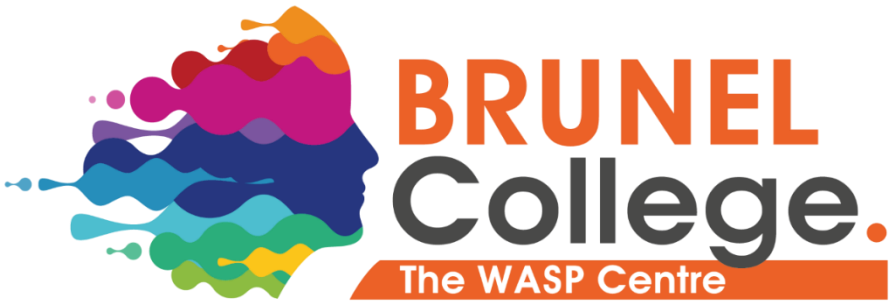

Safeguarding and Child Protection Policy

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Wiltshire Agency	Contact Details
Multi-Agency Safeguarding Hub (MASH)	**0300 456 0108**
Early Help	**01225 718230**
Designated Officer for Allegations – DoFA Carolyn Cook and Valerie Wilmot	dofaservice@wiltshire.gov.uk **0300 456 0108 – option 3**
Police	**Emergency number 999** **Non-emergency number 101**
Out of Hours Emergency Duty Service	**0300 456 0100**

If you believe a child is at **immediate risk** of significant harm or injury, you **must** call the police on 999

National Agency	Contact Details
Department of Education Extremism helpline	**020 7340 7264** **counter.extremism@education.gov.uk**
Anti-terrorism Hotline	**0800 789 321**
Forced Marriage Unit	**020 7008 0151** **fmu@fco.gov.uk**

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1. Introduction and Definitions

Brunel College is committed to safeguarding and promoting the welfare of children.

Safeguarding and child protection covers all elements of keeping children safe, including in the school setting and at home. All staff are aware of the importance of having a policy and procedure which clearly outlines all aspects of safeguarding, to reflect working practice. All Brunel College staff understand that whilst students are in school hours, they are under our supervision and care, and safeguarding and child protection is always fundamental. Staff should always be vigilant and aware of safeguarding procedures, and the welfare and safety of students is paramount in their working practice.

We fulfil our local and national responsibilities as laid out in the following key documents:

- WTTSC Working Together to Safeguard Children (Consultation document 2023)
- KCSiE - Keeping Children Safe in Education (2023)
- The guidance of Wiltshire Safeguarding Vulnerable People Partnership (SVPP)

Safeguarding refers to the action taken to promote the welfare of children and protect them from harm. The statutory government guidance consultation document 'Working Together to Safeguard Children 2023", defines safeguarding as:

- Providing help and support to meet the needs of the children as soon as problems emerge (whether that is within or outside the home, including online)
- protecting children from maltreatment
- preventing impairment of children's mental health and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network, wherever possible and where this is in the best interests of the child(ren)
- taking action to enable all children to have the best outcomes

Child Protection refers to the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect.

Categories of abuse include physical abuse, emotional abuse, sexual abuse, and neglect, all of which are fully understood by our staff.

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because 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 caregivers)
- Ensure access to appropriate medical care or treatment

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

2. Purpose of Policy.

This policy applies to all staff, trustees and volunteers working in the school. The purpose of this policy is to outline the roles and responsibilities of staff members, and to set out our ethos in relation to child protection, including procedures to follow. This policy is to be used alongside all our other policies to assist with the holistic approach to the welfare of children.

3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education and Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the procedures set out by our local vulnerable people partnership.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

4. Child Protection Aims

There are 4 main elements to the protection of children which will promote the welfare of children, and ensure effective measures are in place:

- **Prevention** – by knowing signs of abuse and understanding ways to prevent harm to students.
- **Protection** – by understanding and following child protection procedures to protect vulnerable students.
- **Support** – providing support to staff, students, and families in all elements of child protection.
- **Collaboration** – working together with agencies to ensure the safety of children is priority.

Our aim is to fully embed these 4 elements into everyday working practice, to ensure students and staff have a respectable, safe educational setting which promotes wellbeing and learning.

The new WTTSC consultation document also focuses on expectations for Multi Agency working.

5. Supporting Students at Risk

Regular staff meetings are held to ensure opportunities for communication about student concerns. Where students are perceived as vulnerable, staff must ensure they are extra vigilant in relation to observations and support. Brunel College staff must communicate effectively to ensure everyone is aware of the circumstances surrounding the student, and thus can further support their needs. Where a child or family are subject to a child protection plan, or Child in Need planning, staff must adhere to any plans and actions set, and liaise with the assigned social worker.

Many of our students require a higher level of support for a variety of reasons, and staff are well placed to observe any outward signs of possible abuse.

Staff should be aware of changes in a student's normal pattern of behaviour and respect any attempts by the student to communicate about their experiences.

5.1 Special Education Needs and Disability (SEND)

Brunel College staff are aware that students with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. This includes understanding and pre-empting increased risk that pupils may be drawn into harmful situations because of grooming; be more likely to experience abuse from other pupils/ adults and may experience additional barriers in reporting abuse and having abuse recognised by professionals. We never assume that behaviour, mood or injury relates to the student's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in students with SEND, including communication barriers.

In our school, students with SEND are encouraged to discuss their concerns. The D/DSL works with the Special Education Needs Coordinator (SENCo) to identify students with

additional communication needs and wherever possible, these students are given the chance to express themselves to a member of staff with appropriate communication skills.

Please read alongside our SEND Policy.

5.2 Early Help

Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage in a child or young person's life. Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2014; Welsh Government, 2018). Early help services can be delivered to parents, children, or whole families, but their focus is to improve outcomes for children. For example, services may help parents who are living in challenging circumstances provide a safe and loving environment for their child. Or, if a child is displaying risk-taking behaviour, early help practitioners might work with the child and their parents to find out the reasons for the child's behaviour and put strategies in place to help keep them safe (NSPCC, 2019).

All our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

Staff are alert to the potential need for early help for a child who:

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

The D/DSL uses

- the guidance on the Wiltshire Pathways website and the Digital Assessment and Referral Tool as appropriate as part of the holistic assessment of the child's needs.
- the Wiltshire Safeguarding Thresholds Guidance on the Wiltshire Safeguarding Vulnerable People Partnership (SVPP) website about suitable action to take when a student or family are in need of help or support.

6. Roles and Responsibilities

All Brunel College staff are aware that safeguarding and child protection is part of everyone's role. As staff working with the young people daily, all staff must be vigilant to signs of abuse, promote welfare and report any concerns. Staff are well placed to ensure that they play an important part of safeguarding.

6.1 WASP Staff and Volunteers

All staff can identify children who may benefit from early help as a problem emerges and:

- Maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of the child, staff should always act in the **best interests** of the child' (KCSIE 2023)
- Report suspicions, concerns and disclosures to the Designated Safeguarding Lead (or Deputy Safeguarding Lead in the absence of the DSL) at the earliest opportunity, preferably the same day, using the online My Concern reporting tool. Please see the 'What to Do' flowchart, Appendix 1 for further guidance.
- Provide support to the student as needed.
- Provide the Designated Safeguarding Lead with any requested written information, as required.
- Comply with clear boundaries or actions given by the Designated Safeguarding Lead.
- In exceptional circumstances where the designated safeguarding lead or the deputy designated safeguarding lead is not available, staff should consider speaking to a member of senior leadership team (SLT) and/or take advice from local authority children's social care. This should be shared with the Designated Safeguarding Lead as soon as possible.
- Staff should not assume a colleagues or another professional will take action and share information that might be critical in keeping children safe.
- The Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR) **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Staff should speak to DSL/DDSL if in any doubt.
- Reassure victims of abuse, exploitation or neglect that they are being taken seriously and they will be supported and kept safe.
- Need to be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful, due to a variety of factors such as their vulnerability, sexual orientation, disability or language barriers.
- Be professionally curious and speak to the DSL if there are concerns.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2023) including Annex A relating to specific safeguarding concerns.

6.2 Designated Safeguarding Lead:

- Provide support to students as needed.
- Report any urgent or severe concerns direct to the Social Care Team, and to assist in providing them with information as requested.
- Ensure all reported concerns are clearly documented and recorded at the earliest opportunity, and to collate all reports.
- Store all safeguarding reports and records securely and in accordance with GDPR (2016).
- To liaise with the Headteacher on any actions as a result of safeguarding concerns.
- To implement any decisions by the Headteacher for future actions.
- To act as a link between the school and outside agencies, for example the Children's Social Care team, or referring school of the student.
- Maintain relationships with the parents of the student, and where appropriate contact them to discuss concerns.
- To ensure dissemination of necessary information to relevant staff and professionals.
- To provide regular support, advice and training to staff as required by the policy, and when deemed appropriate.

6.3 Deputy Safeguarding Lead:

- To be available in the absence of the Designated Safeguarding Lead to be a point of contact for staff.
- To liaise with the Designated Safeguarding Lead on concerns made in their absence.
- Assist the Designated Safeguarding Lead in filtering down information to staff members, and upwards to the Trust Board.

6.4 Designsated Trust Board:

- To oversee and provide guidance in any allegations made against the Headteacher and/or Designated Safeguarding Lead.
- Oversee the Safeguarding and Child Protection Policy and ensure it is of an appropriate standard.
- Oversee the whole school approach to safeguarding and child protection including ensuring school systems and policies are effective.
- All members of the Trust Board receive appropriate safeguarding and child protection training at induction and are updated annually.

6.5 Local Authority

Wiltshire SVPP has a legal obligation to provide and coordinate services to children who are suffering, or likely to suffer, harm and/or abuse. This includes coordination among the 3 safeguarding partners: Wiltshire Council, Wiltshire Clinical Commissioning Group and Wiltshire Police.

MASH (Multi Agency Safeguarding Hub) provide advice and professional guidance, as well as handling referrals to Children's Services if appropriate.

In all cases where there is a significant concern for the safety and wellbeing of a student, staff are asked to contact the Wiltshire Multi-Agency Safeguarding Hub (MASH) on **0300 4560108.**

Out of hours, calls should be made to the Emergency Duty Service on **0300 456 0100**.

If a child is in immediate danger, staff should immediately contact the police on 999.

The most recent local authority procedure (and relevant telephone numbers) for reporting concerns regarding a student's welfare is clearly displayed in the teacher's lounge, and in the DSL office.

7. Procedure for Disclosures, and Reporting Concerns

Where it is believed that a child may be suffering, or may be at risk of suffering significant harm, the school will follow the relevant local SVPP guidance :

http://www.wiltshirescb.org.uk/professionals/local-policies-and-guidance.

Students may disclose information or details of an event to a trusted member of staff at any time. All staff are aware that it is their responsibility to pass any child protection concerns to the Designated or Deputy Safeguarding Lead. This must be done at the earliest opportunity, and no later than 1 working day after the disclosure.

Staff know that it is likely that the student will talk to an adult they trust, and thus it is expected that the member of staff will:

- listen to the student but not promise confidentiality
- remain supportive, but not offer any opinions or make any promises, as per safeguarding training
- let the student know that they have done the right thing by telling someone, and that the information would need to be shared to the relevant people who need to know in order to keep them safe
- make a written report of the disclosure on My Concern as soon as possible and speak to the Designated Safeguarding Lead. The Designated Safeguarding Lead will consider the next steps, and whether to refer to the MASH team if appropriate.

The Designated Safeguarding Lead will then take appropriate action and offer support to the staff member if required. In the absence of the DSL, staff must report to the Deputy DSL.

During school hours, term time, a member of the safeguarding team will always be available to discuss concerns.

The voice of the child is central to our safeguarding practice and students are encouraged to express and have their views given due weight in all matters affecting them.

In the absence of the DSL and DDSL, staff know that can contact the MASH directly and make a referral.

7.1 School Closure (Partial or Full)

There may be occasions where the school has to implement a full or partial school closure, for example:

- In the event of a global or national pandemic
- Local environment disaster affecting the operation of schools
- Closure of the school to prevent disease/infection

In such cases we will ensure that we have appropriate support in place for the children we care for on site. We will take advice and work with our local safeguarding partners. In the event of a full or partial school closure, we will make all attempts to offer physical spaces to vulnerable children if possible. Other children may be placed on a remote learning. Staff are well trained in delivering safe remote lessons, where the priority and focus is to continue providing quality teaching to avoid disruption to learning and support.

Vulnerable children and young people include those as already stipulated in 5.2.

All children who are not in school full time will have a contact plan which details how and when a member of the safeguarding team will contact the student and parents to check in and ensure they are safe and supported. Our usual safeguarding procedures will apply, including recruitment, reporting and training.
A member of the safeguarding will be available at all times to support families and staff with all aspects of safeguarding and promoting welfare.

Brunel College will continue to work with and support childrens' social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be the DSL.

In circumstances where a parent is hesitant about or does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and staff from Brunel College will explore the reasons for this directly with the parent.

Where children are being asked to learn online at home the Department of Education provide advice to support schools and colleges do so safely.

8. Information Sharing

Student information should only be shared with other professionals and agencies where there is consent to do so. However, where there is a safeguarding and/or child protection concern, it may be necessary for professionals to share information without consent. Where possible, the parents of the student should be communicated with regarding all developments of the child protection concern. If there is a risk that by speaking to the parent could further place the student at risk of harm, then no consent is required to share information to other agencies such as MASH or the Police.

9. Staff Recruitment and Training

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of Keeping Children Safe in Education 2023.

Safer recruitment is a fundamental element to safeguarding and promoting the welfare of children in education. It is essential that all staff members are aware of the importance of following stringent guidelines and procedures to ensure staff are suitable for their position.

- Brunel College ensures that appropriate staff who undertake recruitment duties will have received safer recruitment training.

9.1 Safer Recruitment and DBS checks

We will record all information on the checks carried out in the school's single central record (SCR) as set out in KCSiE 2023. The SCR applies to all staff and members of the trustee board. We follow requirements and best practice in retaining copies of these checks, as set out below. It is advised that 2 staff members complete Wiltshire pre recorded SCR training annually. From September 2023 there will be 3 staff trained - Head teacher (Craig Noble), Nicki Wilson (Business Manager) and DSL (Kerry Williams).

9.2 Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Complete an Online Presence Check
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below).
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete
- Ensure a range of selection techniques are used to identify the most suitable person for the position.

- Students are involved in the recruitment process.

We will seek two references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

9.3 Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is. We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

9.4 Agency and third-party staff

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

9.5 Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.
We will not keep copies of such checks for longer than 6 months.
Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
We will check the identity of all contractors and their staff on arrival at the school.

9.6 Trainee/student teachers

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

9.7 Visitors

All visitors are required to sign in at reception, wear a school visitors badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is not known to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain evidence of an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain evidence of an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

9.8 Trustees

- All trustees will have an enhanced DBS check without barred list information and section 128 check
- They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the Trust Board will have their DBS check countersigned by the secretary of state.

All trustees, proprietors and local trustees will also have the following checks:

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

9.9 Adults who supervise students work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm. We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

9.10 Induction of Staff

During induction, new staff members will be asked to complete safeguarding courses. The Designated Safeguarding Lead will also allocate time to show the staff member the most recent Safeguarding and Child Protection policy and introduce the relevant people and documents necessary to the role.

There is an Induction Check List given to all staff on their first day. This enables new staff to keep a record of all completed induction training, which is signed off by the staff trainer as evidence.

All staff receive comprehensive training during induction, including but not limited to: Safeguarding and Child Protection (including KCSiE), Child Exploitation (PACE), Prevent (Gov.uk) and Online Safety (National Online Safety). All staff are required to read and understand all relevant safeguarding policies, such as our Behaviour policy and Allegations against Staff policy.

Staff are also regularly trained throughout the year to refresh knowledge and have CPD opportunities.

Where safeguarding training has already been completed in a previous role, and evidence provided, the Designated Safeguarding Lead will check their knowledge and understanding and ask the staff member to sign the 'policy read and understood' document (located in the appendix).

9.11 Whole Staff Training.

All staff are required to undertake safeguarding and child protection training annually. This may be refresher training of the original certificate, or an in-house information sharing session.

All updated policies will be shared with staff members at the first available opportunity, and any changes communicated to all staff effectively. Staff members are to sign to say they have read the policy and will adhere to the policy statements and expectations.

Where there has been a failure to report an incident, disclosure or concern in a timely and effective manner, then re-training will be done as soon as possible with the Designated Safeguarding Lead to address issues.

9.12 Staff Behaviour Policy (for safer working practice)

Brunel College is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.
The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and support our commitment to safeguarding children. Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of Teachers' Standards.

10. Allegations Against Staff

Brunel College follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffroom and adult toilets for easy reference.

Where anyone in the school has a concern about the behaviour of an adult who works or volunteers at the school, they must immediately consult the Headteacher who will refer to the Designated Officer for Allegations (DOFA). Any concern or allegation against the Headteacher will be reported to the Chair of Trustees without informing the Headteacher. All staff must remember that the welfare of a child is paramount and must not delay raising concerns. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. All members of staff and volunteers have read and signed to confirm they have understood the school's Staff Behaviour Policy (for safer working practice).

The allegations against staff policy applies to all allegations, including low level complaints made by staff, students or visitors and will be monitored by the Trust board.

Please see Allegations Against Staff Policy for further guidance.

11. Specific Safeguarding Concerns.

11.1 Bullying and Child on Child Abuse

All children have a right to attend school and learn in a safe environment. At Brunel College we aim to create an environment in which students feel safe and which bullying, discrimination, sexual harassment, sexual abuse, and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur. All child-on-child abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys' instigators of such abuse. Child on child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- sexual violence and sexual harassment

- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- causing someone to engage in sexual activity without consent
- sexting (also known as youth produced sexual imagery)
- 'upskirting' (which is a criminal offence) taking any picture under a person's clothing without them knowing to obtain sexual gratification or cause humiliation or distress.
- initiation/hazing type violence and rituals.

Consequently, child on child abuse is dealt with as a safeguarding issue, recorded as such and managed through the systems set out in the school behaviour policy. Any student who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child on child abuse, will be supported through the school's pastoral system and the support will be regularly reviewed.

We minimise the risk of child-on-child abuse by providing:

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, specifically students will be taught that 'upskirting' is now a criminal offence.
- established/publicised systems for students to raise concerns with staff, knowing they will be listened to, supported, and valued, and that the issues they raise will be taken seriously.
- A culture of openness among staff and students where all concerns are listened to.
- High quality relationships, sex, and health education as part of our PSHE curriculum which focuses on healthy relationships and respect.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for students who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.
We will minimise the risk of child on child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students and initiation or hazing type of violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially by displaying information and advice on what to do if they are worried

- Ensuring staff are trained to understand that a student harming another student could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- Recognising that even if there are no reported cases of child-on-child abuse, it may be taking place without being reported.

11.2 Concerns about extremism and radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.
Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force. We will ensure that suitable internet filtering is in place and equip our students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in students' behaviour.
The government website Educate Against Hate and charity NSPCC say that signs that a student is being radicalised can include:

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

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

If staff are concerned about a student, they will follow our procedures set out in section 6.1 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to our local Prevent programme, or Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and trustees can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

11.3 FGM (Female Genital Mutilation)

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

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

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
    - Having difficulty walking, sitting or standing, or looking uncomfortable
    - Finding it hard to sit still for long periods of time (where this was not a problem previously)
    - Spending longer than normal in the bathroom or toilet due to difficulties urinating

    - Having frequent urinary, menstrual or stomach problems
    - Avoiding physical exercise or missing PE
    - Being repeatedly absent from school, or absent for a prolonged period
    - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
    - Being reluctant to undergo any medical examinations
    - Asking for help, but not being explicit about the problem
    - Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - Having a mother, older sibling or cousin who has undergone FGM
    - Having limited level of integration within UK society
    - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
    - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
    - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
    - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
    - Being unexpectedly absent from school
    - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Any teacher who discovers that an act of FGM appears to have been carried out on a **student under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to report this.

The duty above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. *Staff should not examine students.*

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a student is *at risk* of FGM or discovers that a **student age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures detailed above.

11.4 Attendance and Missing Children

Student attendance is recognised as a key safeguarding monitoring strategy; a child absent from education particularly on repeated occasions and for prolonged periods (previously "children missing from education") is a potential indicator of abuse or neglect.
There are procedures in place to ensure that any unauthorised attendance is followed up with phone calls home to ascertain the whereabouts of the young person.
Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing/ Absent – whereabouts unknown
- Absent from Education – (compulsory school age (5-16) with no school place and not electively home educated)

The Designated Teacher for LAC discusses any unauthorised/unexplained absence for Looked After Children with Virtual School when required. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, we follow the SVPP procedure and refer to the MASH team as appropriate. Where there are no known welfare concerns about a student, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

11.5 Children Absent from education (CAE)

A child absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

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

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing

information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm or is in immediate danger.

11.6 Elective Home Education

KCSIE 2023 states that 'Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs'

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work with other key professionals together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

We will inform the local authority and follow the Wiltshire Guidelines on Elective Home Education and the flow chart, when we are made aware that a child is to be home educated.

11.7 Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions

- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly absentfrom school or education, or not taking part in education

11.8 County Lines and Contextual Safeguarding

Wiltshire County use a contextual safeguarding approach to extra-familial harm faced by young people, including exploitation outside of the home.

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns. This is a major safeguarding issue and is happening in Wiltshire so professionals and the wider community need to be aware and understand what it involves, be able to spot the signs and know how to respond to and report concerns. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Children affected by county lines will be experiencing trauma so this is likely to be apparent in their behaviour and presentation but can be misunderstood. (Wiltshire WSCB, 2019)

Any practitioner working with a child who they think may be at risk of County Lines exploitation should follow their local safeguarding guidance and refer concerns to the Multi-Agency Safeguarding Hub (MASH)

Further advice and guidance for staff can be found here
https://www.csepoliceandprevention.org.uk/sites/default/files/Exploitation%20Toolkit.pdf

The Brunel College safeguarding team work very closely with agencies such as the Dedicated Crime Team, local police, and Young People's service to identify and risk assess young people who may be subject to extra-familial harm and exploitation.

11.9 Forced Marriage

It is now a criminal offence to cause a child to marry before they are 18.

Forcing a person into marriage is a crime. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.
Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule (i.e., we may only have one chance to speak to the potential victim and only one chance to save them).

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

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

11.10 Domestic Abuse

Domestic abuse is abusive, violent, controlling, coercive or threatening behaviour between people aged 16 or over who are, or have been, intimate partners or family members. It can happen to **anyone,** including teenagers in their own intimate relationships.

Children who see, hear, or experience the effects of domestic abuse and are related to the victim or perpetrator are victims of abuse themselves. It can seriously affect children's physical and mental wellbeing, including into adulthood, so concerns should be reported.

Children can be victims and perpetrators in their own relationships too.

Intervening early helps to stop abuse getting worse and prevent children experiencing significant harm, so it's important to be alert to signs.

Domestic abuse can take different forms:

Physical: for example, hitting, punching, pushing, biting burning or choking

Psychological/emotional: for example, putting a person down, controlling them with threats and intimidation, blaming them for the abuse or denying it

Sexual: any form of sexual activity that takes place without the other person's full consent (eg. physical contact, withholding contraception, or pressuring into sexual activities)

Financial: controlling the partner's ability to earn and use their own money and resources (eg, stopping them going to work, spending or taking their money)

Technology can also play a role in abuse, particularly among young people. For example, an abuser might use technology to monitor and control their victim, share intimate images without their consent, or post false or malicious information about them on social media.

Signs of witnessing domestic abuse

- Being aggressive or bullying others, or having tantrums
- Anti-social behaviour
- Having anxiety, depression, or suicidal thoughts
- Being attention seeking
- Tiredness

- Startling easily, being nervous or jumpy
- Taking part in more activities outside home
- Being constantly or regularly ill, like having colds, headaches or mouth ulcers
- Misusing drugs or alcohol
- Eating disorders
- Having problems in school or trouble learning, including playing truant
- Becoming withdrawn
- Acting younger than they are

What to do

- Speak to the Designated Safeguarding Lead (DSL), or Deputy (DDSL), if you have any concerns, and keep a clear record
- Make a clear record of your concerns (My Concern)
- If you think a child is in immediate danger, contact the local authority children's social care team and the police, if appropriate. National Domestic Abuse Helpline **0808 2000 247**

11.11 Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur online or face-to-face.

Sexual harassment means 'unwanted conduct of a sexual nature'. It can occur online and offline both inside and out of school.

Children who are victims of sexual violence and sexual harassment may find the experience stressful and distressing and it is likely that it will impact significantly on their education.

Children who are lesbian, gay, bisexual, transgender or questioning (LGBTQ+), or perceived to be, may be at greater risk of harm.

11.12 Filtering and Monitoring

This is covered in full in the **On-line Safety Policy** however it should be noted - Coconnect is our internet provider and "netsweeper" is the programme used to filter all internet searches. Anything inappropriate is flagged immediately to The DSL and On Line Safety manager.

This is then recorded and dealt with as necessary.

12 Safe Touch and Containment

We adopt the Thrive Approach in our school. This approach to social and emotional development recognises the importance of safe touch to students. It is paramount that staff always keep themselves safe and don't expose themselves to opportunities of allegations of inappropriate touch. Staff are to only touch students on the arms/shoulders as a means of

praise or as part of a Thrive intervention and de-escalation technique. Please refer to the WASP Thrive Safe Touch policy for further guidance.

13.Policy and Safeguarding Awareness

It is essential that this policy and safeguarding documents are freely available to staff, students, parents, Trustees and visitors to the centre.

13.1 Staff and Volunteers

All Brunel College staff and volunteers will be made aware of the policy upon appointment to post and after any reviews or changes. A copy of this policy will be kept in the staff main office at all times, on the My Concern reporting platform and is freely available on the Brunel College shared network. Staff are reminded that once they have read the policy, that they 'sign off' the policy on My Concern to confirm that they have read it. Other relevant documentation, such as the Department of Education's Keeping Children safe in Education, 2023, will be kept alongside the policy in the office for further guidance to staff.

13.2 Students

Students are actively encouraged to speak to trusted members of staff and express any concerns. Posters and literature reminding students that there are dedicated staff members to speak to if they have any concerns, will be displayed in the common room and other appropriate spaces. Students are to have free access to the hard copy of the policy in the main office upon request.

Our students access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing student self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent).

13.3 Parents

Parents are to be made aware of what to do if they have any concerns. The SVPP guidance for parents will always be available in the reception and the policy available on the school website and in the main office.

14 Whistleblowing

All staff, volunteers and visitors can raise a concern about the safeguarding and child protection procedures, including poor or unsafe practice, or potential failures. Please see the Whistleblowing policy.

15 Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Whistleblowing
- Allegations Against Staff
- Staff Behaviour Policy
- SEND policy
- Complaints
- Health and safety
- Attendance
- Safe Touch
- E-Safety
- SRE
- First aid
- Curriculum

What to do if you are worried a child is being abused or neglected

for staff, volunteers and visitors in all agencies and settings

Be alert to signs of abuse and question unusual behaviour

If you have concerns about a child's welfare…

Where a child also discloses abuse or neglect:

- Listen; take their allegation seriously; reassure that you will take action to keep them safe
- Inform them what you are going to do next
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser

Report concerns to the Designated/Named Safeguarding Lead or their deputy:

NAME……

The Designated/Named Safeguarding Lead will:

- **consider further actions required, including consultation with MASH (number below)**
- **record in writing the discussions, decisions and reasons for decisions.**

In exceptional circumstances or in the absence of a Safeguarding Lead you may contact MASH directly.

If a referral is not required: The Designated Safeguarding Lead will oversee relevant action, eg pastoral support, and/or early help assessment and monitor locally.

If concerns continue

The Designated/Named Safeguarding Lead (or staff) will contact MASH to make a referral

Additional/unmet needs – the Designated Safeguarding Lead will consult with relevant agencies and undertake an Early Help CAF and Team around the Child meetings.

- **Multi-Agency Safeguarding Hub (MASH): 0300 456 0108**
- **Out of Hours Emergency Duty Service: 0300 456 0100** (5.00pm to 9.00am weekdays, 4:00pm Friday to 9:00am Monday)
- If the child is in **immediate risk**, dial **999** and ask for police assistance

MASH will:

1. Acknowledge receipt of referral
2. Decide on next course of action (within 1 working day)
3. Provide feedback decision to referrer (e.g. further assessment including: strategy discussion/child protection enquiries; no further action required for children's social care and early help assessment/CAF recommended; referral to other agency for service provision).

This flowchart is intended for use as a brief guide. Refer to the DfE Guidance What to do if you are worried a child is being abused for more information, definitions and possible indicators of abuse (including child sexual exploitation).

Appendix 2

Anti-Bullying Framework for Staff

Brunel College is committed to creating and sustaining a safe, positive and inclusive environment, where respect is shown to and given by all. Brunel College will not tolerate any form of bullying.

What is Bullying?

There is no legal definition of bullying however Brunel College defines bullying as:

'Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power'

Perpetrators often use strategies to overpower victims.
Examples of intended imbalance of power are:

- The size/age/gender of the individual/s involved
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber

Forms of Bullying

Forms of Bullying	Examples of Behaviours
Emotional	Being unfriendly, deliberately excluding, tormenting, belittling, teasing, name calling, threats of harm
Physical	Pushing, kicking. biting, hitting, punching, spitting, or any use of violence or form of assault
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact (violent or non-violent), sexually abusive/derogatory comments, jokes or taunting, physical behaviour such as interfering with clothes, or online harassment such as 'sexting'
LGBT / homophobic	Because of, or focusing on the issue of sexuality or gender identity
Cyber	All areas of the internet, such as emails and social media. threats by text messaging and calls, misuse of associated technology (camera and video facilities, games consoles etc.)

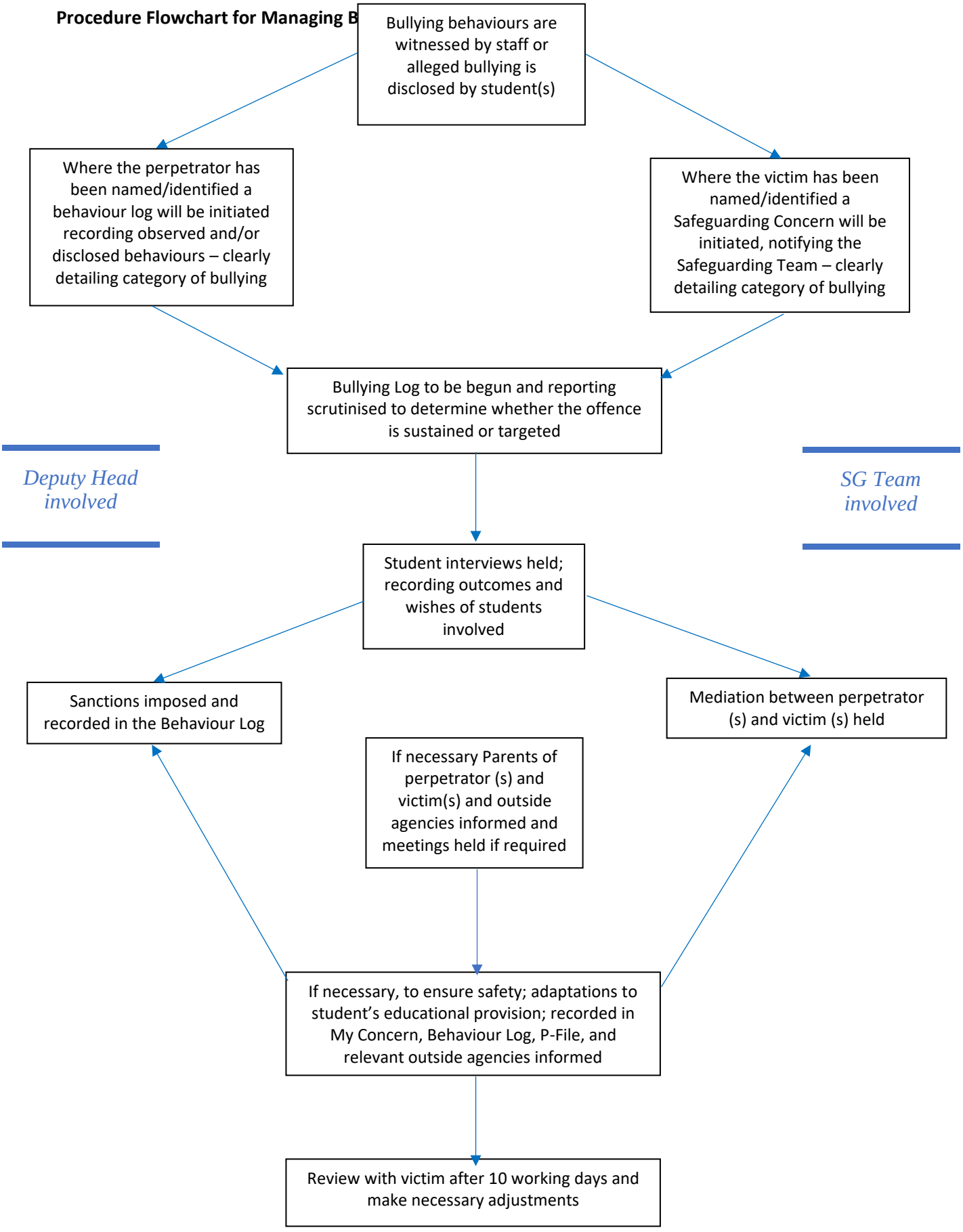
Although the following list is not exhaustive, bullying may be related to:

- Race
- Gender identity
- Religion
- Culture
- SEN or disability
- Physical appearance or health condition
- Home circumstances
- Sexual orientation

Please note all concerns relating to bullying will also follow the Safeguarding and Child Protection Policy for reporting, as the effects as such has the potential to cause significant harm to those involved.
Any evidence of bullying or intimidation that comes to our attention, regarding any of our students; the following procedure will be adhered to.

Figure 1:

Procedure Flowchart for Managing B



Bullying Log patterns to be scrutinised by SLT on a Termly basis or dependant on severity discussed at weekly SLT meeting and re-laid to Trustees during Trustees meetings.