before the candidate can take up the post.
  - d. Obtain a separate children's barred list check if an individual will start work in regulated activity with children before the DBS certificate is available; Refer to KCSiE on how to obtain a separate children's barred list check.
  - e. Once the checks are complete, the DBS will send a DBS certificate to the applicant. The applicant must show the original paper DBS certificate to their potential employer before they take up post, or as soon as practicable afterwards.
  - f. Schools and colleges will be able to compare any information disclosed on the certificate with any information shared by the applicant during the recruitment process. DBS guidance on how to check a DBS certificate can be found on GOV.UK.



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- g. Following a job offer an assessment of the candidate's mental and physical fitness to carry out their work responsibilities is used to identify any additional adjustments required.
- h. Academies and free schools, must check that a person taking up a management position as described at paragraph 256 is not subject to a section 128 direction made by the Secretary of State.
- i. Before employing a person to carry out work in relation to children, colleges must take reasonable steps to establish whether that person is subject to a prohibition order issued by the Secretary of State.
- j. All information about background checks and qualifications of staff must be recorded in the Single Central record which should be frequently checked to ensure it is up to.

## Further Safeguarding Practice

- k. All allegations and disciplinary issues must be rigorously investigated in line with the ratified/ published HR policies - see the staff handbook or contact HR to access this information.
- l. Accessing the social media account of candidates or existing members of staff may be part of safeguarding checks
- m. The school and college must make every effort to maintain confidentiality and in deciding what information is disclosed, careful consideration should be given to the provisions of the Data Protection Act 2018, the law of confidence and, where relevant, the Human Rights Act 1998.
- n. Schools and college must guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 amended the Education Act 2002, to introduce reporting restrictions. These provisions made it an offence (except in the limited circumstance expressly permitted by the legislation), for any person to publish any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation).

## Next Steps

- o. Introduce a recruitment policy based on existing practise.

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## Section 5: Trustees

### Trustees, Members and Directors

1. Have responsibility to safeguard and promote the welfare of students by:
  - a. Facilitating a whole school approach to safeguarding
  - b. Ensure safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy department.
  
2. According to the statutory guidance KCSiE this requires them to ensure that:
  - a. All trustees, members and directors have training about safeguarding and child protection (including online) which is regularly updated.
  - b. The policies, procedures and training in college are effective and comply with the law. At Wyvern these policies include:
    - i. Child Protection
    - ii. The Wyvern code of conduct
    - iii. Anti-bullying
    - iv. The behaviour policy – based on Behaviour at Schools 2022
    - v. Whistle blowing
    - vi. The equality statement
    - vii. GDPR
    - viii. Online safety
  
  - c. All staff receive regularly updated safeguarding and child protection training, including online safety and they receive safeguarding and child protection updates as required (at least annually).
  
  - d. All staff have the skills, knowledge, and understanding to keep looked after children, and previously looked after children, safe.
  
  - e. All staff had the skills and knowledge to identify:
    - i. Students who may benefit from early help
    - ii. Signs of abuse and neglect, (including domestic abuse) and
    - iii. What to do if a student makes a disclosure
  
  - f. Policies and procedures are in place to support safeguarding, including policies regarding:
    - i. Student behaviour,
    - ii. Staff behaviour
    - iii. and safer recruitment
  
  - g. There are clear systems and processes in place for identifying students with possible mental health problems, including routes to escalate, and clear referral and accountability systems.

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- h. Students are taught about safeguarding including online safety- and that this teaching is adapted for vulnerable children and victims of abuse and pupils with special educational needs and disabilities where necessary.
- i. There are systems in place for students to
  - i. Confidently report abuse, and for their concerns to be treated seriously
  - ii. The systems are well promoted, easily understood and easily accessible.
- j. An appropriate senior staff member is appointed as the designated safeguarding lead (DSL) and is given additional time, funding training resources and support to carry out the role effectively.
- k. An appropriate senior staff member is appointed as the designated teacher to promote the educational achievement of looked after children (LAC) and previous LAC and this person has appropriate training.
- l. The DSL and any deputies undertake updated child protection training every two years.
- m. The DSL and any deputies refresh their knowledge and skills regularly (at least annually) in line with advice from the local safeguarding partners.
- n. The DSL and deputies have PREVENT awareness training.
- o. Recruitment and selection practice is in line with safer recruitment procedures to prevent people who pose a risk of harm to students from working with them. This includes:
  - i. At least one person conducting an interview has completed safer recruitment training
  - ii. In the nursery, the college is meeting its duties with respect to the childcare disqualification requirements
  - iii. Checks include disclosure and barring services, DBS and section 128 on staff and trustees.
- p. Checking that all trustees, members, directors, staff and volunteers have had appropriate training.
- q. Checking that hirers using the premises have appropriate safeguarding practice in place.
- r. Checking the single central record SCR to make sure that appropriate recruitment checks have been carried out.
- s. An experienced trustee takes leadership responsibility for:

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- i. Safeguarding arrangements
  - ii. Keeping up to date with statutory guidance and any advice issued by your safeguarding partners
  - iii. Checking there are suitable and up-to-date policies for child protection, staff behaviour and handling allegations against staff and volunteers
  - iv. Developing their and the trustees understanding of safeguarding responsibilities and reporting back to the FTB about safeguarding issues and developments
  - v. Meeting regularly with the DSL to monitor college, policies and procedures.
- t. There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence - more detail is provided in KCSiE.

## **Section 6: The Wyvern Code of Conduct – which although focused on staff applies in principle to trustees, members and directors**

It is every member of staff's responsibility to know the contents of this code. It is not for the SLT or safeguarding team to remind staff about appropriate conduct. Staff have the responsibility to remind themselves. Therefore, re-read this document periodically and not just for the one recorded reading of it in the autumn term.

### **1. Purpose**

- a. The department for Education's statutory safeguarding guidance Keeping Children Safe in Education (KCSiE) states that all schools and colleges should have a staff behaviour policy or code of conduct. It states that this should include, among other things, acceptable use of technologies, staff/student relationships and communication to include the use of social media. The use of a staff code of conduct also complies with the college's funding agreement and articles of association. Many of the points in this code of conduct are based upon the Teaching Standards, which Wyvern teachers are accountable for.
- b. This document aims to set and maintain the standards of behaviour expected from all staff, trustees and volunteers who work with Wyvern students, including casual workers, agency staff and supply staff. The aim of this code is to ensure Wyvern is an environment where everyone is safe, happy and treated with respect. Wyvern has a PRIDE culture where staff, as well as students, need to be Prepared,

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Respectful, Involved and Dedicated.

- c. Failure to observe any part of this code of conduct may result in disciplinary action being taken, as set out in the college disciplinary procedures. Please note that this code is not exhaustive. If situations arise that are not set out in this code, then staff will use their professional judgment and act in the best interest of the college and its students. The overarching obligation for staff, trustees and volunteers is to behave in a way which keeps students safe and sets an example of how students and other staff should behave.

## 2. Safeguarding Students

- a. Staff must act in accordance with their duty of care to students, ensuring that the safety and welfare of students is given the highest priority.
- b. Staff should wear their lanyard and badge whilst on the college site.
- c. Teachers and cover supervisors should take an accurate register of the class in the first five minutes of the lesson and save it, updating it to record the presence of latecomers.
- d. Members of staff who have a student with them who would normally be in a lesson, should also take a register within the first 5 minutes e.g. a student in a music lesson, in learning support, in discussing incidents with a pastoral assistant or leader.
- e. Teachers and cover supervisors should report unaccounted for students immediately by notifying on-call if a student who was present in an earlier lesson of the day is absent in theirs. They should notify on-call again if students subsequently arrive to the lesson.
- f. Staff must read and act upon safety plans for individual students which have been written to keep these students safe from dangers and risks particular to their circumstances. Where safety plans are printed off, they must be kept confidentially and securely. As with all sensitive and confidential information, members of staff are responsible for the information they print.
- g. At the start of each academic year, staff should attend the annual safeguarding training and read the following documents and confirm they have done this by signing the safeguarding documents spreadsheet (kept by HR): KCSiE; the college code of conduct and the college safeguarding policy.
- h. Staff should arrive for break duty on time, wearing the high visibility clothing provided. Whilst on duty, they should circulate and patrol the zone they've been assigned to. They should also challenge physical behaviour which could lead to

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accidents, as well as challenging anti-social behaviour such as smoking.

- i. Staff have a statutory obligation to report to the safeguarding team via the safeguarding button, any information which gives rise to concern about the welfare and safety of any student. This includes concerns around neglect, physical, social or emotional abuse, self-harming, radicalisation, forced marriage, children missing education, female genital mutilation (FGM) and child-on-child sexual abuse or harassment. Staff have a legal duty to report any concerns about FGM directly to the police.

## 3. Relationships with Students

- a. Staff should observe proper boundaries with students that are appropriate to their professional position. They need to act in a fair and transparent way that would not lead anyone to reasonably assume they were acting within these boundaries.
- b. If staff request that a student spends time with them on a one-to-one basis, they need to ensure this takes place in a public place that others can access and in a room, others can see into. They should inform a colleague that they are meeting this student.
- c. There may be other occasions where parents, students and staff have agreed for the staff member to meet individually with a student for a particular and clearly valid educational purpose such as music tuition, MFL speaking exams or out of college tuition. Where this situation arises, this should be in a room which can be seen into with the student nearest to the door and, where possible, a barrier such as table between the member of staff and the student.
- d. Staff should not exchange personal contact details with students. This includes social media profiles. They should not have students, ex-students under the age of 18 or parents as 'friends' or 'contacts' on social networking sites. Where this arises as a result of contact before students started at the college or because a member of staff has their own children at the college, this should be facilitated in discussion with the DSL.
- e. If a member of staff is concerned at any point that an interaction between them or a colleague could be misinterpreted, they should report this immediately to their line manager.
- f. A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of our school may have acted in a way that:
  - Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
  - Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include but is not limited to:
    - Being over friendly with children; having favourites; taking

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photographs of children on their mobile phone; engaging with a child on a one-to-one basis in a secluded area or behind a closed door. Staff should report low level concerns to the Head teacher directly.

## 4. Physical Contact with Students

- a. Staff should avoid physical contact with students wherever possible. However, there are occasions when it is appropriate. For example:
- b. Staff can apply minimum force to prevent harm or injury to the student, other students or themselves. If staff have cause to use this type of contact, they need to report it immediately, preferably in writing, to the Head teacher. Staff must follow the guidance set out in the restraint and use of reasonable force guidance. Essentially, this means using it as a last resort when spoken instructions have been ignored and used to keep other people safe.
- c. Staff should use their professional judgement and discretion when comforting a student in distress, considering in particular how contact could be misconstrued.
- d. Unavoidable contact can sometimes happen, especially in subjects like PE and Drama. In these subjects and in others like D&T it is sometimes necessary to touch students to move them into the right position. Staff should ask the student if they would like to be shown and consent should be sought beforehand. Staff should be alert to the possibilities of others misinterpreting contact.
- e. Physical contact can be an appropriate part of the care plan for working with SEND students. If staff work closely with a student on a care plan requiring physical contact, they will receive training on how to use it appropriately.
- f. It is not appropriate to use physical contact to move a student, including pulling them by their bag.
- g. The college will report to the police any physical contact or threats of physical contact intended to hurt or punish a student and any sexually motivated contact. Such conduct will additionally result in disciplinary proceedings.
- h. In no circumstances should staff physically take a banned item that a student is holding and refusing to hand over. As with all confiscations, staff should request that the student hands it over but not try to take it from them if they refuse.

## 5. Managing Students' Behaviour

- a. Staff should ensure they have read the behaviour processes and understand their role in promoting the guiding principles in it, as well as the PRIDE expectations, including the use of the Four Point Plan.

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- b. Staff are expected to follow the Four Point Plan, supporting students to make the right behavioural choices and helping students to regulate their behaviour through advice, encouragement, praise and reasonable adjustments to the work.
- c. Staff can shout short instructions at students to prevent/stop unsafe or disruptive behaviour or to get the class's attention. However, shouting in anger at a student for any prolonged period when individually reprimanding them is not acceptable. Any shouting which could be construed as aggressive or threatening behaviour needs to be avoided.
- d. Staff should not use sarcasm, derogatory comments or personal criticism when sanctioning students.

## 6. Communication

- a. Staff should ensure they are up to date with college information by attending morning briefing, inclusion meetings and other-directed time events. They should ensure they have read the weekly circular which contains important information, including safeguarding information.
- b. Staff should acknowledge parental emails and phone calls within 2 working days, even if it is just an initial response to explain that further information needs to be gathered before they can answer parental queries fully.
- c. Staff are expected to interact with parents and trustees in a polite and respectful manner. Staff and trustees should avoid discussing college matters with parents outside if approached and should instead refer the parent to the normal college communication channels.
- d. Staff must ensure they use appropriate language at all times, for example by:
  - i. Avoiding words that have innuendo and unnecessary sexual content.
  - ii. Avoiding language that could be considered as sexist, racist, homophobic or transphobic.
  - iii. Avoiding language that promotes extreme or radical ideas.
  - iv. Avoiding sarcasm and derogatory language when sanctioning students.
  - v. Avoiding swearing.

## 7. Data Protection

- a. Staff need to understand and adhere to all the principles of the GDPR and Data Protection Policy, wherever they are handling or have access to people's personal data. In short, this means that data should only be provided to authorised persons for valid, educational purposes and should be secure so that it is not accessible to others.



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- b. Any personal information must be dealt with properly and securely and in accordance with the legislation.
- c. Staff need to ensure they are familiar with the Staff Privacy Notice and any further updates or training relating to GDPR.

## 8. Transporting Students

- a. Staff should not transport students in their own vehicle, except on authorised college business with permission from the SLT or in an emergency.
- b. A member of staff should never be alone in a vehicle with a student.
- c. Wherever practicable and possible, transport should be in a vehicle other than a private vehicle with at least one adult in addition to the driver.

## 9. Acceptable Use of Technology

- a. Staff will use technology in line with the ICT acceptable use management guidance document.
- b. Staff should not use personal cameras or phones to take photos of students.
- c. They should not use technology in college to view material that is illegal, inappropriate or likely to be considered offensive.
- d. They should limit the number of personal calls taken at work. Personal calls should not be made or taken in the classroom.
- e. They should contact parents using the college phone network and email system, not their own phone or personal email.
- f. When entering information about students in SIMS, staff should use language and a style that is respectful and which would stand up to external scrutiny.
- g. When using media such as films, video clips and audio recordings with students, staff must ensure that they conform to broadcasting classifications and age restrictions. For example, students below the age of 15 must not be exposed to media rated age 15. On the rare occasion where this is important for their learning, then this learning focus should be shared with parents and written consent from parents must be obtained before their child can watch it.
- h. Photographs and films of students should only be taken using college equipment; they should only be taken for authorised college work. These should be stored securely and only on college equipment.

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- i. Staff should use their email for professional purposes only

## 10. Social Media

- a. Social media is a powerful tool and reaches a wide audience which could include colleagues, clients or other individuals who may be connected with the College.
- b. When using any social media, employees must always carefully consider what they write online and whether this has potential to cause detrimental impact on colleagues or the College.
- c. Employees should ensure that nothing they publish online can reasonably be perceived by the public or colleagues to be discriminatory, abusive, oppressive, harassing, bullying, victimising, offensive or otherwise incompatible with the expectations set out in this Code.

## 11. Confidentiality

- a. Staff and trustees are often privy to sensitive and confidential information about the college, including colleagues, students and parents. This information should never be disclosed to anyone without the proper authority or be used for any purpose other than what it was intended for.
- b. Staff should not discuss a student in front of other students.
- c. Staff cannot promise confidentiality to a student who wishes to share information with them. If a student discloses information to a member of staff which raises concerns about their wellbeing and safety, the member of staff must refer it immediately to the safeguarding team.

## 12. Dress Code

- a. Staff will dress in a professional and appropriate manner as defined by the Dress Code management guidance document. This document sets out in detail what is acceptable and here in this document the most essential points only are summarised.
- b. Staff should be aware that they are acting as role models for students, and be sensitive to the fact that students have to adhere to a uniform policy. They should not, for example wear trainers or leggings.
- c. Staff should take into account the dress code given below and in general terms, should wear clothing which:
  - i. Is appropriate to their role;
  - ii. Is not likely to be viewed as revealing, provocative or offensive;
  - iii. Is not considered to be discriminatory or culturally insensitive;

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- iv. Does not contain any political or contentious slogan
  - v. Does not place themselves or others at risk.
- d. In dressing appropriately for their role, members of staff in some subject areas will need to dispense with the traditional shirt and tie or business dress because of health and safety reasons.

## 13. Conduct Outside of Work

- a. Employees are expected to conduct themselves at all times (both inside and outside of work) in a manner which will maintain public confidence in both their integrity, and the services provided by the College. In general, what an employee does while not at work is his/her personal concern, unless those actions would cause a breakdown in the employment relationship, but an employee shall at all times, while at work, observe the requirements of the law.
- b. Staff should not act in a way that brings the college or the teaching profession into disrepute. This includes negative comments about the college on social media.
- c. Misconduct outside of work may result in disciplinary action if it directly affects the employee's performance of their work, or the reputation of the College. Staff must disclose any misconduct or alleged misconduct made against them outside of the college, including from any alternative or additional employment. Disclosure must be made to the Head teacher without delay.
- d. All instances of alleged misconduct will be investigated during which time the member of staff may be suspended from duty.
- e. Staff should be aware that if an investigation indicates that there has been a breach of the safeguarding expectations as set out in KCSiE this could result in disciplinary action and potentially dismissal on the grounds of gross misconduct.
- f. Any employee who is the subject of any criminal proceedings which might affect their ability to do their job or the reputation of the College must disclose this to their line manager as soon as practicable who will record this information with the Human Resources Department.

## 14. Respect for Others

- a. Employees must at all times act with the respect that the public and their colleagues are entitled to expect. To develop and maintain a positive, productive and embracing work environment it is important that colleagues treat each other well. Employees must treat others professionally and with respect at all times and unlawful discrimination will not be tolerated.

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## 15. Alcohol and Drugs

- a. Employees in possession of illegal drugs or using illegal drugs whilst at work will be reported to the police and subject to disciplinary action, which may result in dismissal.
- b. The use of alcohol and/or drugs must not impair the performance of contractual duties and safe, efficient and effective service delivery.
- c. With the exception of work-related events, where provision of alcohol has been authorised, alcohol must not be consumed during working hours.
- d. Alcohol, drugs or substances consumed outside of or during working hours must not affect a worker's ability to do their job or have the potential to damage the College's reputation or the worker's own credibility. Presenting for work with clothing or breath smelling of alcohol or drugs is likely to raise reputational concerns that may lead to disciplinary action.
- e. Employees deemed to be under the influence of any substance likely to compromise safety or service delivery may be subject to drug and alcohol testing and/or disciplinary action which may result in dismissal.
- f. Employees who suspect a colleague of being under the influence of alcohol and/or drugs at work must report this to a DSL.

## 16. Whistleblowing

- a. The college has a whistleblowing policy. Where a member of staff has a good reason to be concerned about the conduct or competence of a colleague, they should follow the procedures in the policy. This is especially important where the wellbeing of students may be at risk.
- b. In the first instance, concerns under this procedure should be raised with the worker's immediate line manager, who should then deal with the problem as quickly as possible. If the worker believes that their immediate line manager is involved in the malpractice, they may raise their concerns with a more senior member of staff, including the Headteacher. If the worker believes it is not appropriate to raise the matter with the Headteacher, they must approach the Chair of Trustees, who will decide the best course of action to take and who should lead the investigation.

## 17. Hospitality

- a. Staff should only accept the offer of hospitality if there is a genuine need to impart information or represent the college. Offers to attend purely social or sporting function should be accepted only when these are part of the life of the community or

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where the college should be seen to be represented.

- b. Employees should not accept significant personal gifts from contractors and outside agencies.
- c. When considering whether to accept authorised hospitality, employees should be particularly sensitive to its timing, its relation to contractual decisions which the college may be taking affecting those providing the hospitality.
- d. Staff need to be aware that it is a serious criminal offence for them to receive or give any significant gift, loan, fee, reward or advantage which favours or disfavors any person.

## 18. Discriminatory Behaviour

- a. All College employees are required to be aware of the College's equalities and diversity policies and to comply with and implement them in all aspects of their work.
- b. All workers, volunteers and customers are entitled:
  - i. To be treated with dignity, respect, courtesy and fairness.
  - ii. Not to be bullied, harassed or victimised.
  - iii. Not to experience any form of unlawful discrimination.
- c. The College will not tolerate unfair, offensive or unlawful discriminatory behaviour or bullying. Workers must not engage in such behaviour, which may be regarded as a serious disciplinary offence which could lead to dismissal.
- d. By law people are protected from discrimination on the grounds of protected characteristics listed in the Equality Act 2012: race, sex, disability, religion/belief, age, sexual orientation, and maternity.
- e. Discrimination can take a number of different forms:
  - i. Treating a person worse than another person because of a protected characteristic.
  - ii. Doing something which has (or would have) a worse impact on a person and on other people who share a particular protected characteristic than it has on people who do not have the same characteristic. This form of discrimination may not be unlawful if it can be shown to be objectively justified.
  - iii. Harassment: often related to bullying, this is unwanted behaviour towards another person, that: - has the effect of violating that person's dignity.
  - iv. Any unwanted, unwelcomed and unreciprocated behaviour which undermines a person's dignity/feelings at work is unacceptable to the College. This includes behaviour which might unreasonably threaten a person's job security or promotion prospects or create an intimidating

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working environment.

Type	Description	Examples
Sexual Harassment	Unwelcome sexual advances, requests for sexual favours or other conduct or other conduct of a sexual nature which makes the recipient feel threatened or compromised. This means any harassing conduct based on gender or sexuality	Gestures, leering, getting too close, hanging pin-ups, bringing in offensive publications, writing offensive letters or memos, giving unwanted gifts, using suggestive language, making unwanted propositions, telling sexually explicit jokes, using affectionate names, asking personal questions, groping, touching, using innuendos, indecent exposure and / or screen savers.
Racial harassment	Derogatory remarks, racially explicit statements, graffiti, jokes or any other action of a racist nature which results in the recipient(s) feeling threatened or compromised	Gestures, facial expressions, offensive publications, graffiti, threats, racial abuse, racist jokes, nicknames, labels, assault
Disability harassment	Derogatory remarks, staring, mimicking, invasive personal questions, ostracising or patronising which is directed at any individual with a disability, or groups of disabled people, which results in their feeling threatened or compromised	Mimicking, ignoring wishes or feelings, ostracising, staring, laughing at a disability, copying a speech impairment, inappropriate terminology (e.g. cripple or spastic), personal questions, jokes, patronising comments, nicknames, unwanted moving of a wheelchair, hiding a disability aid, touching a visually impaired person
Religious belief harassment	Behaviour which fails to acknowledge and respect the rights or needs of people's religious beliefs or practices	Mimicking, staring, drawing offensive symbols, hanging offensive images, making fun of headgear (e.g skull cap, turban, hijab), criticism for taking religious holidays off, offensive name calling, assault, removing religious objects
Equality-related conflict	The College recognises that people have the right to hold different religions and beliefs and will make reasonable provisions to help employees practice their religion or belief e.g. through flexible working	An employee shares a workstation with a gay man who openly discusses his lifestyle and relationship with another man. The employee requests to move on the basis that her religion regards such behaviour as sinful and contrary to the laws of God. Such a request

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	<p>hours and providing a quiet area for prayer</p> <p>Practicing a religion or belief at work in a way that may cause offence or treats people differently because of their protected characteristic is unacceptable and may also be unlawful</p>	<p>may be perceived as offensive towards the gay man.</p> <p>Some individuals may be guided by their religion or culture not to shake hands as a greeting. To avoid causing offence individuals should ensure that they greet all people in the workplace in the same way, irrespective of their race, gender, age, religion, sexual orientation etc.</p>
Age harassment	Ridiculing or demeaning behaviour focused towards people because of their age	Mimicking, excluding from social functions/information, making fun of age, questioning ability, setting unrealistic challenges, deliberate body contact
Sexuality harassment	Behaviour which condemns or ridicules people because of their sexuality	Offensive letters/memos, threats, insults, jokes or comments, personal questions, gestures, starting fights, deliberate body contact, practical jokes, verbal abuse
Harassment related to gender reassignment	Behaviour which condemns or ridicules people because of their gender reassignment	A transsexual woman is subjected to offensive "banter" at work, relating to her gender reassignment. This creates a hostile and offensive atmosphere for her, and is likely to be harassment
Bullying/Singling out	Bullying often results from a misuse of management power, but it can also be the misuse of any form of individual power, such as physical strength, personality or age, or collective power through strength of numbers. More than a strong or authoritarian management style, it is criticism of a person rather than their mistakes, it publicly humiliates rather than privately corrects them and it results in them feeling threatened or compromised	Ostracising/freezing out, withholding essential information, resources or training, setting impossible tasks, needlessly changing priorities or objectives, unreasonable allocation of duties, deliberate wrongful attribution of blame, shouting, swearing, abuse, nicknames, malicious gossip, public reprimanding or humiliation, belittling or patronising comments, persistent reminders of past failures, unnecessary phone calls to someone's home, hitting or grabbing a person, pushing, jostling, practical jokes, initiation ceremonies, damaging or stealing property

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Victimisation	Where a person is treated less favourably than another because he/she has brought proceedings, given evidence or information, rejected advances or complained about the behaviour of someone who has been harassing, discriminating against, or in some other way intimidating them	An employee helps a colleague with a sexual harassment complaint against another employee. Because of this, their manager marks them down at their annual appraisal on the basis they are “not very loyal”
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## **Staff Confirmation for reading this code of conduct**

At the start of each new academic year, staff must sign to confirm that they have read understood, agreed and will comply with the terms in this code of conduct, as well as the college safeguarding policy and the statutory safeguarding framework KCSIE. Staff should sign the spreadsheet kept by the HR officer.

## **Section 7: Wyvern Safeguarding Children Policy**

### **1. Purpose and Rationale**

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their college life. As a college we are committed to safeguarding and promoting the welfare of all our students. All staff, trustees, members and directors have a shared understanding that safeguarding is everyone’s responsibility, not just the responsibility of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the college.

The college aims to ensure that:

- Our curriculum specifically teaches safeguarding to all children, through both the academic and tutor time curriculum;
- There is consistent, good safeguarding practice across the college through which we demonstrate our commitment to protecting children;
- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare;



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- All staff, trustees, members and directors are aware of their statutory responsibilities with respect to safeguarding;
- All staff, trustees, members and directors are properly trained in recognising and reporting safeguarding issues;
- Both visitors and contractors working on site are provided with safeguarding information and know how to report a safeguarding concern.
- Trustees, members and directors are aware of their specific role in oversight of safeguarding policies, practices, systems and procedures.
- The Directors of Wyvern Community Enterprises (who oversee the work of the Nursery, the Gym, the AWP and all other lettings) are aware of their specific role in oversight of safeguarding policies, practices, systems and procedures.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of “it could happen here; it does happen here” where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers, visitors, trustees, members and directors with the framework they need to keep children safe and secure in our college and to inform parents how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within the supporting documents.

## 2. Legislation and Statutory Guidance

This policy is based on the Department for Education’s statutory guidance Keeping Children Safe in Education (KCSiE) and Working Together to Safeguard Children 2020. We comply with the Hampshire Safeguarding Children Partnership (HSCP) protocols and guidance and their procedures. In addition, Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils; the Children Act 2004 & 1989 and the Female Genital Mutilation (FGM) Act 2003 Mandatory Reporting Guidance (2020).

## 3. Principles and Content

This policy has been written in consultation with Trustees and is available on the College website. Trustees will ratify the policy annually and this policy will provide staff with the framework to promote and safeguard the wellbeing of children and in doing so meet their statutory responsibilities. This policy will ensure consistent good practice across the college and demonstrate our ongoing commitment to safeguarding children.

Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, race, disability, sexuality, religion, culture or language have a right to be protected from harm. All staff have a key role in prevention of harm and

# Wyvern College Safeguarding Policy

an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children. The General Data Protection Regulation and Data Protection Act 2018 does not prevent or limit the sharing of information to keep children safe. The legal and secure information sharing between schools and relevant agencies is essential for keeping children safe and ensuring they get the right support. Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety of children

Whilst the college will work openly with parents as far as possible, the college reserves the right to contact Children's Services or the Police, without notifying parents, if this is considered to be in the child's best interests.

## 4. Definitions

### **Safeguarding and promoting the welfare of children means:**

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

**Child Protection (CP)** is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents, trustees, members and directors.

**Child** refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our college; however, the policy will extend to visiting children and students from other establishments.

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

# Wyvern College Safeguarding Policy

## 5. Staff Responsibilities

Staff have a key role to play in identifying concerns early and providing help for children. All staff receive training in how to listen and respond to children. They will allow the child to speak and for staff to only ask open questions to aid clarification. Any member of staff who has concerns about the welfare of a child must share this information with the Designated Safeguarding Team via the 'Report Safeguarding' email button on the Wyvern intranet:

- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure) or the evidence that has led to the concerns;
- This record is given to the Designated Safeguarding Team via 'Report Safeguarding' email, who will analyse risk and refer onwards as necessary and appropriate.
- Referrals where urgent action is required should never be delayed in order for a full record to be written;
- Child Protection (CP) written records will be stored securely and away from the main student records in the Pastoral Deputy Headteacher's office;
- CP records will also be stored securely in CPOMs (Safeguarding and Child Protection Software for Schools.)

We recognise that some children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having professional curiosity and speaking to the Designated Safeguarding Team if they have concerns about a child.

## 6. Confidentiality

We maintain that all matters relating to child protection are to be treated as confidential and only shared in line with the 'working together' guidance. Information will only be shared with agencies who we have a statutory duty to share with or individuals within the college who 'need to know'. All staff are aware that they cannot promise a child that they will keep a secret. Disciplinary action will be considered for any breach of confidentiality.

## 7. Reporting

Pastoral staff and the Attendance Officer will notify the Designated Safeguarding Team of any child with a social worker, where there is an unexplained absence. Staff will report to the Designated Safeguarding Team any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children. The Designated Safeguarding Team will then record this in CPOMs and make referral where needed.

# Wyvern College Safeguarding Policy

## 8. Referral

The DSL or DDSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL or DDSL will contact Children's Services using the online Inter-Agency Referral Form (IARF).

Generally, the DSL or DDSL will inform the parents prior to making a referral, however, there are situations where this may not be possible or appropriate.

## 9. As a college, we will educate and encourage students to keep safe through:

- The content of the curriculum, including the statutory RSE (Relationships & Sex Education) and PSHE (Personal Social Health Education) curriculum;
- Safeguarding information shared with all year groups at the start of every term, both by the Designated Safeguarding Team and the Pastoral Leaders;
- Assemblies and the tutor time curriculum;
- Safeguarding information is readily available to all students around the college site and via the college website;
- A college ethos which helps children to feel safe and able to talk freely about their concerns, knowing that they will be listened to and valued.

## 10. Dealing with Allegations against Staff

If any member of Wyvern College staff has a concern about the practice or behaviour of a fellow member of staff, this information must be passed immediately to the Headteacher, Mr Ben Rule. The Headteacher will assess the information and consider the appropriate course of action. If it is likely that a member of staff has deliberately hurt a child or intended to hurt a child, then the Headteacher will contact The Local Authority Designated Officer (LADO) and the relevant advice and guidance will be followed.

If the allegation is against the Headteacher, the member of staff making the allegation will contact the Chair of Trustees, via their Wyvern College email, who will then decide who will lead an investigation.

## 11. Dealing with Allegations against Children

If a concern is raised about the behaviour or actions of a child or an allegation is made against a child, this information must be shared immediately with the DSL & DDSLs in the normal manner. The DSL or DDSL may seek advice and guidance from Children's Services and/or the Police.

# Wyvern College Safeguarding Policy

## 12. Sexual Violence and Sexual Harassment between Children

All staff should be aware that children can abuse other children, this is known as 'child-on-child abuse'. 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. This may include: abuse in intimate, personal relationships between peers; bullying (including cyber-bullying); physical abuse; sexual violence; sexual harassment; sharing self-generated indecent images (also known as 'sexting'); initiation type violence or rituals; upskirting.

All staff are made aware of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. This pattern of prevalence will not, however, be an obstacle to ALL concerns being treated seriously.

Staff are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'. Staff will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment.

Within this policy, there is a clear procedure for how we deal with situations where sexual assaults or behaviour considered criminal between children has taken place. At Wyvern College, we follow the "Sexual violence and sexual harassment between children in schools and colleges" advice provided by the DfE.

Staff will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers and impose appropriate levels of disciplinary action, to be clear that these behaviours are not tolerated or acceptable. Support will be provided to victims of sexual violence and sexual harassment and we will ensure that they are kept safe.

All staff must immediately report any concerns they have about child-on-child abuse including sexual harassment, sexual abuse, sexual activity and sexual violence between students at Wyvern College. In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal. Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear.

Concerns should be reported to the DSL & DDSLs who will then decide whether to manage the case internally, seek early help with a multi-agency approach, refer to Children's Services or report the case to the police.

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## 13. Training

All frontline staff in education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole college every year with separate training to all new staff, trustees, members and directors on appointment. All staff will sign a central register to confirm they have attended the annual safeguarding training.

The DSL and DDSLs will attend initial training for their role and then refresher training every two years.

Any update in national or local guidance will be shared with all staff, trustees, members and directors in briefings and then captured in the next whole college training.

### Training Summary

- Whole college training to be delivered Monday 2<sup>nd</sup> September 2024
- Safeguarding reminders delivered to all staff via the weekly staff circular, staff briefings and whole staff and pastoral meetings.

Responsibility for Implementation

Name of DDSL		Frequency of training	Date of training	Renewal Date
Emma	Emeny	every 2 years	26/04/2023	26/04/2025
Will	Emeny	every 2 years	11/01/2023	11/01/2025
Keeley	Fitzgerald	every 2 years	11/05/2023	11/05/2025
Emily	Gilbert	Every 2 years	18/09/2024	18/09/2026
Emily	Goss	every 2 years	11/10/2024	11/10/2026
Jo	Kennedy	every 2 years	13/03/2023	13/03/2025
Tom	Merriman	every 2 years	13/12/2023	13/12/2025
Jane	Munday	every 2 years	11/05/2023	11/05/2025
Jo	Parker	every 2 years	19/09/2023	19/09/2025
Lauren	Stedman	every 2 years	13/12/2023	13/12/2025
Nicky	Strand	every 2 years	18/06/2024	18/06/2026
Mark	Westlake	every 2 years	07/11/2024	07/11/2026
Ben	Rule	Every 2 years	26/09/2024	26/09/2026

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, trustees, members, volunteers and visitors in college. Our policy and procedures also apply to extended school and off-site activities. In this college, any individual can contact the Designated Safeguarding Team if they have concerns about a young person.

### All staff

All staff will annually read Part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (updated annually), alongside the Wyvern Code of Conduct, the Wyvern safeguarding policy and the Safeguarding Children Policy

# Wyvern College Safeguarding Policy

All staff will sign a central register to confirm they have read and understood this safeguarding documentation. In addition trustees, members and directors will notify the clerk that they have read it all.

All new staff, whether permanent, temporary or supply are given an induction checklist when they join Wyvern College which ensures they have been made aware of and have read the safeguarding policy. In addition, all supply staff employed by Wyvern College must attend the annual safeguarding training.

All staff will be aware of:

- Our systems which support safeguarding and the role of the Designated Safeguarding Lead (DSL);
- The early help process and their role in it, including identifying emerging problems, liaising with the Designated Safeguarding Team and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority Children's Services and for statutory assessments that may follow a referral, including the role they might be expected to play;
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM or child-to-child sexual abuse, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM, forced marriage, radicalisation and child criminal exploitation (CCE).

## **The Designated Safeguarding Lead (DSL)**

The DSL is Jo Parker, and the Deputy DSLs are listed in this policy.

The DSL takes lead responsibility for child protection and wider safeguarding at Wyvern College.

During term time, the Designated Safeguarding Team will be available during school hours for staff to discuss any safeguarding concerns.

The DSL and the Designated Safeguarding Team will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters;
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so;
- Contribute to the assessment of children;
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly;

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- Provide information for ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Consider how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted) when dealing with significant safeguarding concerns.

The DSL will also keep the Headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

## The Trustees

All trustees, members and directors will annually read part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (updated annually) and sign a central register to confirm they have read and understood the document. At least one member of the Safeguarding, Curriculum and Pastoral committee (SCP) should attend the Wyvern College annual safeguarding training and all trustees, members and directors will receive annual safeguarding training from the Designated Safeguarding Team. The Team will ensure that the annual safeguarding training is filmed so that it can be accessed online by all trustees, members and directors. The trustees will approve this policy at each review and hold the Headteacher to account for its implementation. The trustees will validate:

- The college has effective safeguarding policies and procedures in place;
- The college has a broad and balanced curriculum that incorporates safeguarding;
- National and local guidance is followed, specifically 'Keeping Children Safe in Education';
- There is a member of the college's senior leadership team identified as the DSL;
- An annual audit of safeguarding from the Hampshire Safeguarding Children Partnership will be carried out and any concerns will be remedied without delay.

The Safeguarding, Curriculum and Pastoral committee (SCP) will monitor the effectiveness of this policy in conjunction with the full Trustee board. The Trustee Board and its disciplinary and appeals panels should take into account legislation regarding The Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty when dealing with complaints and issues referred to them.

In the event of an allegation of abuse being made against the Headteacher, a 'case manager' will be nominated by the Chair of Trustees.

## The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction;



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- Communicating this policy to parents when their child joins the school and via the school website;
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly;
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

## 14. Accountability

It is the responsibility of the Headteacher and the Pastoral Deputy Headteacher to ensure that the policy is available on the College website for parents and other stakeholders.

## 15. Supporting Documents and Appropriate Links

### Related documents

This document should be read in conjunction with the, Wyvern safeguarding policy, the Wyvern code of conduct, the Anti-Bullying policy, the Behaviour Policy, the Mental Health and Well-Being Policy, the Attendance Policy, the Sex & Relationships Education Policy, the Equality Statement, the Whistleblowing Policy, the Curriculum Policy, the Online Safety policy, the College's Health and Safety Policy, the Self-Harm Management Guidance document and the Supporting Students with Medical Conditions Management Guidance document. There is also a wealth of related information in the staff handbook.

### Attached to this policy are the following documents:

1. Links to safeguarding resources
2. Dealing with disclosures
3. The role of the DSL
4. Young people with medical needs
5. Indicators of abuse
6. Allegations against staff
7. Children at risk of criminal exploitation
8. Preventing Radicalisation and Extremism
9. Sexual Violence and Sexual Harassment Between Children - Wyvern College Protocol
10. Early Help
11. The Police and Criminal Evidence Act 1984 (PACE) CODE C (including the 'appropriate adult')

**In addition, attached to this policy are appendices based on the Department for Education's statutory guidance, Keeping Children Safe in Education:**

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1. Types of abuse
2. Safer recruitment and DBS checks
3. Allegations of abuse made against staff
4. Children missing from education
5. FGM
6. Forced marriage
7. Preventing radicalisation
8. Child sexual exploitation (CSE)
9. Mental health
10. Actions where there are concerns about a child

## **Review schedule**

As a College, we review this policy annually in line with Department for Education, Hampshire Safeguarding Children Partnership and Hampshire County Council guidance.

# Wyvern College Safeguarding Policy

## Appendices – Supporting Documents

### 1. FURTHER ADVICE AND SUPPORT

In the first instance staff needing additional advice and support should:

- Speak to a member for the designated safeguarding team
- Access information on :
  - Edulink,
  - KCSiE
  - [www.GOV.uk](http://www.GOV.uk)

### 2. DEALING WITH DISCLOSURES

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties (including SEND needs) and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or Children's Services directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the College premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

#### Receive

- Listen to what is being said, without displaying shock or disbelief;
- Accept what is said and take it seriously;
- Make a note of what has been said as soon as practicable.

#### Reassure

- Reassure the student, but only so far as is honest and reliable;
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential';
- Do reassure e.g. you could say: "I believe you", "I am glad you came to me", "I am sorry this has happened", "We are going to do something together to get help."

#### Respond

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- Respond to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details;
- Do not ask 'leading' questions e.g. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court;
- Do not criticize the alleged perpetrator; the student may care about him/her, and reconciliation may be possible;
- Do not ask the student to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the student that it will be a DSL.

## Report

- Share concerns with the Designated Safeguarding Lead as soon as possible;
- If the disclosure is made out of normal school hours and the DSL is unavailable (and the child is at risk of immediate harm) contact Children's Services on the out-of-hours number directly -this is on the back of the staff ID.
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration;

## Record

- If possible, make some very brief notes at the time and then transfer these verbatim to the 'Report Safeguarding' email';
- Pass your original notes to the DSL'
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words;
- Record the position of any noticeable bruising or marks on the child;
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

## Remember

- Support the child: listen, reassure, and be available;
- Complete confidentiality is essential. Share your knowledge only with the DSL;
- Try to get some support for yourself if you need it.

## Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

## Supporting staff

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Receiving a disclosure can be upsetting for the member of staff and the College has support in place for staff after a disclosure is made. This includes reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately; a one-to-one conversation with the DSL and access to the Employee Support Line.

In some cases, additional counselling might be needed and staff should be encouraged to recognize that disclosures can have an impact on their own emotional well-being.

## **Following a report of concerns from a member of staff, the DSL or DDSL must:**

- i. Decide whether there are sufficient grounds for suspecting significant harm in which case a referral must be made to Children's Services.
- ii. Normally the College should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Services. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.
- iii. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact Children's Services via the Children's Reception and Assessment team(CRT) or by submitting an online Inter-Agency Referral Form and make a clear statement of:
  - the known facts
  - any suspicions or allegations
  - whether there has been any contact with the child's family.

If the DSL or DDSL feels unsure about whether a referral is necessary, they should submit an online Inter-Agency Referral Form.

- iv. If there is not a risk of significant harm, then the DSL or DDSL will either actively monitor the situation or consider the Early Help process.
- v. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL or DDSL should also notify Children's Services and outline what action has been taken.
- vi. Where there are doubts or reservations about involving the child's family, the DSL or DDSL should clarify with Children's Services or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
- vii. When a child needs urgent medical attention and there is suspicion of abuse the DSL, DDSL or Head Teacher should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified Children's Services and the police. The DSL or DDSL should seek advice about what action Children's Services will take and about informing the parents, remembering that parents should normally be

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informed that a child requires urgent hospital attention.

- viii. If the DSL or DDSL is unsure whether to refer a matter to the police, they should follow the guidance 'When to call the police' produced by the National Police Chiefs Council (NPCC).

## 3. THE ROLE OF THE DSL

- Assist the trustees, members and directors in fulfilling their responsibilities under Section 175 of the Education Act 2002.
- Attend initial DSL training for the role and refresh every two years by attending refresher training after the first two years and then demonstrating evidence of continuing professional development thereafter.
- Ensure every member of staff knows who the DSL and DDSLs are, are aware of the DSL role and has their contact details (safeguarding sticker for staff identity badge);
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL;
- Ensure that whole college training occurs annually so that staff, trustees, members, directors and volunteers can fulfil their responsibilities.
- Ensure any members of staff, trustees, members and directors joining the college outside of this training schedule receives a safeguarding induction;
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk;
- Ensure that copies of safeguarding records are transferred accordingly (separate from student files) when a student transfers school (where appropriate);
- Ensure that copies of safeguarding records are requested (separate from student files) when a student arrives as an in-year admission;
- Ensure that where a student transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed;
- Ensure that safeguarding information and child protection or child in need plans are transferred at the point of Key Stage 2/3 transition and Key Stage 4/5 transition;
- Link with the Hampshire Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

## 4. YOUNG PEOPLE WITH MEDICAL NEEDS

There will be occasions when children are temporarily unable to attend college on a full-time basis because of their medical needs. These children and young people are likely to be:

- Children and young people suffering from long-term illnesses

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- Children and young people with long-term post-operative or post-injury recovery periods
- Children and young people with long-term mental health problems (emotionally vulnerable)

Hampshire uses the phrase “long-term” to define any period exceeding 15 continuous school days of absence because of medical needs.

Where an absence will be for more than 15 continuous school days then the Education and Inclusion Service provision should begin at the earliest possible date and should not automatically be delayed until the 16th day of absence.

At all times during the period of Education and Inclusion Service provision, the young person will remain on the role of their home school and the home school will retain ultimate educational responsibility for the young person.

## Referral to the Education Inclusion Service

Referral to the Education Inclusion Service (EIS) must be made by the young person’s home school and must be made via the Education and Inclusion Service referral form. The referral form will be completed by either the Pastoral Leader or DSL. Referrals should be supported by a letter from either:

- A Hospital Consultant
- A Senior Clinical Medical Officer
- A Consultant Child Psychiatrist
- A General Practitioner (GP)
- A member of the Hampshire Education Psychology Service (HEPS)

## 5. INDICATORS OF ABUSE

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don’t keep it to yourself.

### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

### **Behavioural indicators of neglect**

- Constant tiredness

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- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

## **Indicators of Emotional Abuse**

### **Developmental issues**

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

### **Behaviour**

- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-harm
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g. wetting
- Eating disorders
- Destructive tendencies
- Arriving early at school, leaving late

### **Social issues**

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness



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- Extremes of passivity or aggression

## Indicators of physical abuse

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

**In the social context of the college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

**You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention

## Indicators of sexual abuse

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## Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

## Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Depression or other sudden apparent changes in personality
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts
- Self-harm
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism

## 6. ALLEGATIONS AGAINST STAFF

### Procedure

The following procedure should be used in all cases in which it is alleged a member of staff or volunteer in college has:

- i. Behaved in a way that has harmed a child, or may have harmed a child;
  - ii. Possibly committed a criminal offence against or related to a child; or
  - iii. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- iv. Behaved or may have behaved in a way that indicates they may not be suitable to work with children (This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of

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staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children’).

Only the Headteacher, delegated staff or nominated Trustee should deal with allegations. All other staff, Trustees or Members must:

- Report any concerns about the conduct of any member of staff to the Headteacher as soon as possible and within 24 hours. ‘Staff’ includes adults in the school from external agencies; those in a temporary, supply or locum basis within the school; and adults not directly involved in face-to-face work within the school environment.
- Where there is an allegation about a supply teacher the college will usually take the lead [in any investigation] because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.
- If the allegation concerns the **Headteacher**, the information needs to be passed to the LADO and Chair of Trustees immediately via their Wyvern College email.

The LADO and the personnel provider for the College will support the College in following procedures set out in Keeping Children Safe in Education (2023) and the HSCP procedures.

## 7. CHILDREN AT RISK OF A CRIMINAL EXPLOITATION

All staff who are in regular contact with children need to be aware of indicators that children are at risk from, or are involved with serious violent crime, including ‘County Lines’ exploitation.

Child Criminal Exploitation (CCE) is defined as:- ‘where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can occur through the use of technology’

Indicators may include persistently going missing from school or home; unexplained acquisition of money, clothes or mobile phones; relationships with controlling older individuals or groups; carrying weapons; significant decline in school performance and emotional well-being.

The DSL or DDSL will assess the information and consider if the young person is at risk of or has been subject to criminal exploitation. If the evidence suggests the threshold of

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significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL or DDSL will contact Children's Services. In the case of a young person at immediate risk, the DSL or DDSL will contact the police immediately.

## 8. PREVENTING RADICALISATION AND EXTREMISM

The Prevent duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for political, environmental, animal rights, or faith based extremism that may lead to a child becoming radicalised. All staff have received safeguarding training in order that they can identify the signs of children being radicalised.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods, such as social media or the internet, and at different settings.

As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.

Any child who is considered vulnerable to radicalisation will be referred by the DSL or DDSL to Hampshire children's social care, where the concerns will be considered in the MASH process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process.

## 9. SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

### Wyvern College Protocol

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.

At Wyvern College, all staff are made aware of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report. All concerns or incidents must be reported to the safeguarding team via the 'report safeguarding' button on the college intranet. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'.

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We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment.

We will challenge all contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers and impose appropriate levels of disciplinary action, to be clear that these behaviours are not tolerated or acceptable.

The college protocol for responding to allegations of sexual assault and unwanted touching is set out in the flow chart below:

## Disclosure

Listen carefully to child A. Reflect back, using the child's language, being non-judgemental. Ask open questions: who, where, when, what, how? Ask if they have been harmed and the nature of any harm. Remember not to promise either confidentiality or to not referring it the appropriate authorities.



## Report the Disclosure

**Report it to children's services and the police** by submitting the IARF. Seek clarification from them on the information that can and cannot be shared with staff and parents – contact professionals line.

**Report it to the parents of child A and child B** unless there are compelling reasons not to such as putting the child at additional risk. Such a decision should be supported by children's services. Avoid assigning guilt; make clear that staff have to remain open to the possibility that the allegation could be true and that equally it could not be true. Explain the process we will use to investigate – ie this document.



## Assessment of Risk and Needs

Consider the needs of both student A and student B, by meeting with each of them with their parents. Use the IARF to assess the risk to and needs of both children, consider whether the measures identified in the IARF are sufficient or whether additional measures need to be put in place, using the proforma. Consider:

**Physical:** does child A continue to feel physically threatened by child B? Do they share classes? Are they likely to come into contact with each other? How can contact be limited? Put in place timetable changes, break time zones and/or behaviour contracts. Also consider transport and arrival/departure from the site. Which staff need to be told to keep them separate? KCSIE P.129 states that whilst the investigation is being conducted, child B should be the one to move classes but make clear that this is in the interests of both children and not a judgment on the guilt of child B. Add these students to the keep away list in SIMS.

**Social:** it is important that both child A and child B are protected from bullying or harassment. Which other students know about the incident? Are people in the year group likely to take sides? Is child A or child B likely to be the subject of gossip, bullying, or harassment? What role is social media likely to play in the fall out from any incident/alleged incident? Do either risk being alienated from their friendship group? Stress the importance of confidentiality so that other students are not drawn into the incident.

Appoint a trusted adult to child A and to child B who they can each go to discuss concerns.

Also assess the needs of the parents of both child A and child B, who are likely to struggle with the news of the incident/alleged incident. Where appropriate, signpost them to appropriate support.

# Wyvern College Safeguarding Policy



## **Respond to Police and/or Children's Services**

If student B is convicted or receives a caution for a sexual offence, we should update the risk assessment; consider any sanction in line with the behaviour policy and any safeguarding education they need. If "no further action" is to be taken against student B, then consider the support both students need. If the outcome is that the allegation was false, consider whether student A is in need of help or may have been abused by someone else and is a cry for help. If the outcome is that the allegation was malicious then consider the appropriate sanctions that should be given to student A.

## **Upskirting**

In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal.

Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. If this is between students, we will follow the child-on-child abuse procedure.

If staff in the college are made aware that upskirting has occurred, then this will be treated as a sexual offence and reported accordingly.

There are behaviours that would be considered as sexual harassment which may be precursors to upskirting. The use of reflective surfaces or mirrors to view underwear or genitals will not be tolerated and the school will respond to these with appropriate disciplinary action and education.

Students who place themselves in positions that could allow them to view underwear, genitals or buttocks, will be moved on. Repeat offenders will be disciplined. These locations could include stairwells, under upper floor walkways, outside changing areas and toilets or sitting on the floor or laying down in corridors.

If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the college it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures can be taken to gather evidence.

Any confiscated technology will be passed to the Headteacher to make a decision about what happens to the items and will be carried out under the principles set out in the government guidance on searching, screening and confiscation and the college's procedures for viewing images on a mobile phone (safeguarding team only).

If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

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## Prevention

At Wyvern College, we will minimise the risk of allegations against other students by:

- Providing PHSE (and RSE) as part of the curriculum, which will help students develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Having effective systems within our college for students to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed.
- Liaising and working with other professionals to develop robust risk assessments for students that are identified as posing a potential risk to other students.
- Liaising with specialists to deliver appropriate targeted work to students identified as being at potential risk e.g. protective behaviours work.

## Allegations against other students (safeguarding issues)

Allegations of abuse or that are a safeguarding concern maybe made against other students within our setting. These may include allegations of physical abuse, emotional abuse, sexual abuse and sexual exploitation.

It may also be considered a safeguarding issue if the allegation:

- Is being made against an older student and refers to their behaviour towards a younger or more vulnerable student;
- Is of a possible criminal nature;
- Puts other students in the school at risk, or raises the risk factor for others;
- Indicates that other students may have been harmed or be at risk or harm;
- Includes bullying (under the definition of emotional abuse) or intimidation.

## Procedure

When an allegation is made by a student against another student, which is of a safeguarding nature it should be reported to the designated safeguarding lead (DSL) as soon as possible, via the 'report safeguarding' button. A factual record must be kept (as normal safeguarding child protection procedures) and updated with all actions and outcomes:

- The incident should not be investigated at this time.
- The DSL will contact the Multi Agency Safeguarding Hub (MASH) to discuss the case and make a formal referral where appropriate.
- If the allegation indicates that a potential crime has taken place, the MASH will refer the case to the police.
- Parents of both the alleged victim and the student being complained about should be informed, this should be discussed during the consultation with the MASH.
- A risk assessment will be completed at this time to protect all parties involved.

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- It may be appropriate to exclude the alleged culprit against whom the report has been made for a fixed time in line with our school's behaviour policy and procedures.
- Police and social care will lead any investigation, however where neither police nor social care thresholds are met, our school will then undertake a thorough investigation following our school's policies and procedures. The document investigating allegations of sexual assault -risk assessment is included in the safeguarding file.
- Support should be given to all students involved, and they should be involved in the relevant meetings and sign and agree to the plans that are set.
- The plan should be monitored, and review dates set by the DSL.

## 10. EARLY HELP

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs themselves
- Has returned home to their family from care
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child, and
- Is persistently absent from education, including persistent absences for part of the school day.

## 11. THE POLICE AND CRIMINAL EVIDENCE ACT 2023 (PACE) CODE C

The Designated Safeguarding Team are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.



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PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code.

PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The DSL or DDSL will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned before questioned about an offence or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

- i. The parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
- ii. A social worker of a local authority
- iii. Failing these, some other responsible adult aged 18 or over who is not:
  - a. A police officer;
  - b. Employed by the police;
  - c. Under the direction or control of the chief officer of a police force; or
  - d. A person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions.

Further information can be found in the Statutory guidance - PACE Code C 2019.

<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

# Wyvern College Safeguarding Policy

## APPENDICES

These appendices are based on the Department for Education's statutory guidance, **Keeping Children Safe in Education**.

### APPENDIX 1: Child Protection

**Abuse**, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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, for example in a teenage relationship.

**Physical abuse** 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** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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;
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing;

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- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet);

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment;

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**NB All staff should have an awareness that childhood mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child, that is also a safeguarding concern, and should be shared with the safeguarding team in the usual manner.**

**Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.**

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## APPENDIX 2: Safer Recruitment and DBS Checks – Policy and Procedure

We will record all information on the checks carried out in the College's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

As part of the recruitment process, we will consider carrying out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the college might want to explore with the applicant at interview.

### Appointing new staff

When appointing new staff, we will:

- Verify their identity;
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below);
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available;
- Verify their mental and physical fitness to carry out their work responsibilities;
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards;
- Verify their professional qualifications, as appropriate;
- Ensure they are not subject to a prohibition order if they are employed to be a teacher;
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent;
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments;
- The Headteacher will meet with a member of staff who has received a caution or conviction for an offence, to risk-assess their suitability to work with young people. The risk-assessment will be recorded on the individual personnel file.

**Regulated activity** means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children;

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children.

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## Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant);

Where the individual has received a caution or conviction for a relevant offence;

If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009;

If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

## Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

## Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

## Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity;
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity;
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity.

# Wyvern College Safeguarding Policy

## APPENDIX 3: Allegations of Abuse made against Staff

This section of this policy applies to all cases in which it is alleged that a current member of staff, Trustee, Member or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (This is to take account of situations where a person's behaviour outside school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children').

It applies regardless of whether the alleged abuse took place in the college. Allegations against a teacher, Trustee or Member who is no longer teaching/ connected with the college and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff Trustee or Member or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

# Wyvern College Safeguarding Policy

## APPENDIX 4: Children Missing from Education

Within Hampshire, the acronym MET (missing, exploited, trafficked) is used to identify all children who are missing; believed to be at risk of or being exploited; or who are at risk of or are being trafficked. Given the close links between all these issues, there has been a considered response to view them as potentially linked, so that cross over of risk is not missed.

### Children Missing from Education

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

Therefore, a child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect;
- Have a social worker;
- Come from Gypsy, Roma, or Traveller families;
- Come from the families of service personnel;
- Go missing or run away from home or care;
- Are supervised by the youth justice system;
- Cease to attend a school;
- Are at risk of criminal exploitation;
- Come from new migrant families.

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the college without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will regularly check on children missing from college where no other outside professional agency is involved... either by phone and face to face to ensure the child has been *seen*.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, Female Genital Mutilation (FGM) and forced marriage.

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## APPENDIX 5: Female Genital Mutilation (FGM)

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

If a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM, this should be reported to the police immediately. **It is the responsibility of the member of staff to inform the police, not the DSL or DDSL.**

### Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place;
- A mother/family member disclosing that FGM has been carried out;
- A family/pupil already being known to social services in relation to other safeguarding issues.

### Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider);
- FGM being known to be practised in the girl's community or country of origin;
- A parent or family member expressing concern that FGM may be carried out;
- A family not engaging with professionals (health, education or other).
- The girl's family visiting / holidaying in their country of origin where FGM may be practised.



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## APPENDIX 6: Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place;
- Activate the local safeguarding procedures;
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to a counsellor, as appropriate.

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## APPENDIX 7: Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk. In addition the DSL will advise Trustees and Members of their responsibilities

We will assess the risk of children in our College being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at College and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and the charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves;
- Becoming susceptible to conspiracy theories and feelings of persecution;
- Changes in friendship groups and appearance;
- Rejecting activities they used to enjoy;
- Converting to a new religion;
- Isolating themselves from family and friends;
- Talking as if from a scripted speech;
- An unwillingness or inability to discuss their views;
- A sudden disrespectful attitude towards others;
- Increased levels of anger or increased secretiveness, especially around internet use;
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions;
- Accessing extremist material online, including on social media;
- Possessing extremist literature;
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if

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something feels wrong. If staff are concerned about a pupil, they should discuss their concerns with the DSL. Staff should **always** take action if they are worried.

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## APPENDIX 8: Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge e.g. through others copying videos or images they have created and posted on social media (definition from KCSiE).

Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections or becomes pregnant;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse;
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

We educate all staff in the signs and indicators of sexual exploitation. We use the child exploitation risk assessment form (CERAF) and associated guidance from the Hampshire Safeguarding Children Partnership to identify pupils who are at risk; the DSL will share this information as appropriate with children's social care.

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## APPENDIX 9: Mental Health

Tutors and class teachers see their students day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The balance between the risk and protective factors is most likely to be disrupted when difficult events happen in pupils' lives. These include:

- Loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted
- Life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form
- Traumatic events such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster, death of family members.

When concerns are identified, staff will provide opportunities for the child to talk or receive support within the college environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

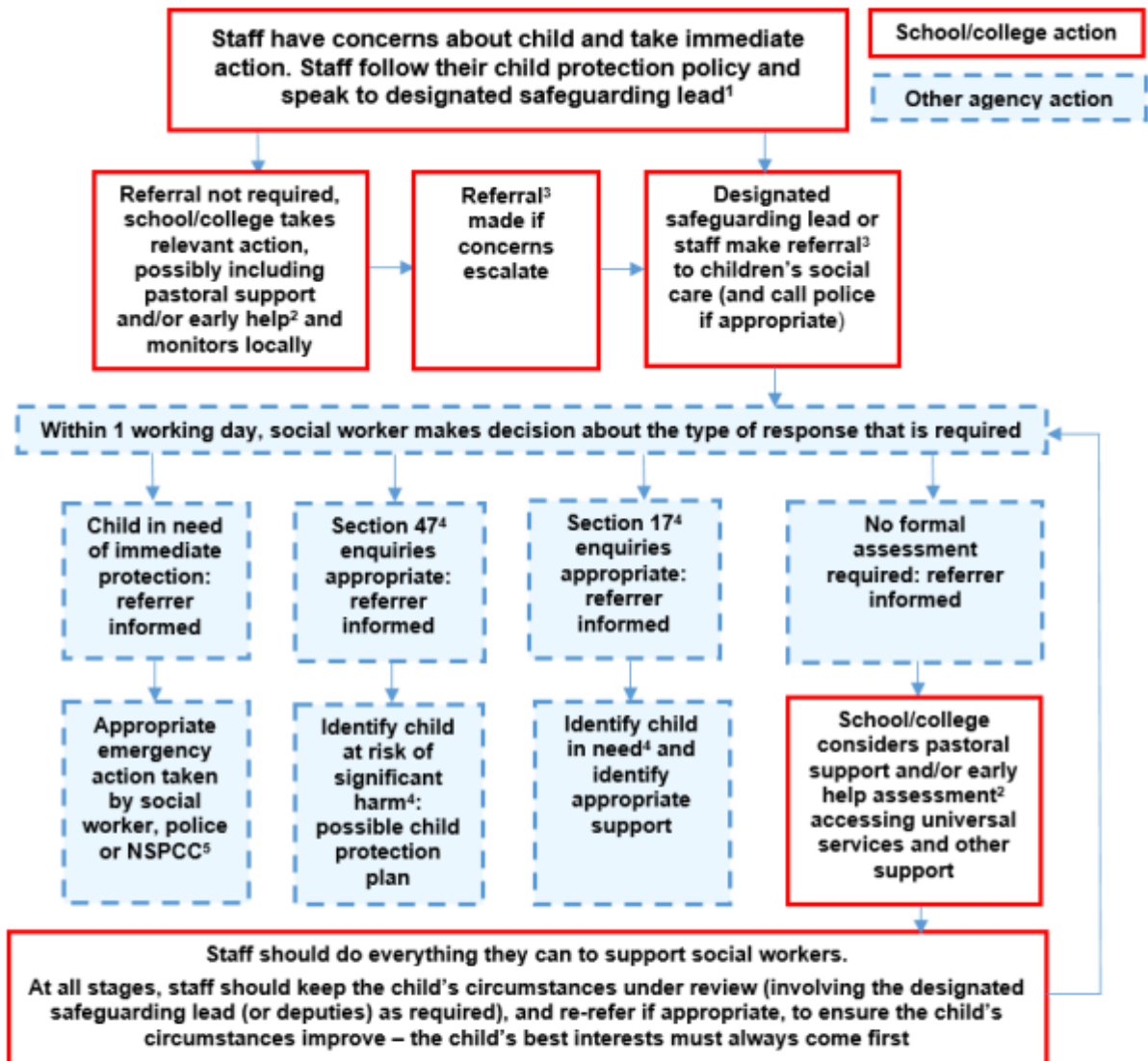
Where the needs require additional professional support, referrals will be made to the appropriate team or service with the appropriate agreement.

If staff have a mental health concern about a child that is also a safeguarding concern, they will take immediate action, raising the issue with the safeguarding team.

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## APPENDIX 10: Actions Where There are Concerns about a Child

### Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. See [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).