Ludgrove

Whole School Safeguarding Children Policy

(Revised September 2025)

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1. KEY CONTACT INFORMATION

Local Contacts

Designated Safeguarding Lead (DSL)	
Mr. Paul Bellingham	0118 978 9881
Deputy Designated Safeguarding Leads (DDSLs)	
Mr. Simon Barber (Headmaster)	0118 978 9881
Mr. Tom Hawkins	0118 978 9881
Mrs. Kelly Gore (Head of English)	0118 978 9881
Mr. Zane Plescia (Head of Digital Learning)	0118 978 9881
Email: safeguarding@ludgrove.com	
Pastoral Welfare	
Mrs. Sophie Barber (Headmaster's Wife)	0118 978 9881
Mr. Jon Pinchin-Hughes (Deputy Head, Pastoral)	0118 978 9881
Designated Safeguarding Governor	01235 543002
Mr. Charlie Scott-Malden	
Independent Listener	07708 035803
Ms Deborah (Debs) Johnson	
Headmaster	
Mr. Simon Barber	

Wokingham Borough Council Children's Safeguarding and Social Care Team
WBC Referral and Assessment Team, Shute End, Wokingham, Berks RG40 1BN
Tel: 0118 908 8002
email: triage@wokingham.gov.uk.
For concerns out of hours contact the Emergency Duty Team, telephone: 01344 351 999
Website with this and additional information can be found here.
(If contacting Children and Family Services WBC may refer you to the council in whose borough the child's home is located. To locate the correct council details use this link to the Government page on reporting abuse. Postcodes for boys' home addresses can be found using iSAMS).

Local Safeguarding Partners
LADO: Children's Services, Shute End, Wokingham, Berks RG40 1BN
Tel: 07801664588
Email: LADO@wokingham.gov.uk

National Contacts

Thames Valley Police
Emergency Tel: 999
Non-emergency Tel: 101
National Police Prevent Advice Line (to report terrorism/radicalisation/extremism)
Tel: 0800 011 3764
FGM Helpline
Tel: 0800 0283550

NSPCC
Weston House, 42 Curtain Road, London EC2A 3NH
Tel: 0808 800 5000 24h
Whistleblowing Helpline for staff
Tel: 0800 028 0285
Email: help@nspcc.org.uk
Website: A link for dedicated NSPCC helplines can be found here.

Childline
Tel: 0800 1111
Website: The link can be found here.

Kidscape Bullying Helpline
Tel: 020 7823 5430
Website: The link can be found here.

ISI (Independent Schools Inspectorate)
CAP House, 9-12 Long Lane, London EC1A 9HA
Tel: 020 7600 0100
Email: info@isi.net
Website: The link can be found here.

OFSTED (Office for Standards in Education)
Tel: 0300 123 4666

Children's Commissioner for England – Dame Rachel de Souza
Tel: 020 7783 8330
Tel: (for children living away from home – boarding) 08005280731
Email: info.request@childrenscommissioner.gov.uk
Web: contact information page here.

Crimestoppers
Tel: 0800 555 111

CEOP (Child Exploitation and Online Protection Command)
web: The link can be found here .

2. **Introduction**

001 Ludgrove School is committed to safeguarding and promoting the safety and welfare of every child at the school and always considers the best interests of the child. The Policy sets out the means by which Ludgrove seeks to fulfil this commitment whilst complying with the statutory guidance. It can be viewed on the school's website. It seeks to minimise harm, or risk of harm to children at Ludgrove and to specify action to be taken in the event of harm or risk of harm, in clear procedures, of which all staff are made fully aware. Safeguarding is everyone's responsibly, including all staff and volunteers who work at Ludgrove.

002 In addition the purpose of the Policy is:-

- To ensure child protection concerns are handled sensitively, professionally and in ways that support the needs of the child
- To inform all staff, parents and Governors about the school's responsibilities
- To enable everyone to have a clear understanding of safeguarding and child protection issues and how the procedures and the school's responsibilities should be carried out.

003 It is the fundamental duty of every member of staff to ensure that all boys are cared for and protected safely in our environment. Boys must be protected from abuse at all times using a whole school approach to safeguarding. Ludgrove has a zero-tolerance approach to any form of abuse. All staff should be aware that children may not feel ready or able to tell someone they are being abused or neglected and they may not recognise their experiences as harmful. It is therefore crucial that staff determine how best to build trusted relationships with pupils which facilitate communication.

004 As this Policy is updated the hard copies are replaced and staff informed; they are required to read and understand it and they are encouraged to contribute to its development.

005 This Policy must be read alongside the other policies and procedures referred to below which contain other important provisions relating to safeguarding.

006 This Policy also incorporates Part One of Keeping Children Safe in Education (KCSIE September 2025). All Ludgrove Governors, and staff who work directly with children, are required to read and follow (and confirm in writing that they have read and understood) KCSIE September 2025 Part 1 and Annex B. Staff who do not work directly with children read part 1 only (and also confirm in writing that they have read and understood it).

007 This Policy follows DfE, Local Authority Child Services, ISI, BSA and IAPS guidelines and is in line with: The local safeguarding partners (LSP) procedures 2019, The Children's Act 1989 and 2004, Working Together to Safeguard Children 2023, The Education Act 2002 and Keeping Children Safe in Education (September 2025).

008 This Policy applies to all Ludgrove employees and contractors. This includes teaching, non-teaching, boarding, peripatetic, 'Gappers', and temporary (including supply teachers), volunteers, and Governors; and it extends to activities the school arranges off site; to any staff employed or contracted by another organisation and working with the schools' pupils on another site; to services or activities provided under the supervision of the School. Where facilities/premises are provided by the school and are not under direct supervision or management of School staff the school should ensure appropriate arrangements are in place to keep children safe, and safeguarding arrangements should be included in any transfer of control agreement. Where the School is used for non-school activities, those providers are expected to meet the guidance in Keeping Children Safe in Out of

School Settings (May 2025). If the School receives allegations related to an incident that happened when an individual or organisation was using the School premises for the purposes of running activities for children, the School will follow its own safeguarding policies and procedures.

009 **If staff have any concerns about a child's welfare, they should act on them immediately. They should follow the child protection procedures in this document and speak to the designated safeguarding lead (or deputy). Upon receiving any report of a child suffering, or likely to suffer from harm, or an incident or suspicion of an incident of abuse, it is important that a referral to children's social care (and if appropriate the police) is made immediately. The DSL, Headmaster, Chair of Governors or Safeguarding Governor will immediately contact the MASH – Multi-Agency Safeguarding Hub, Shute End, Wokingham, Berks RG40 1BN 0118 908 8002 (email – triage@wokingham.gov.uk; out of hours Emergency Duty Team 01344 786 543).**

010 The Policy is reviewed regularly and updated and amended as necessary and annually.

3. Definition of safeguarding and promoting the welfare of children

011 Safeguarding and promoting the welfare of children is defined for the purposed of this Policy as: providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing impairment of children's health and development – physical, mental and emotional; ensuring children grow up in circumstances consistent with the providing of safe and effective care; and taking action to enable all children to have the best outcomes.

012 Abuse is a form of maltreatment. This Policy covers all types of abuse: physical abuse, emotional abuse, sexual abuse and exploitation and neglect.

4. The School's aims in relation to safeguarding and promoting the welfare of children

013 At Ludgrove we consider the well-being of a child as paramount. We are responsible for maintaining a 'family' atmosphere and trying to set up a protective ring around each child. This is done by creating an environment where children are safe from harm; by creating a culture where they can raise anxieties with confidence; by establishing child protection as part of teacher education and in the classroom. An aide memoire listing the 10 key points for staff to follow in cases where abuse is suspected can be found at the end of this document.

014 In particular Ludgrove recognises the contribution it can make to safeguard and promote the welfare of the pupils in its care through:-

015 **Prevention**

- Follow procedures to prevent unsuitable people working with children
- Create a positive school atmosphere with careful and vigilant teaching; providing good adult role models
- Have safeguarding at the heart of the school with all staff and children fully involved in strategies and development and offering a wide range of support to pupils
- Establish a culture where children know how to keep themselves safe (in the real and online world), know who to talk to when concerned and feel listened to

- Provide opportunities to discuss and understand a full range of safeguarding situations through PSHEE, the curriculum and activities in and outside of school

016 **Protection**

- Follow agreed procedures to identify and report cases or suspected cases of abuse
- Ensure staff are trained and supported to identify and respond appropriately and sensitively to safeguarding concerns

017 **Supporting pupils and staff who have concerns or who may have been abused**

- Recognise the emotional, social and academic impact of abuse or witnessing abuse and find appropriate support
- Recognise the role of the school in being a stable and safe environment and provide appropriate support and training
- Recognise that when children make a report of abuse, all victims should be reassured that they are being taken seriously and that they will be supported and kept safe and that they (and someone reporting on their behalf) will never be made to feel as if they are creating a problem by reporting any type of abuse, harassment or concern.

018 All children have a right to be protected. Child abuse is no respecter of class or wealth, race or religion. People who abuse children can be from any section of society, often appearing quite ordinary, respectable and caring. This makes it very difficult for the children they abuse to be believed. Within a professional, close society like Ludgrove, where people dedicate their lives to caring for and educating children, it can be difficult to appreciate that some people neglect or seek to harm children, even their own, or to use them for their own sexual gratification. Teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with the children. The school recognises its important role in the early recognition of the signs and symptoms of abuse or neglect, the importance of early help and those children in particular that may benefit from it, and having an appropriate and effective referral process.

5. Related Documents, Policies and Procedures

019 This Policy must be read alongside the following:

statutory guidance:

- Keeping Children Safe in Education (KCSIE) (September 2025),
- Working Together to Safeguard Children (December 2023),
- Information Sharing (May 2024),
- What to do if you're worried a child is being abused (March 2015),
- The Disqualification Under the Childcare Act 2006 (Updated August 2018),
- Prevent Duty Guidance: for England and Wales (March 2015, updated December 2023),
- The Prevent Duty: Departmental advice for schools and child-minders (March 2015, updated April 2021),
- The use of social media for online radicalisation (July 2015),
- Meeting digital and technology standards in schools and colleges (March 2022, updated March 2025),

- Filtering and Monitoring Standards for Schools and Colleges (March 2023, updated March 2025)
- Children Missing Education (September 2016, updated August 2024),
- Multi-Agency Guidance on FGM (April 2016, updated July 2020),
- Sharing Nudes and Semi-Nudes: How to respond to an incident (March 2024),
- Working Together to Improve School Attendance (DfE, August 2024),
- Relationships and Sex Education, and Health Education (DfE, June 2019, updated September 2021); July 2025 update for information only, academic year 2025-2026,
- Berkshire West Safeguarding Children Manual (March 2025),
- Wokingham Threshold Guidance (2022).

Advice

- What to do if you're worried a child is being abused. Advice for practitioners (March 2015)
- Information sharing (May 2024)

School Policies and Procedures:

- Acceptable restraint
- Anti-bullying
- Boys' complaints procedure
- Discipline, rewards, sanctions and exclusions policy
- Low Level Concerns Policy
- Online Safety Policy including:
    - Safeguarding for Boys – Agreement and Expectations
    - Guidelines for Teachers
    - How to create a Safe Youtube Link
- Missing pupil procedure
- Attendance Policy
- Children Missing In Education
- Recruitment, selection and disclosures policy and procedure
- Role of the DSL / DDSLs
- RSE Policy and PSHEE Schemes of Work
- Positive Mental Health Policy
- Educational Guardianship Terms and Conditions, Nomination and Agreement
- Safety and supervision on school journeys
- Staff code of conduct
- Supervision of pupils
- Whistleblowing
- Independent Listener Policy
- Policy for Procedures for Supervision of Ancillary, Contract and Unchecked Staff
- Staff Disciplinary, Capability and Grievance Procedure

6. **Management and recording of safeguarding**

Managing Safeguarding

020 The Governors ensure that the policies, procedures and training at Ludgrove in relation to safeguarding are effective and comply with the law. The Governors receive annual training in

relation to safeguarding to enable them to fulfil their responsibilities in this aspect of their role. The Governors review this Policy and safeguarding practice at Ludgrove annually. This will be minuted. Any weaknesses or deficiencies in CP arrangements must be remedied without delay.

The Governing Body is responsible for:

- ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE (Sept 25);
- ensuring that the School's safeguarding arrangements reflect local protocols for assessment and meet the Wokingham Borough Council Safeguarding Children Partnership (BWSCP) thresholds as required;
- ensuring there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- recognising the importance of information sharing between professionals and local agencies;
- ensuring that all staff undergo safeguarding and child protection training at induction, that training is updated for all staff in line with BWSCP advice and that all staff receive child protection updates at least annually;
- ensuring that all governors receive appropriate safeguarding and child protection training at induction to allow them to provide strategic challenge to the School's safeguarding policies and procedures and to support a robust whole school approach to safeguarding. This training should also be regularly updated;
- ensuring that pupils are taught about safeguarding, including online, through teaching and learning opportunities;
- reviewing the procedures for and the efficiency with which the child protection duties have been discharged;
- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- ensuring they meet their obligations under the Human Rights Act 1998 21, the Equality Act 2010 22 (including the Public Sector Equality Duty23) and their local multi-agency safeguarding arrangements (para 81-88 KCSIE Sept 25);
- approving amendments to Safeguarding arrangements in the light of changing Regulations or recommended best practice.

021 Mr. Paul Bellingham, is responsible for ensuring that all boys are protected from abuse and he is the Designated Safeguarding Lead (DSL) for Ludgrove School. The Deputy DSLs (DDSLs) are Mr. Simon Barber, Mrs Kelly Gore, Mr Zane Plescia and Mr. Tom Hawkins. The DSL and DDSLs will undertake training in safeguarding, child protection and inter-agency working every 2 years in accordance with locally agreed procedures, which includes Prevent training. Complementary updates are undertaken at least annually. The DSL's contact number is 0118 978 9881.

022 Mrs Sophie Barber, the Headmaster's wife (0118 978 9881) and Mr Jon Pinchin-Hughes, Deputy Head (Pastoral) (0118 978 9881) form the Pastoral Welfare Team, working alongside the designated safeguarding team.

023 Mr Charlie Scott-Malden is the Governor responsible for safeguarding ("the Designated Governor"). The Designated Governor has undertaken safeguarding training in his role as Senior Social Tutor (housemaster) at Radley College. His contact number is 01235 543002.

024 A Safeguarding Committee comprising the DSL, the Deputy Head Pastoral, the Head of Learning Support, the Head of Pastoral Care and the Head of Boarding, meets weekly to review current safeguarding (whilst maintaining confidentiality), pastoral and welfare issues to ensure a joint approach to safeguarding and welfare.

Recording Safeguarding

025 All Safeguarding incidents/concerns, any discussions and decisions made in relation to them, and the reasons for those decisions are recorded on the school's electronic Safeguarding and Serious Incident register. This confidential Register and DSL's online area can only be accessed by the DSL, DDSLs and IT managers (the file is automatically access monitored so that the DSL can have IT support whilst ensuring data security). Current concerns and referrals are also kept in a separate child protection file for each child, in hard copy, and secured in the DSLs lockable DSL cabinet. Access is only available to the DSL and his deputies. All safeguarding returns to pupils' future schools are digitally archived on the DSL's secure area in the School's Central Resources. Where a concern has been raised about a child, information is therefore kept confidential and stored securely. Any safeguarding concerns involving staff (allegations and low-level concerns) are held on a separate, Safeguarding Allegations and Low-level Concerns Register (Staff), which is held by the Headmaster and can only be accessed by the Headmaster, Chair of Governors, Designated Governor or DSL (see Low Level Concerns Policy). Records include: a clear and comprehensive summary of the concern, contact information for reporting staff and child's parents/carers/guardians, how it was followed up and resolved, actions, decisions, outcomes.

7. **Identifying abuse**

026 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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.

027 The abuse of a child can take several forms and sometimes may not be obvious to all. It is our duty to be aware of any form of abuse which is directed at a child in the school and to take appropriate action if a concern is detected. Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

028 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as other barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

029 Abuse in general terms falls into one of the following categories:-

030 **Physical abuse** – hitting, shaking, throwing, poisoning, suffocating, burning, scalding, drowning or otherwise causing physical harm to a child (which may take the form of honour-based abuse) are all examples of physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Any suspicion of female genital mutilation (FGM) on a girl under the age of 18 must, by law, be reported to the police.

031 Signs: Physical Injuries – multiple bruising, cigarette burns, bite marks, black eyes, double bruise (small) indicating a pinch, injuries/bruising of an odd shape which may be caused by an object, burns or scalds, bruising in sites not easily injured, frequent bruising, a hand mark may indicate a slap, an irregular bruise may indicate a punch or a knock, a bite mark, black eye, ear injuries, walking awkwardly may indicate a kick.

032 There may be other less obvious signs of physical abuse - frozen watchfulness, withdrawal from physical contact, running away, fear of returning home, unusual lack of parental concern, differing account of events, injuries noticed by others and not reported by the family, delay or failure to seek medical attention.

033 Physical abuse will cause fear in the victim – fear towards certain people, fear towards certain places and fear about certain times of the day. The victim will not want to lose face.

034 **Emotional Abuse** – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve humiliation, conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Domestic Abuse can be psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may hear, see or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenager relationship abuse). All of this can have a detrimental and long-term impact on their health, well-being, development and ability to learn. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

035 Signs: The child is usually unresponsive or distant and withdrawn; they may make persistent negative comments; the child seeks adult company and solace a lot; they may have difficulty in communicating and establishing relationships; they may have low self-esteem; the child may not be

friendly with peers and vice-versa; children who are victims of emotional abuse don't want to be different and find rejection very hard.

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

037 Signs: There may be a noticeable change in a child's behaviour - a child may start being aggressive, withdrawn, clingy, have difficulties sleeping, have regular nightmares or start wetting the bed. Avoiding the abuser – the child may dislike or seem afraid of a particular person and try to avoid spending time alone with them. Sexually inappropriate behaviour – children who have been abused may behave in sexually inappropriate ways or use sexually explicit language. Physical problems – the child may develop health problems, including soreness in the genital and anal areas or sexually transmitted infections, or girls may become pregnant. Problems at school – an abused child may have difficulty concentrating and learning, and their grades may start to drop. Giving clues – children may also drop hints and clues that the abuse is happening without revealing it outright.

038 **Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)** Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. Child sexual exploitation can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of CSE or CCE:

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

039 Under the Sexual Offences Act 2003 the following are illegal - downloading child pornography; sexual grooming via the internet; and for a person in a position of trust to engage in

a relationship with a young person under the age of 18. Under the Voyeurism (Offences) Act 2019, 'upskirting' is a criminal act.

040 **Neglect** – the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

041 Signs: Growth failure (particularly poor weight gain), developmental delay (language, motor skills, social skills), inappropriate clothing for the time of year, poor general physical appearance, poor hygiene or sudden drop in weight, a lack of self-esteem, extremes of behaviour, aimlessness, poor social skills. A victim of neglect fears being rejected and failing.

042 A boy may suffer while he is at home or at school or anywhere. All staff should be on the lookout for physical and behavioural indicators which may suggest that the child is the subject of abuse. If suspicions are aroused, they must be aired immediately with the DSL who will immediately contact the (Multi Agency Safeguarding Hub) MASH.

043 **Serious Violence and Serious Youth Violence** All staff should be aware of any indicator which may signal that children are at a risk from or are involved with serious violent crime. These may include:

- Increased absence
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm
- Significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

8. Child-on-Child abuse

044 All staff should be aware that children can abuse other children, which can happen inside or outside school, or online. Staff should protect a child who has been harmed or is at risk from harm wherever the abuse may have taken place. Staff should be aware that downplaying certain behaviours (below) can lead to a culture of unacceptable behaviour, an unsafe environment or one where abuse is normalised leading to children accepting it as normal and not to come forward to report it. These behaviours are most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Physical abuse (hitting, kicking, shaking, biting, hair pulling) causing physical harm (which may include an online element facilitating threatening or encouraging physical abuse);
- Sexual violence (rape assault by penetration and may include an online element (as above));
- Sexual harassment (sexual comments, remarks, jokes online sexual harassment, which may be standalone or part of a broader pattern of abuse);

    - any report of sexual harassment or sexual violence will be taken seriously. All staff should be trained in how to deal with such a report.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- 'upskirting' which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence or rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child-on-child abuse may be standalone or part of a broader pattern of abuse which can exist inside and outside of school. Staff must remain vigilant and report any concerns (see para 051), as child-on-child abuse can sometimes be hidden abuse and just because there are no reports it does not mean it is not happening.

045 All staff should report any incident or concerns of child-on-child abuse (occurring inside or outside of school, including online) to the DSL or DDSL immediately (see paras 053-066) for reporting procedures). The School has a zero tolerance of child-on-child abuse. Even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported so the following procedures should be in place to minimise the risk:

- It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and the risks associated with child-on-child abuse;
- Staff, particularly Day-Duty staff and 'Changing in/out' staff, should be aware of high-risk areas (see 050) and monitor them throughout their duty in busy and quiet periods, in order to minimise opportunities for perpetrators;
- Pupils should be supervised at some level at all times when on the school site and they should know who the duty staff are (staff initials written on the Main corridor whiteboard/posted on the boarding noticeboard by the Matrons Room);
- Who should I talk to and Boys' Complaint Procedure to be published in each division and other key areas around the school;
- Continuous promotion of positive, whole school values and 'talk culture'; and'
- Maintaining an attitude of, 'it could happen here'.

046 **Recording** Child-on-child abuse allegations and incidents are recorded on the Safeguarding and Serious Incidents Record by one of the named stakeholders (see para 025). They have their own page to identify them as unique from other types of abuse. The threshold for dealing with pupils' behaviour and bullying under the safeguarding policy is when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. Allegations that meet the threshold must be referred to relevant local agencies which may include but not be limited to, MASH and The Police. As a minimum BWSCP advice will be sought.

047 **Investigating and Subsequent action** Child-on-child abuse will be investigated and dealt with in close reference to Part five of KCSIE Sept 2025. Reports will need to be taken and followed by a

risk assessment. Reports will be managed with two members of staff present wherever possible, one of whom will be the DSL or DDSL. Key considerations will include:

- The best interests and welfare of children involved (victim, perpetrator and others impacted/involved) will be the primary consideration;
- The wishes of the victim;
- The nature of the incident and ages of pupils involved
- Potential ongoing risks
- Confidentiality and anonymity
- Informing parents/guardians/carers
- Internal management, early help and referral
- Managing any online elements
    - Staff should not view or forward illegal images of a child so confiscation of a device to preserve any evidence might be necessary.

048 **Supporting Victims and Perpetrators** The importance of Support for both victim(s) and perpetrator(s) of Child-on-child abuse is recognised and will be provided with close reference to KCSIE Sept 2025.

9. Preventing abuse

049 Steps to prevent abuse:

- Children can be particularly vulnerable in residential settings and staff should be alert to pupil relationships and the potential for child-on-child abuse.

Informing boys they can talk to anyone in school including the Headmaster's wife, the Nurse, the independent listener (Ms Deborah (Debs) Johnson 07708 035803) and the Children's Commissioner (contact details posted around the school) and that they also have the option to talk to the school counsellor

- Having helplines' details available
- Boys should be allowed access to email and private use of the phone
- Division Masters/Mistresses should know their boys well. Duty masters should be aware of risk areas.
- Report allegations and suspicions through the right channels
- Educate boys through PSHEE lessons and the school's RSHE programme

050 Bullying risk areas

- Waiting for class
- Dormitories
- Showers, loos, changing areas
- Wooded areas (camps)
- Quiet areas in school (music block)
- All queues

051 Be aware of the following aspects

- Supervise rather than watch on changing duties
- Avoid being alone with a child
- Avoid touching

- Be aware of having friends or favourites
- In sport remember your size and strength
- Attractions between people
- All staff are not to accept or make friendship (or similar) requests on Facebook (or other forms of social media) from current or past pupils.
- Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions, or who are lesbian, gay or gender-questioning can face additional safeguarding challenges both online and offline (KCSIE Sept 2025 para 202, 204-208).

052 Any member of staff can find himself or herself in a vulnerable position unless care and thought are applied to this sensitive issue. It is very important therefore to remember:

1. to avoid physical contact with a pupil, save where necessary and in accordance with the school's Acceptable Restraint Procedures.

2. that no pupil is allowed to visit the private premises of a member of staff.

10. **Reporting abuse**

053 Abuse is a form of maltreatment of a child. It is paramount that at the first sign of any concern early help is sought. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children (see also the Anti-bullying Policy). If there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately via the MASH.

054 Staff will be sensitive to the nature of relationships within a boarding setting and respond accordingly. It is important to recognise the potential for child-on-child abuse. Such abuse can take many forms including 'upskirting' and should never be passed off as 'banter' or 'part of growing up'. Allegations of child-on-child abuse will be referred directly to Children's Social Care.

055 All staff have a responsibility to ensure that children in their care are not harmed. In order to fulfil the statutory duty to safeguard children as set out in Sections 157 and 175 of the Education Act 2002, following the Lauren Wright case, it is not possible to protect a child without reporting abuse or suspicions of a child at risk of harm. Also, there is a professional obligation to do so (particularly in a boarding school) and a lack of action could constitute criminal neglect.

056 The school recognises that it has a duty of care when dealing with concerns about children in need of additional support (e.g. in dealing with mental health issues, eating disorders, body image, self-harm) and that through early help, inter-agency assessment and intervention (including the use of Common Assessment Framework (CAF) and 'Team Around Child' (TAC) approaches, it can prevent serious harm occurring.

057 Any member of staff who either knows of, is told of or strongly suspects any incident of physical, emotional or sexual abuse occurring in the school or to a child at home or outside the school, or of any other safeguarding issues including a child missing from education, FGM and radicalisation, must (**save where the alleged incident involves a member of staff, in which case the reporting procedure is as set out later in this document 068 - 075**) report the information as soon

as is practically possible on that same day, to the DSL or in his absence a DDSL (two emergency contacts are kept for all pupils). A report can be made in person or using a Safeguarding Concern Form (from Safeguarding noticeboard or DSL). Any in person report must also be followed up with a Safeguarding Concern Form.

058 **Upon receiving any report of an incident or suspicion of an incident of abuse or other safeguarding issue where a child is suffering or is likely to suffer harm, the DSL or DDSL (as the case may be) will immediately contact the MASH – Multi-Agency Safeguarding Hub, Shute End, Wokingham, Berks RG40 1BN 0118 908 8002 (email – triage@wokingham.gov.uk; out of hours Emergency Duty Team 01344 786 543).**

059 Any member of staff can make a referral directly to MASH, however it is recommended that you go through the DSL first.

060 Full local safeguarding procedures can be found on the Wokingham Borough Council website

Welcome to the Berkshire West Safeguarding Children...

061 In addition, the DSL or DDSL (as the case may be) will immediately contact the police following the guidance NPCC – 'When to call the police' https://www.safe4me.co.uk/wp-content/uploads/2020/02/CYP-schools-guide.pdf and in cases of serious harm or if a criminal offence is suspected Thames Valley Police 999 for emergencies, 101 non-emergency number.

062 Parental or pupil consent is not required to make a referral to the relevant agency when there are reasonable grounds to believe that a child is at risk of significant harm.

063 If you have any doubt or uncertainties it is imperative that you seek immediate guidance/help from the DSL or DDSL (as the case may be). Do NOT delay in reporting anything that you may have seen, heard or worries that you may have. External advice and support about extremism can be given by the local Prevent Officer who can be contacted via the Thames Valley Police (see pp3-4 for contact numbers and KCSIE Annex B on Safeguarding noticeboard for advice and support information).

064 Any information regarding child protection given to the DSL or DDSL will be treated as confidential as far as is possible given their legal obligations.

065 The Whistleblowing Policy is in the Policy File. Further advice for staff who do not feel able to raise concerns regarding child protection failures can be obtained from the NSPCC whistleblowing helpline 0800 028 0285 8.00am-8.00pm Monday-Friday, help@nspcc.org.uk.

What to do if told about abuse

066 If told of abuse staff should follow these guidelines:

- Stop and listen
- Take notes and make sure you keep them - notes should be timed and dated
- Do not promise confidentiality
- Do not ask leading questions
- Report immediately (see above)
- Validate but do not investigate
- Follow the correct procedures as set out in the aide memoire listing the 10 key points for staff to follow in cases where abuse is suspected can be found at the end of this document.

The procedure for a child complaining about one or more other pupil(s)

067 Children, through the PSHEE and RSHE programmes, are taught how to promote and safeguard their own welfare. Children are encouraged to confide in an adult they trust who then follows the normal procedure as set out above. (see also Boys' Complaints Procedure and Anti-bullying Policy)

Where a member of staff is alleged to be involved

068 Any member of staff who receives a report of an allegation or has other serious reason to suspect that a young person may have been abused by a staff member, contractor, supply teacher or volunteer, or believes a person has behaved or may have behaved outside of school (which may not have involved children but presents a 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), in a way that indicates they may not be suitable to work with children, must at once report the matter.

069 The report must be made to the Headmaster (or in his absence the Chair of Governors or Designated Governor) unless the allegation or suspicion relates to the Headmaster or his wife in which case the report should be made to the Chair of Governors or Designated Governor without informing the Headmaster.

070 The person to whom the report is made will contact the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement with the police. The LADO will be informed within one working day of any allegations which have come to the school's attention or that are made directly to the police. Where an allegation involves supply teachers or contracted staff the allegation is handled by the School which will lead with the LADO. The agency will remain part of any investigation to the point of conclusion so that appropriate action can be taken.

071 The LADO's contact details are – Children's Services, Shute End, Wokingham, Berks RG40 1BN Tel: 07801 664588 email: LADO@wokingham.gov.uk

072 All discussions will be recorded in writing and any communication with both the individual and the parents of the child/children agreed. The school will not undertake any investigations of allegations without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations.

073 Should a member of staff be suspended during any investigation they will be required to remain off-site for the duration of their suspension. Those who live on site will be provided with alternative accommodation away from children.

074 Abuse of children by a member of staff will result in disciplinary action. If the school dispenses with a person's services, or would have done so had the person not resigned, or if the person is suspended or redeployed because of unsuitability to work with children because they pose a risk of harm, a prompt report will be sent to the Disclosure and Barring Services (DBS) who will do any investigation. Accusations of abuse do not have to be proven. The abuser will be reported to them within one month of leaving the School (this applies to any person whether employed, contracted, a volunteer supply staff or student). Reports will include as much evidence about the

circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the DfE register of independent schools.

075 The School is also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further guidance is published on the TCA website. Where a referral is made to the DBS, it is also necessary for a referral to be made to the TCA. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to a TCA referral. Where additional referral may be required in order to meet legal requirements or to comply with good practice, the DSL, Designated Governor and Head Governor will consult to ensure reporting is made through the appropriate channels.

Investigations into child abuse are always externally managed

076 Members of the school do not investigate reports of physical, emotional or sexual abuse themselves. All such matters will be referred to the relevant external agency to deal with.

077 Alleged victims, perpetrators, those reporting abuse, and any others involved will not be interviewed by members of staff in relation to the allegation of abuse beyond the point at which it is clear that there is an allegation of abuse.

078 The interviewing of children and adults will be carried out by specially trained staff only, following procedures in line with government requirements and in the light of the recommendations of past inquiries into the handling of child abuse issues.

The wishes of the child

079 At all times it is important to listen to the child. Their wishes and feelings should be ascertained and taken into account.

Confidentiality

080 The School regards all information relating to individual child protection issues as confidential and we treat it accordingly. We pass information on to appropriate persons only, in accordance with GDPR and government advice on Information Sharing for practitioners providing safeguarding services to children.

11. **Recruitment, Training and Education**

081 Several key members of staff are trained in safer recruitment processes. All staff have DBS and barred list checks as well as checks of identity, background, qualifications, reference, medical fitness, and any necessary checks from overseas, including the right to work in the U.K. In addition, all teaching staff also undergo a teacher prohibition check with the TCA. Theses checks and

procedures apply to any member of staff who works with pupils on or off site. School Governors and management staff undergo a section 128 check. All full-time and part-time staff undergo safeguarding training annually and receive regular updates. Training and briefings are delivered by the DSL, external trainers and online training programmes, namely EduCare. The details are held on the Central Register in the School Office.

082 All new staff (full and part time including volunteers) have a formal induction during which they are made familiar with the Code of Conduct for Staff which outlines their safeguarding responsibilities, acceptable use of technology (via the ICT policy), and includes details of who the DSL is and their function. They are given copies of the Safeguarding Children Policy, Part 1 including Annex B of KCSIE (Sept. 2025) or Annex A depending on their role and whether they work directly with children, the Whistleblowing Policy, the Staff Disciplinary and Grievance Policy, Children Missing from Education and the Mental Health Policy. They sign a declaration acknowledging receipt and understanding of these documents. All new staff are required to successfully complete either Child Protection or Child Protection Refresher training using the EduCare modules as directed by the DSL. In line with KCSIE (Sept 25) the School ensures all potential new staff are subject to a "digital screening" process prior to interview.

083 Safeguarding training is provided to all staff regularly (at least once a year) to provide an update of any changes or points that need strengthening because of circumstance, including Prevent awareness, how to identify children and young people at risk and online safety. In addition to annual refresher training, staff are given safeguarding training in line with the expectations of the Local Authority, (KCSIE, September 2025). All staff are trained to manage a report of child-on-child sexual violence and sexual harassment. The aide memoire listing the 10 key points for staff to follow in cases where abuse is suspected can be found at the end of this document and is issued at staff induction and during safeguarding training.

084 All boys are made aware of their responsibility to each other. They are given constant verbal and written reminders of their roles in the community. No boy may at any time abuse or impose sanctions on other boys. All boys are regularly made aware of the importance of empathy and tolerance towards other and a policy of friendship and support is strongly enforced at all times including through Division Masters/Mistresses periods, PSHEE lessons and the RSE programme. All boys are instructed to contact a member of staff if they witness any action of abuse. This is in accordance with locally agreed inter-agency procedures and is available to parents on request. All boys are taught about Safeguarding through PSHEE by PSHEE teachers and the DSL. Boys have their own Safeguarding notice board in the School's main corridor.

12. **Preventing Radicalisation**

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

086 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor

in the radicalisation of young people. Any visiting speakers invited to the school are vetted to make sure they are suitable to speak to the boys and are accompanied by a member of staff throughout their visit.

087 In order to reduce the risk of radicalisation and build resilience to prevent this the boys are taught, in PSHEE and ICT, about how to use the internet and electronic devices safely (see ICT Policy) and the potential risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other people especially children, young people and vulnerable adults. A risk assessment to evaluate the risk of radicalisation has been undertaken. The School also uses the PSHEE curriculum and RSE programme to help prepare pupils for life in modern Britain and as preventative education to support a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence / harassment.

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

089 Further information can be found in the DfE document The Prevent Duty (December 2023), a copy of which can be found in the Common Room.

090 A child going missing from, or being absent from, education is a potential indicator of abuse or neglect. School staff should follow the school's reporting procedures for dealing with children that go missing from education, particularly on repeated or prolonged occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future (see Children Missing from Education Policy).

13. **Online Safety**

091 The school has a very comprehensive Online Safety Policy which contains a whole school approach to online safety as well as a clear policy on the use of mobile technology for boys and parents. The school has a robust internet filtering and monitoring systems in order to keep the boys safe from potentially harmful and inappropriate material online. This is closely monitored by the IT staff but all staff must understand the need for them to play a role in filtering and monitoring. The DSL takes lead responsibility for filtering and monitoring across the school and reports to the Safeguarding Governor over such matters. The governing body have overall strategic responsibility for filtering and monitoring.

092 In response to the COVID-19 pandemic an online learning platform called 'Virtual Ludgrove' was established which included online safeguarding procedures for boys, parents and guardians, and staff. These continue to form part of the Safeguarding Policy.

093 Boys are not allowed to have in their possession 3G, 4G or 5G enabled devices whilst at school (unless they have special permission in which case these are kept securely in the study and only used either under supervision or returned to a boy when he leaves school e.g. exeat/holidays). Any incidents of boys using communication tools/apps inappropriately will be dealt with on a case by case basis but consequences may include suspension or exclusion depending on the severity of the incident. Boys are taught about such matters during ICT, RSE and PSHEE lessons.

14. **Other welfare issues and Mental Health**

094 Risk awareness

Risk assessments should be completed in all relevant situations e.g. identifying hazards around the school, school trips. Be aware of dangerous activities such as roller-blading in the car park, high jump in the summer. Trips – ensure you have followed the off-site procedures, obtained permission and have appropriate safety measures and experience and assess, then put in steps to minimise potential for child-on-child-abuse as part of the risk assessment. In case of accidents follow the school accident procedure (see also Pupil Access to Risky Areas of the school buildings and grounds, Trip Policy, First Aid Policy).

095 Punishments and restraint

Staff should adhere to the school discipline policy as closely as possible. Avoid ridicule, and humiliation. Never hit a child (this is absolutely forbidden and is against the law). Be selective in the use of group punishments. Avoid quirky punishments. Reasonable physical restraint or taking physical control through contact may be used in situations that endanger the welfare of a child, in accordance with the school's Acceptable restraint procedures. Only use to prevent 1. Injury to self. 2. Injury to another. 3. If there might be very serious damage to property. Major sanctions, serious incidents, use of restraint or taking physical control of a child are to be recorded with a member of the Senior Management team, who will enter it on to the Safeguarding and Serious Incidents Register.

096 Guardianship

All educational guardians are appointed by the parents and where advice is requested, parents are directed to the BSA and AEGIS. Ludgrove promotes the welfare and wellbeing of any boy with a guardian by checking in after any exeat, half term or holiday when time has been spent by the boy with his guardian.[1]

097 Accidents

Try to avoid accidents by anticipating dangerous situations, conducting risk assessments and by following safety guidelines. In the event of an accident to a child take all reasonable measures to safeguard and promote the child's welfare. Follow the school policy and record the incident.

Boarding National Minimum Standards - May be viewed at this site - www.boarding.org.uk

098 Mental Health

All staff should be aware that mental health problems can, and in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem but staff are well-placed to observe children's behaviour and that which may suggest a child is experiencing a mental health problem or is at risk from developing one. Staff should be aware of the link between mental health concerns and safeguarding issues and how children who have suffered abuse, neglect or a

[1] This statement is a revision of the NMS 22 and 23, which came into force on the 5th September 2022.

traumatic experience may experience the impact of that on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern immediate action should be taken by speaking to the DSL or DDSL. For advice and support in relation to Mental Health see the Mental Health Policy.

Reviewed by PB (DSL) July 2025

Ratified by the School Governors 1st September 2025

Effective from 1st September 2025

This policy is available to view on the school's website

Annex A

10 Key points to follow if you suspect, or are told of abuse

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.

2. If you can, write brief notes of what they are telling you while they are speaking. If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards. Notes should be timed and dated.

3. Do not give a guarantee that you will keep what is said confidential or secret – if you are told about abuse you have a responsibility to tell the right people to get something done about it. Say you will only tell people who absolutely have to know.

4. Don't ask leading questions that might give your own ideas of what might have happened (e.g. "did he do X to you?") – just ask open questions such as "what do you want to tell me?" or "is there anything else you want to say?"

5. Immediately tell the DSL or a DDSL (unless they are accused or suspected of abusing), then tell the Headmaster (or in his absence the Chair of Governors or Designated Governor) – don't tell other adults or young people what you have been told.

6. Discuss with the DSL if you need to protect anyone involved immediately – either the person who told you or the subject of the alleged abuse. If the allegation concerns an adult and has been referred to the Headmaster, discuss protection issues with him and only with the DSL if the Headmaster chooses to.

7. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people. Specially trained people will do this – you could cause damage and spoil possible criminal proceedings.

8. As soon as possible the DSL should refer the matter to the appropriate authorities and will use your notes to help.

9. Never think abuse is impossible in any school, or that an accusation against someone you know well and trust is bound to be wrong.

10. Children and young people often tell other young people, rather than staff or other adults, about abuse – encourage the boys to be open and talk about any concerns.

Annex B

LUDGROVE SCHOOL TRUST LIMITED

JOB DESCRIPTION – DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead is Mr Paul Bellingham

Roles and Duties

The main roles and duties of the Designated Safeguarding Lead on behalf of the Governing Body (which retains overall responsibility) are to:

1. Take lead responsibility for safeguarding and child protection

a. To provide advice and support to other staff on child welfare and child protection matters including online safety, including taking lead responsibility for filtering and monitoring.

b. To take part in strategy discussions and inter-agency meetings;

c. To contribute to the assessment of children; and,

d. To promote children's welfare and educational outcomes by appropriate sharing of information about welfare, safeguarding and child protection issues particularly for those children identified as being at increased risk of harm or in need of additional support.

2. Manage referrals

The designated safeguarding lead is expected to refer cases:

a. of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;

b. to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;

c. where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and,

d. where a crime may have been committed to the Police as required.

3. Working with others

The designated safeguarding lead is expected to:

a. act as a source of support, advice and expertise for all staff;

b. act as a point of contact with the safeguarding partners;

c. liaise with the Headmaster to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

d. as required, liaise with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;

e. liaise with staff (especially teachers, Head of Boarding, pastoral support staff, school nurses, Head of Computing and Digital Learning, ICT Technician, Mental Health Lead, and Head of Learning Support) on matters of safety and safeguarding and welfare (including online and digital safety) when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;

f. liaise with the Mental Health Lead and the Mental Health Support Team, where safeguarding concerns are linked to mental health;

g. promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances; and,

h. work with the Headmaster and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:

    I. ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,

    II. support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

4. Information sharing and managing the child protection file

The designated safeguarding lead is responsible for:

a. ensuring that child protection files are kept confidential, stored securely and up to date. The DSL will keep a separate child protection file for each child;

   Child protection records include:

   i. a clear and comprehensive summary of the concern;

   ii. details of how the concern was followed up and resolved; and,

   iii. a note of any action taken, decisions reached and the outcome.

b. ensure the child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term, when a boy leaves the school (including in year transfers);

c. share any additional pastoral information that might help a child thrive in their receiving school;

d. Ensure child protection files and additional pastoral information are transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt is obtained; and,

e. ensuring that as a receiving school, and in accordance with 3e. above, that key staff are made aware of welfare, safeguarding and child protection issues, or additional pastoral information as required, in order to promote educational and pastoral outcomes.

5. Raising Awareness

The designated safeguarding lead should:

a. ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;

b. ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

c. ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;

d. link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,

e. help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

6. Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

a. understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

b. have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

c. understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;

d. understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;

e. are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;

f. understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;

g. understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

h. are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

i. can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;

j. obtain access to resources and attend any relevant or refresher training courses; and,

k. encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time

to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

7. Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

a. ensure that staff are supported during the referrals processes; and

b. support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

8. Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

a. encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,

b. understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

9. Holding and sharing information

The designated safeguarding lead should be equipped to:

a. understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;

b. understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,

c. be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.