

# Brighton College Child Protection (Safeguarding) Policy

For the three schools (senior, prep, and pre-prep)

The protection and welfare of pupils at Brighton College is of paramount importance. Children and parents have a right to expect the school to provide a safe and secure environment and the school has a general duty for children's welfare as part of its role "*in loco parentis*".

This policy has been written in accordance with locally agreed inter-agency procedures and is available on the school website. It also applies to the EYFS (see below).

This policy applies to the heads, governors, all staff and volunteers working in the school. There are five main elements:

- Ensuring safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Establishing a safe environment in which children can learn and develop.
- In accordance with his/her agreed child protection plan, supporting pupils who have been abused.

Brighton College undertakes to:

- Have regard to the safeguarding procedures as outlined in the DFE Guidance *Safeguarding Children and Safer Recruitment in Education* (1 Jan 2007) and *Dealing with Allegations of abuse against teachers and other staff* (August 2011 )
- Ensure all staff, volunteers, and older pupils in positions of responsibility understand their duties in being alert to the signs of abuse and the procedures for referring any concerns to the Designated Person responsible for child protection.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attending case conferences.
- Ensure safe recruitment practices are always followed.
- Ensure that all fears or allegations of abuse are reported to the Designated Person for the relevant school (as named below), and that policy procedures are subsequently followed. Also, that reports be referred to LADO (Local Authority Designated Officer – see appendix 1 for contact details) where necessary.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately, and ensure all records are kept securely in confidential files, separate from the main pupil file, and in locked locations. (This duty falls to the Designated Person, who is to report such concerns to the appropriate Head or HMM on a regular basis.)
- Provide immunity from retribution or disciplinary action against staff for 'whistleblowing' in good faith.
- See that this policy, the College's procedures and the efficiency with which the related duties have been discharged, is reviewed at least annually by the Governing Body.

## **Safe recruitment**

The school carries out the required checks on staff as outlined in the guidance *Safeguarding Children and Safer Recruitment in Education*.

Where Brighton College pupils stay with host families in the UK or abroad (in the case of sports tours, for example), the College liaises with the hosting school to ensure appropriate suitability checks are completed and to secure full details. Where Brighton College is involved in arranging host families, the College performs character and/or accommodation checks to confirm suitability. See School Trips policy.

The College must be assured that any staff employed by another organisation and working with Brighton College pupils outside of college premises (for example, in another institution) have undergone relevant safeguarding checks.

## **Arrangements for dealing with allegations of abuse**

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

1. *Always stop and listen straight away* to someone who wants to tell you about incidents or suspicions of abuse. If the time and place is inappropriate arrange a suitable time and place as soon as possible.
2. *If you can, write brief notes* of what they are telling you while they are speaking (these may help later if you have to remember exactly what was said); keep your original notes, however rough.
3. *Never make a promise that you will keep what is said confidential or secret.* If you are told about abuse you have a responsibility to report it so that action can be taken. Give reassurance that only those who need to know will be told.
4. *Do not ask leading questions* that might give your own ideas of what might have happened (e.g. "Did he do X to you?" - just ask, "What do you want to tell me?" or "Is there anything else that you want to say?")
5. *Immediately tell the Designated Person* – A member of staff must make a detailed written note of allegations of abuse, and pass this directly to the Designated Person as quickly as possible and certainly within twenty-four hours, since any reports to the LADO will be required by then. The Designated Person will consult with other colleagues as appropriate and a course of action will be decided upon. If an allegation is made against the Designated Person, the Head (or, in the Head's absence, the Chair of Governors) must be informed immediately. If an allegation is made against the Head, the Chair of Governors must be informed without first informing the Head.

If the allegation is not against the Designated Person but both the Designated Person and Head are unavailable then the member of staff should first try to contact the Deputy Child Protection Officer or either the Head or the Designated Person of one of the other schools. For example, an allegation in the Senior School could first be raised with the Head or Designated Person of either Brighton College Prep or Pre-Prep Schools before raising it with the Chair of Governors.

6. *Discuss with the Designated Person* whether any steps need to be taken to protect the person who has told you about the abuse.
7. *Never attempt to carry out an investigation of suspected or alleged abuse* by interviewing people etc. Social services and police staff are the people trained to do this. You could cause more damage and spoil possible criminal proceedings.

8. If the complaint is considered to be sufficiently serious, ie the allegation is that a teacher, member of staff or volunteer has
- (a) behaved in a way that has harmed a child, or may have harmed a child;
  - (b) possibly committed a criminal offence against or related to a child; or
  - (c) behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they worked regularly or closely with children.

(eg sexual or physical abuse, criminal acts or gross misconduct)

then the Designated Person must ***refer the matter to LADO as soon as possible (and certainly within 24 hours*** -- see Appendix 1 for contact details) - their guidance is followed next. The College will make it clear that this report is being made under the College's child protection procedures and the report will be confirmed within 48 hours. Information regarding the child's developmental needs and the ability of the parent/carer to respond to those may be requested. (NB with the child's safety being of paramount importance, there are some circumstances in which it will be inadvisable to interview a child before due consultation is made with either the relevant local authority or the police).

Investigations by police or the local authority are external to, separate from and take priority over any internal investigation by the school.

Suspension of the staff member in question should not be a default response to an allegation; it should be used only if there is no reasonable alternative. Suspension may be appropriate where:

- A child or children are at risk
- Allegations are so serious that dismissal for gross misconduct is considered
- Suspension will allow the investigation to proceed unimpeded

If the member of staff is a teacher, the Head should advise him/her to seek assistance from their teacher organisation.

- 1) Where a teacher is suspended, the Chair of Governors for the relevant school and the pupil or parent making the allegation (if it is consistent with child protection procedures) should be informed confidentially.
- 2) At the end of the investigation into the complaints, the complainant, the member of staff involved and the Chair of Governors will be informed of the outcome. A confidential written report will be kept in the member of staff's personnel file.

Allegations found to be malicious should be removed from personnel records. Records of all others must be kept but any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

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

### **Designated responsible persons**

It is the responsibility of Brighton College to ensure there is at least one Designated Person to take responsibility for child protection matters. The Designated Person shall have status and authority and receive appropriate training (including protection and inter-agency working) and support for this role. Such training is to be updated every two years.

The Designated Persons are Mr. Ken Grocott, Director of Boarding, for the senior school; Miss Alison Hills, prep school Deputy Head, for the prep school; and Mrs Ann Walker, pre-prep Deputy Head, for the pre-prep school. The nominated governor responsible for child protection is Mr Michael Chowen.

The school must ensure that all members of staff (including temporary, part-time and supply staff and volunteers) and the Governing Body know the name of the Designated Person and his/her role.

## **Support for children**

In support of all pupils at the school, Brighton College aims to:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

The College endeavours to achieve these aims through:

- The content of the curriculum, particularly in PSHE.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, when a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Enabling a support system where pupils can go to older pupils with responsibility such as prefects for peer advice

The schools' behaviour and anti-bullying policies outline acceptable behaviour towards other pupils. Allegations of abuse made by one or more pupils against another pupil must be reported to the Designated Person, who will take necessary measures to safeguard the pupil (this may mean involving external agencies).

It should be made clear to children by their form tutor at the beginning of the year that if they have any problems or worries these can be taken to a form teacher, a subject teacher or any member of the management team (in particular the deputy head and senior teacher responsible for pastoral care). The College Nursing Sister is also available at break times.

## **Support for staff**

The College recognises the need for annual training and updating of the Heads and all staff with regard to child protection issues. All staff (including part-time and voluntary staff) are to be made aware of child protection procedures, including whom should be contacted with concerns.

Staff who have been involved with an abused child may find themselves stressed and upset. Brighton College encourages staff to seek support from the Designated Person as needed.

## **Safeguarding within the Early Years Foundation Stage (EYFS)**

Brighton College pre-prep school serves children of EYFS age, and this safeguarding policy also applies to EYFS. The pre-prep school's Designated Person is Mrs. Ann Walker, Deputy Head, who is the practitioner who has lead responsibility for safeguarding children within the EYFS setting and responsibility for liaising with the local statutory children's agencies as appropriate. She is supported by the EYFS child protection representative, Mrs Sally Edmunds.

## **Boarding provisions**

Under National Minimum Standards, the following elements apply as additional boarding provisions:

- Senior pupils (such as prefects) given responsibility over other pupils must be briefed on appropriate action to take should they receive any allegations of abuse.
- Staff must be aware of procedures for searching for and reporting any boarder missing from school (see supervision policy).
- Concerns of serious harm or abuse should be reported to Ofsted (08456 404046)
- There shall be immunity from retribution or disciplinary action for 'whistleblowing' in good faith.

## **Procedures for specific cases**

### **Sexually active pupils**

If a pupil reveals that he or she is sexually active it may be a child protection issue. The member of staff concerned should report this to the Designated Person. They will then decide, having due regard to the pupil's age and maturity, whether this is indeed a child protection issue. If so, steps should be taken to arrange appropriate support. The College Nursing Sister, HMMs, parents and members of the Senior Management Team will be consulted where appropriate.

### **Self harming**

It is recognised that some young people have a problem with self harming and that this may be as a result of unhappiness in some aspect of their life (which may, in the worst case scenario, be linked to a child protection issue). Staff (especially those in positions of pastoral responsibility) should be vigilant and aware of the causes and symptoms of self harming and should refer any cases to medical centre staff as soon as possible. Where there is thought to be a child protection issue, the Designated Person should be informed.

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

The Designated Person must notify LADO if there is an unexplained absence of more than two days of a pupil who is on the child protection register. In such a case, where the child is not at morning registration, contact is made as soon as possible to find out what explanation is given for absence. Depending on the response received, a referral will be made more urgently.

### **When suspicion falls on colleagues**

Any staff member who suspects that a colleague is acting in a way that may jeopardise child protection should inform the Designated Person or their line manager immediately. This will ensure that an investigation (where necessary) can be carried out to ascertain the full facts and a pupil can be removed from a potential source of harm or neglect. Pupils should be encouraged by pastoral leaders (HMMs and tutors) to have the confidence to talk frankly should they feel that a member of staff has acted inappropriately.

### **Suspected boarding staff**

Should a member of boarding staff be charged with child abuse, arrangements will be made for accommodation away from children until results of the investigation have been disclosed.

### **Photographs of children**

The use of photographic images of pupils in publications and on the College website is covered under the Data Protection Policy.

The College will not publish photographs of individual pupils with their names without the express agreement of the appropriate individual. In the case of a child under 12 this is the responsibility of the pupil's parent or guardian while for those aged 12 or over it is the pupil themselves. Permission is sought and gained from parents when the pupil enters the school. This is collated and recorded by the Admissions Office.

## **Staff recognised as unsuitable to work with children**

Any person who is released from the school's services because he or she has been deemed unsuitable to work with children must be reported to the Independent Safeguarding Authority (ISA). Reports must be made within one month of the person's leaving the school and provide as much detailed evidence of the case as possible. Reports could be made in (but are not limited to) the following cases: dismissal; non-renewal of a fixed-term contract; refusal to employ or discontinued use of a member of staff employed by a contractor, a supply teacher from an employment agency, or a volunteer; placement termination of a student teacher or other trainee; or resignation (and voluntary withdrawal) from supply teaching, contract working, a course of initial teacher training, or volunteering. Relevant legislation can be found in The Education (Provision of Information by Independent Schools) (England) Regulations 2003.

*Independent Safeguarding Authority*

*PO Box 181*

*Darlington DL1 9FA*

*(0300 123 1111)*

Guidance for making referrals can be found on the ISA website ([www.isa.gov.org.uk](http://www.isa.gov.org.uk)). Failure to report to the ISA constitutes an offence and the school may be removed from the DFE register of independent schools.

## **Review**

This policy is reviewed as part of the termly policy checks by the Compliance Committee. The governing body is also to annually review and confirm efficient enforcement of this policy, and any deficiencies in these arrangements are to be addressed at once. Review and update may take place more frequently where necessary, and changes will be highlighted to staff, parents and pupils as appropriate.

## **Links with other policies**

Child Protection issues may overlap with issues addressed in other policies. Please see the relevant school's policies on anti-bullying, educational visits, behaviour, ICT use and PSHE for further guidance and procedures concerning these areas.

Any deficiencies in these arrangements are to be addressed at once. The Compliance Committee is to review this policy regularly and the governing body annually; it is the responsibility of both to confirm efficient enforcement. Review and update may take place more frequently where necessary, and changes will be highlighted to staff, parents and pupils as appropriate.

Reviewed by Michael Chowen and Ken Grocott 20.01.10

Reviewed by MJB, LER (23.02.10), MJB (19.07.10), MJB, LER (05.10.10)

Matthew Burgess 22.12.10

Reviewed by MJB 11.01.11 and 26.07.11 and 30.09.11

## **DESIGNATED PERSONS RESPONSIBLE FOR CHILD PROTECTION:**

Ken Grocott (senior school) 01273 704334 [kgrocott@brightoncollege.net](mailto:kgrocott@brightoncollege.net)

Alison Hills (prep school) 01273 704311 [ahills@brightoncollege.net](mailto:ahills@brightoncollege.net)

Ann Walker (pre-prep school) 01273 704313 [awalker@brightoncollege.net](mailto:awalker@brightoncollege.net)

Elizabeth Cody (senior school) is currently being trained to be senior safeguarding deputy.



## Appendix 2: Categories of abuse

The following (from *Working Together to Safeguard Children*, HM Government, 2006) are different types of abuse for which to be vigilant –

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 persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse -- involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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.

### **Appendix 3: Signs of abuse**

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

#### Physical abuse

##### *Physical indicators:*

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

##### *Behavioural Indicators:*

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

#### Emotional Abuse

##### *Physical Indicators:*

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

##### *Behavioural Indicators:*

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

#### Sexual Abuse

##### *Physical Indicators:*

- Torn, stained or bloody underclothes.
- Frequent, unexplained sore throats, yeast or urinary infections.
- Somatic complaints, including pain and irritation of the genitals.
- Sexually transmitted diseases.

- Bruises or bleeding from external genitalia, vagina or anal region.
- Pregnancy.

*Behavioural Indicators:*

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

Neglect

*Physical Indicators:*

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

*Behavioural Indicators:*

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

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

Further guidance is contained in *The Sussex Child Protection & Safeguarding Procedures*, kept in hard copy in the Head Master's Secretary's office, or downloadable from the Brighton & Hove's Local Safeguarding Children Board website (<http://www.brighton-hove.gov.uk/index.cfm?request=b1140329>). See part 3.2 of the document for more risk indicators commonly seen in cases of child abuse.

## Appendix 4: Guidance to staff on appropriate behaviour

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

- One-on-one tuition or coaching should be approved by a senior member of staff and last-minute or informal arrangements for such tuition should be avoided. If you are on your own with a pupil in a classroom, ensure the door is always open (so visibility into the room is clear) and that, where possible, there is another member of staff nearby.
- Inform a senior member of staff if in an emergency situation you must give a pupil a lift; otherwise, avoid offering lifts to pupils. If you give a lift to a pupil and they are alone, they should sit in the back of the car. Male members of staff should not give lifts to unaccompanied individual girls and female staff should not give lifts to unaccompanied individual boys. Staff must ensure that appropriate car insurances are in place to carry pupils for the purposes of work and parents must give consent.
- Ensure that parents, carers and/or a senior member of staff authorises all out-of-school contact with pupils.
- Seek advice from the Designated Person or another member of staff if you don't feel comfortable with a pupil's request to speak to you. Speak to a Deputy Head if you are concerned a pupil might be getting a crush on you.
- Recognise that bullying can develop into abuse (sexual, physical and emotional); also be generally vigilant for early warning signs of abuse or neglect.
- Physical contact with pupils should always be avoided. Innocent gestures can sometimes be misconstrued. This applies to all aspects of school life, whether in the classroom or house or during sporting or other extra-curricular activities. There are some exceptions to this, with regard to ensuring health and safety of pupils, or preventing damage to equipment (see behaviour policy for guidance on the use of restraint in extreme circumstances).
- At events where alcohol is present, staff should drink sparingly and pupils and staff must adhere to the school's alcohol policy.
- Members of staff should not be party to gossip about colleagues or pupils.

### Electronic Communication

#### DO NOT:

- Give personal contact details, including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents.
- Share or store personal mobile numbers of pupils and staff on personal mobile phones.
- View photographs on an electronic device you have confiscated from a pupil. If you must confiscate a device, hand it over to SMT after you have asked the child to switch it off.

#### DO:

- Keep phone contact and e-communication formal and copy in another member of staff if communication is not coursework-related.
- Use school email addresses and mobile telephones (rather than personal ones) when making contact with pupils. Use School Comms to send texts, school equipment for taking photographs and school forums (instead of public) for online discussion groups.
- When using a social networking site, ensure that details are not shared with children and young people and that privacy settings are set at maximum. (Do not, for example, be friends with a pupil on Facebook.) Think carefully before 'friending' former pupils, especially those with friends who are current pupils.