

Child Protection and Safeguarding Policy

Reviewed: July 2024

Next Review: July 2025

Author: Designated Safeguarding Lead (DSL)

Approved: This policy is reviewed annually by the Warden & Fellows

Child Protection at Winchester College must comply with the safeguarding requirements as given in:

- DfE document *Keeping Children Safe in Education* September 2024
- DfE guidance *Meeting digital and technology standards in schools and colleges* May 2024
- *Working Together to Safeguard Children* December 2023
- *National Minimum Standards for Boarding Schools* September 2022
- *Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies* February 2014
- *What to do if you're worried a child is being abused* March 2015
- *The Abuse of Positions of Trust* legislation in the *Sexual Offences Act* 2003
- *The Prevent Duty* March 2024
- *Use of Reasonable Force* July 2013
- and advice from the Department for Education and the Local Safeguarding Children's Board in the document *Preventing and Tackling Bullying* July 2017.

The School follows the locally agreed inter-agency procedures of Hampshire County Council Children's Services. This policy is intended to clarify how those standards are to be met by the School. It will be reviewed annually to ensure that it complies with current legislation and the review will include an update and review of the effectiveness of safeguarding procedures and their implementation.

Important contacts:

1. Designated Safeguarding Lead (DSL): **Mrs Ali Harber**
Deputy Designated Safeguarding Leads: **Mr Callum Barnes (Director of Safeguarding), Mr Iain Smith, Mr Simon Mildinhall, Mrs Belén Lopez & Mr Jack Fisher**
01962 621179 (Office Hours) 07436 588321 (Out of Hours) safeguarding@wincoll.ac.uk
2. Governor with specific responsibility for Child Protection: **Mrs Alison Mayne** via her secretary
01962 621206, jm1@wincoll.ac.uk
3. Winchester College Health and Wellbeing Centre: 01962 621228
4. Local Authority Designated Officer (LADO): 01962 876364
5. Porters' Lodge: 01962 621227. Porters' mobile (2300 to 0730): 07850 341682

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Key:

BSA: Boarding Schools Association

DBS: Disclosure and Barring Service

DfE: Department for Education

DSL: Designated Safeguarding Lead

ISI: Independent Schools Inspectorate

KCSIE: Keeping Children Safe in Education

LADO: Local Authority Designated Officer

HSCP: Hampshire Safeguarding Children Partnership

MASH: Multi Agency Safeguarding Hub

TRA: Teaching Regulation Agency

PSHEE: Personal Social Health and Economic Education

1.0 Overview

Adults looking after children or young people must be aware of the risk of abuse by adults or other young people. Child abuse can occur in all walks of life and Winchester College should not be considered in some way immune. Pupils have the right to be safeguarded from harm and exploitation regardless of race, religion, ethnicity, age, sex, sexual orientation or disability.

See Appendix 1 for the Code of Professional Conduct for Staff

- Winchester College is dedicated to safeguarding and promoting the welfare of its boarding and day pupils, regardless of age, ability, race, culture, religion, sexual orientation, sex or class.
- It is the duty of all members of staff, teaching and non-teaching, to play an active role in ensuring the safety and promoting the welfare of the children in the School's care as children in residential settings can be particularly vulnerable. Staff should exercise professional curiosity if they have concerns about a child and they should speak to the Designated Safeguarding Lead, or a Deputy DSL, about those concerns. Staff should provide help and support to meet the needs of children as soon as problems emerge.
- The DSL has the lead responsibility for safeguarding and online safety (including for monitoring and filtering) and works closely with IT staff to ensure that the needs of the school are met and that staff are appropriately trained. IT staff must ensure that internet access and electronic communication is as safe as possible and that appropriate monitoring and filtering systems are in place to protect children from accessing harmful content online.
- All staff are expected to be aware of and follow the child protection and safeguarding procedures. In particular they need to read Keeping Children Safe in Education Part 1 and Annex B, (or Annex A only if not working directly with children) (Appendix 14) and this policy, as it outlines their duty to report concerns, the guidance for identifying child abuse, what to do if a child makes an allegation of child abuse and issues about confidentiality.
- All staff are issued with guidelines and undergo training as outlined in Appendix 11. Sixth Book pupils also receive guidelines on child protection and safeguarding procedures as part of their house prefect induction.
- We provide a structured Personal, Social, Health and Economic Education (PSHEE) programme within the curriculum which aims to develop personal and inter-personal skills and deals specifically with safeguarding issues, Relationships and Sex Education (RSE), e-safety and resilience to risks of radicalisation. This is overseen by the Surmaster Pastoral, Mr Simon Mildinhall.
- There are protocols to ensure that all visitors are appropriately checked and supervised. There are specific requirements for Visiting Speakers to ensure that the content of their presentation is appropriate for pupils. See Appendix 12 for details.
- The school site is used by various outside organisation during the school holidays. These bookings and their arrangements are overseen by the Enterprises office which liaises with the Safeguarding team over implementing the relevant policies and procedures. Should the school become aware of safeguarding allegations relating to an incident that has happened during the time an outside organisation has been using the school site for the purposes of running activities for children, the school will manage this in line with this Safeguarding and Child Protection policy. As part of this, the school will refer allegations to the Hampshire LADO (their contact details can be found later in the policy) where required.
- Public tours are undertaken but are always accompanied and take place at confirmed times.
- The arrangements for the security of the school site are detailed in the Site Security and Visitor Access policy. Amongst other things, this policy lays out the arrangements for the supervision of visitors as well as the allocation of lanyards.
- School employees do not investigate serious allegations of child abuse themselves. All allegations will be reported to Children and Young People's Services (Hampshire Children's Services)

immediately. When a serious allegation is made against an employee, the School will report it to the Local Authority Designated Officer (LADO). The LADO provides advice and presides over the investigation of any allegation or suspicion of abuse directed against any school employee. They will advise whether or not it is necessary to inform the Secretary of State for Education at the Department for Education, even if the School no longer employs the person in question.

- **Safeguarding and promoting the welfare of children is the responsibility of all employees** and anyone can make a referral to the Children and Young People's Service (Hampshire Children's Services), as outlined in Section 2.4.
- Concerns regarding Quiristers should be referred to the DSL of The Pilgrims' School, on 01962 854189.

Under the Governing Body's authority, the following persons have specific responsibility for Child Protection matters at the School:

Ms Elizabeth Stone (Headmaster)

Mrs A Harber (Deputy Head Pastoral & Designated Safeguarding Lead)

Mr I Smith (Second Master & Deputy Designated Safeguarding Lead)

Mr C P Barnes (Director of Safeguarding & Deputy Designated Safeguarding Lead)

Mrs M B Lopez (Deputy Designated Safeguarding Lead)

Mr S Mildinhall (Surmaster Pastoral & Deputy Designated Safeguarding Lead)

Mr J Fisher (Deputy Designated Safeguarding Lead)

Mrs A Mayne (Safeguarding Fellow, Governing Body)

See Appendix 2 for a description of their roles and Appendix 3 for their contact details.

2.0 Concerns about a Child

2.1 Definitions

Safeguarding is everyone's responsibility. It involves protecting children from maltreatment (within or outside the home including online), preventing the impairment of children's health and development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18. Safeguarding means that staff should provide help and support to meet the needs of children as soon as problems emerge.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. A child may be abused by an adult or adults or another child or children known to them, or more rarely, by others (e.g. online). Children can be at risk of harm inside and outside of School, inside and outside of home as well as online. Child Protection involves identifying and managing specific pupils who are at risk of significant harm due to:

- **Abuse:** 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 (including where they see hear or experience its effects). Technology can be a significant contributor to abuse. Children can be abused online including by other children as well as by adults. This can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images,

especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

- **Physical Abuse:** deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Physical harm may also be caused when an adult fabricates the symptoms of, or deliberately induces, illness in a child.
- **Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
- **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 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 from 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. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Neglect:** Neglect is the ongoing failure to meet a child's basic needs. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents.
- **Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE):** are forms of child abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator(s) or facilitator (e.g. transporting drugs/money). The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (e.g.: forcing children to look at sexual images or watch sexual activities).
- **Exposure to Extremism:** Under section 26 of the Counter-Terrorism and Security Act 2015 Winchester College has "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty. The School builds pupils' resilience to radicalisation (the process of a person legitimising support for, or use of, terrorist violence) by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the School is committed to providing a safe space in which pupils can debate controversial issues related to religion, culture, history, politics and civic responsibility. This discussion will allow them to understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Extremism is defined as 'the vocal or active opposition to our fundamental values, including democracy, the rule of law,

individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.’ (KCSIE, 2024)

- **Exposure to Manipulation, Indoctrination and Exploitation**

Manipulation, indoctrination and exploitation (whether verbal, psychological or physical) refer to the strategies whereby an individual (child or adult) may be encouraged or coerced into unsafe behaviours or allegiances. Winchester College builds pupils’ resilience to manipulation, indoctrination and exploitation by promoting fundamental British values and making clear in lessons and in policies what is acceptable and not acceptable behaviour. The School’s Code, Rules and Principles of Boarding require all individuals (regardless of race, religion, ethnicity, age, sex, sexual orientation or disability) are treated equally and with respect, free from abuse, teasing, harassment, bullying, discriminatory language or any other kind of anti-social behaviour. Discussions around these matters enable pupils to understand the risks associated with potential manipulation, indoctrination and exploitation and allow them to resist such strategies.’

- **Female Genital Mutilation:** Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Reporting incidents of FGM is mandatory.

- **Other:** domestic abuse (which may be psychological, physical, sexual, financial or emotional and includes witnessing the ill-treatment of others or experiencing its effects), Honour based abuse (such as FGM), Forced Marriage, bullying (including cyber bullying), drugs, induced illness, youth violence, faith abuse, youth produced sexual imagery (sexting), serious violence/gangs (including that linked to county lines), radicalisation, children missing education (Appendix 5), children absent from education for prolonged periods of time, teenage relationship abuse (which may also include domestic abuse). For further information, visit the NSPCC website.

Abuse, neglect, exploitation, 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.

Details about specific forms of abuse can be found in Keeping Children Safe in Education, Annex B.

The safeguarding obligations on all staff are not restricted to harms or risks arising at home or at school. Children can be vulnerable to other harms such as sexual or criminal exploitation or serious youth violence. Wider environmental factors in a child’s life should be included in any risk assessment (contextual safeguarding).

2.2 Indicators of abuse or neglect or exploitation

The following is advice from the document *What to do if you’re worried a child is being abused*, 2015. Some of the following signs might be indicators of abuse or neglect:

- Pupils whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping;
- Pupils with consistently poor hygiene;

- Pupils who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Pupils who don't want to change clothes in front of others or participate in physical activities;
- Pupils who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Pupils who talk about being left home alone, with inappropriate carers or with strangers;
- Pupils who do not reach developmental milestones;
- Pupils who are reluctant to go home during school breaks;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Pupils who drink alcohol regularly from an early age;
- Pupils who are concerned for younger siblings without explaining why;
- Pupils who talk about running away; and
- Pupils who shy away from being touched or flinch at sudden movements.

2.23 Indicators of greater risk of harm

- Children who need a social worker
- Children missing from education
- Children absent from education for prolonged periods of time and /or for repeat occasions
- Where a parent/carer has expressed their intention to remove a child from school with a view to educating them at home
- Children requiring mental health support
- Looked after and previously looked after children
- Children with special educational needs and disabilities or health issues
- Children who are LGBTQIA+
- Children who are gender questioning

2.3 Receiving a disclosure

If you suspect abuse, a young person confides in you, or a complaint is made to you about any adult or about yourself, it is your duty to report the concern to the Designated Safeguarding Lead. If a young person tells you about abuse by someone else:

1. Always stop and listen straightaway. Ask open-ended, rather than leading, questions such as 'What happened?' and 'Who was involved?'
2. Be patient as it may take some time for a young person to explain a situation to you. Don't give the impression that you don't believe them or that they are creating a problem by reporting abuse. A young person is not always ready or able to talk about their experiences and/or they may not always recognise that they are being abused.
3. Offer reassurance that you will take what they have told you seriously.
4. Write brief notes outlining the conversation either during or immediately after the disclosure. It is important that you try to record the pupil's words objectively and without judgement. Sign and date your notes.
5. Do not guarantee confidentiality. Explain that you will have to report the matter to Designated Safeguarding Lead so that they can offer help and guidance.
6. Report the matter to the DSL and give them a copy of your signed notes.

7. The DSL will inform you if you have any further obligations.

Any abuse of a child must be reported, regardless of the context or identity or age of the persons involved.

In assessing whether an incident arising between pupils should be considered abuse, circumstances to be considered include:

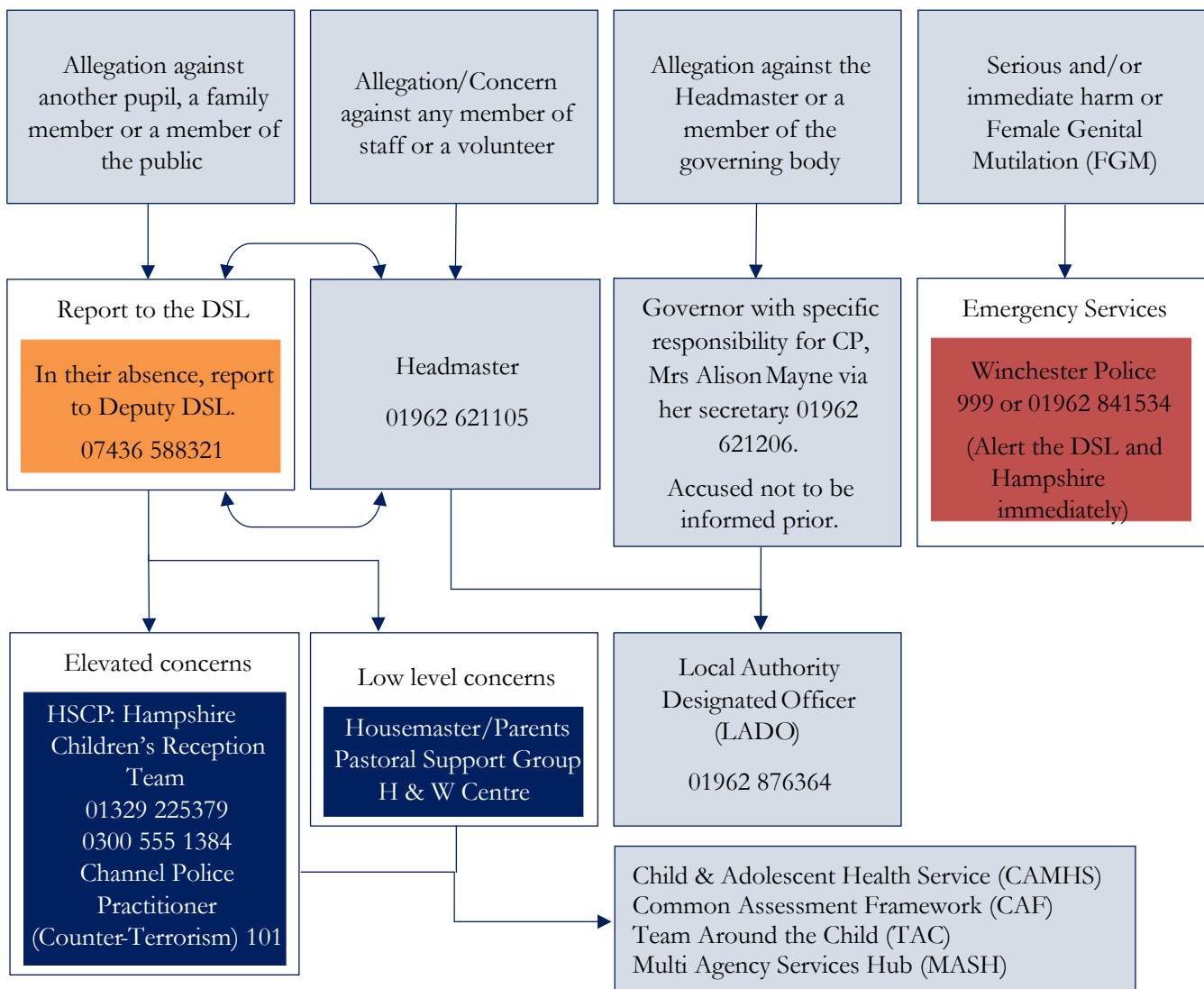
- the frequency, nature and severity of the incident(s);
- the ages and relative ages of the children involved;
- whether the victim was coerced by physical force/fear or by a pupil or group of pupils significantly older than them, or having power or authority over them;
- whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable;
- whether the bullying involves a specific serious incident, such as a serious physical or sexual assault or whether it might persist despite attempts to intervene.

Abuse will be reported to the Designated Safeguarding Lead who will contact Hampshire Children's Services (Tel: 0300 555 1384) for guidance.

2.3 To whom do you report?

Any employee who knows of, is told of, or strongly suspects, that a pupil is at significant risk of harm either in the School, at home or outside the School, must report the information immediately to the **Designated Safeguarding Lead** (Mrs Ali Harber, safeguarding@wincoll.ac.uk, Tel: 07436 588321/01962 621179) who will then refer the matter to the appropriate person as illustrated below. In the absence of the Designated Safeguarding Lead, the immediate report should be made to a **Deputy Designated Safeguarding Lead**.

When concerned about the welfare of a child, employees **should always act in the best interests of the child**. Notwithstanding the procedures below, anyone may make a referral to external agencies if necessary. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible.



Reports should be made verbally or in person if possible. Please do not rely on leaving a message.

See Appendix 3 for other useful contacts.

2.4 Early Help

Support for a child at risk should be provided as soon as a problem emerges (Working Together to Safeguard Children, 2023). This help may be provided by the school internally (Appendix 13) or an ‘early help assessment’ may be conducted. In the first instance, staff should discuss early help requirements with the DSL, who will coordinate referral to external agencies or professionals as required.

All staff should be alert to the potential need of early help for a pupil who:

- is disabled and has specific additional needs; has special educational needs;
- has mental health needs
- 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 or county lines;

- is frequently missing/goes missing from care/school or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation, Forced Marriage, or honour-based abuse;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited
- is a privately fostered child
- is looked after and previously looked after child
- is persistently absent from education including for prolonged periods of time and/or on repeat occasions
- is engaging in consensual and non-consensual sharing of nude and semi-nude images and/or videos

Staff should be ready to provide help and support to meet the needs of children as soon as problems emerge.

Further details can be found in Working Together to Safeguard Children, 2023.

2.5 Additional Support (Child in Need and Child Protection Plans)

When the school is informed of a social worker's involvement, the Designated Safeguarding Lead will hold and use this information so that decisions can be made in the best interest of the child's safety, welfare and educational outcomes.

2.6 Mental Health Support and Referrals

Mental health referrals will be made to the Health and Wellbeing Centre. Medical staff may then refer the pupil to a specialist for support in accordance with the school's policies and DfE guidance. (See below.)

Pastoral concerns may be raised by teachers or any other member of staff. For pastoral matters, the pupil's housemaster or matron is the first point of contact. For safeguarding, it is the DSL or Deputy DSLs.

Subsequent actions might include:

- recommending a drop-in sessions at the Health and Wellbeing Centre;
- medical appointment with paediatric nurse or GP;
- referral by the GP to a psychiatrist or psychologist.

Referrals to the School Counsellor may be made by pupils (self-referral), matrons, housemasters, nurses or GPs. The Lead Pupil Counsellor attends the weekly meetings of the Pastoral Support Group. The School Counsellor will provide a limited number of sessions, after which further access to counselling requires approval from the Deputy Head Pastoral.

How do you know there is a mental health concern?

The pupil told you?

Other pupils or staff have voiced their concerns?

You have noticed significant changes in the pupil's appearance-hygiene/weight gain/loss?

You have noticed changes in the pupil's mood withdrawn/miserable/hyperactive/sad?

You have noticed significant changes in the pupil's behaviour?

The pupil's academic performance has changed dramatically?

The pupil has been experiencing these problems for a significant amount of time

Yes, to any of the above

Don't avoid the situation

Be proactive not reactive, don't wait for the situation to get worse

Approach the pupil to try and talk to them; let the House team know

The situation may only require listening and not referring

Remember time constraints: be

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"Do

you

Be prepared to listen

Speak to your House team or the Health and Wellbeing Centre.

If you feel there is a concern please speak to the Health and Wellbeing Centre who will support and give advice to you or the pupil. We are here 24 hours a day on ext 228.

<p>School Boarding Team</p> <p>Housemaster/ Matron /Tutor</p> <p>DSL and DDSLs</p> <p>2M/HM</p>	<p>Health & Wellbeing Centre Team</p> <p>Lead Nurse</p> <p>Experienced Paediatric Nurses/Adult Nurses</p> <p><i>All the team have valuable experience caring for young people in hospital /community /school /residential settings.</i></p> <p>School GP: Dr Laura Francis</p> <p>Private Healthcare</p>	<p>School Counselling Team</p> <p>Lead Counsellor</p> <p>Counselling Team</p> <p>Independent Listeners</p>	<p>Private Child and Adolescent Psychiatrists (NOT employed by the School)</p> <p>Dr Ollie White</p> <p>Private Clinical Psychologist</p> <p>Dr Angharad Rudkin</p> <p><i>Pupils referred by school GP</i></p>
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Health and Wellbeing Centre

A team of experienced Healthcare professionals with over 20 years of experience working and supporting young people in mental health within hospital, community, school and residential settings.

Supported by the GPs in St Paul's Surgery

Pupils can be referred by the school staff or self-refer

If the nurse feels the pupil could do with more time and extra support they may refer to the Drop-in service.

The nurse may feel they need further assessment with the school GP

The nurse may refer to the lead counsellor directly if the pupil is known to the counselling service or if appropriate.

GP Service supported by St Paul's

School Doctor Dr Laura Francis

Pupils can be referred by the Health and Wellbeing Centre, self-refer, be referred by counselling team, be referred by house staff and/or parents

GPs can refer to the NHS CAMHS team if more specialist input is needed

Regular GP weekly appointments with pupils on regular medication to monitor side effects and dosages.

Drop in Service

Run by the Lead Nurse.

Designed to support all pupils with physical health, emotional health and well-being, sexual health and relationships.

Delivers health advice signposting and referrals to the counselling team

This happens twice a week on a Tuesday and Thursday 14.00pm -15.00pm in HAWC

No appointment needed – can self-refer

They can also be referred from house, dons, counselling service

Counselling Service

Lead by the Lead Pupil Counsellor

Designed to provide a confidential therapeutic service for all pupils

Pupils can self-refer

Be referred by Health and Wellbeing Centre Team

Pupils receive up to 8 sessions after which their situation is reviewed.

School Pastoral Support Group

The team is made up from the following: Second Master, Deputy Head Pastoral/DSL, DDSLs, Lead Nurse, Lead Counsellor, Senior Housemaster, Director of Studies, Chaplain and the relevant HMs and matrons who are invited to discuss a pupil of concern. The team meet weekly to discuss:

Any concerns regarding the pupil

The next steps

Appropriate support

Follow-up pupils of concern each

Group Sessions

Sessions run for 5 weeks with JP pupils - run by nurses.

We help encourage discussion on feelings and emotional regulation

Good place to pick up pupils of concern

Private Healthcare

If the medical team in discussion with the school team and parents feel the pupil could benefit from private Healthcare these are the preferred options below. The School does not employ either Dr Rudkin or Dr White.

Clinical Psychologist – Dr Angharad Rudkin

Dr Ollie White – Child and Adolescent Forensic Psychiatrist

3.0 Concerns about an Employee

3.1 Concerning behaviour

Staff must abide by the *Code of Professional Conduct for all Staff (Appendix 1)*. Staff are obliged to report breaches of this code of conduct (including by supply staff, contractors or volunteers, to the Designated Safeguarding Lead.

Any concerns that a staff member may not be suitable to work with children should be referred to the Designated Safeguarding Lead. Low-level concerns can be shared with either the Headmaster or the Designated Safeguarding Lead.

3.2 When an allegation of abuse is made against an employee or volunteer

Any employee or volunteer to whom an allegation of any form of abuse is made should:

- Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened. (Do not ask questions like 'Did s/he do x to you?' Use instead a minimum number of open-ended questions such as 'Tell me what has happened', but never ask 'Why?' something has happened as it may infer the victim is to blame).
- Stop asking any more questions as soon as the pupil or adult has disclosed that he/she believes that something abusive has happened to them, or to someone else.
- Tell the informing pupil or adult that the staff member will now make sure that the appropriate people are brought in to follow the problem up (these may well include the specialist social worker, and that worker may need to involve the police).
- Ask the informing pupil or adult what steps he/she would like to be taken to protect him/her now that an allegation has been made, and assure him/her that the School will try to follow those wishes.
- Refer the matter immediately, with all relevant details to the Headmaster.
- Make a handwritten record as soon as possible of what you have been told, using the child's words as far as possible, and make a copy of this available to the DSL and Headmaster.
- If the allegation is against the Headmaster, or a member of the governing body, report directly to the Fellow with specific responsibility for Child Protection, Mrs Alison Mayne, via her secretary: 01962 621206.
- Do not inform the accused prior to reporting.

4.0 After a report is made

4.1 Elevated Concerns and the Hampshire Safeguarding Children Partnership (HSCP)

The School has various duties to refer allegations about a staff member as follows:

- To the LADO (as per the flowchart in 2.3);
- To the Teaching Regulation Agency (TRA) if the accused staff member is dismissed, or would have been dismissed had they not resigned;
- To the Disclosure and Barring Service (DBS) if the staff member has harmed, or poses a risk of harm, to a child or vulnerable adult;
- To the Independent Schools Inspectorate as appropriate;
- To the Children and Young People's Service (Hampshire Children's Services) if it is believed or suspected that a child is suffering or is likely to suffer Significant Harm. Such referral must be made as soon as possible when any concern of Significant Harm becomes known – the greater the level of perceived risk, the more urgent the action should be;
- To the Charity Commission as appropriate.

The suspicion or allegation may be based on information which comes from different sources. It may relate to a single incident or an accumulation of lower-level concerns. When in doubt, concerns must be shared.

Investigations into Child Abuse are always externally managed. Employees do not investigate reports of physical or sexual abuse themselves. Alleged victim(s), perpetrator(s), those reporting abuse and others involved will not be interviewed by staff members beyond the point at which it is clear that there is an allegation of abuse. The interviewing of children and adults involved 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.

4.2 'Low-Level' Concerns

If a member of staff has a 'low-level' concern about another member of staff they must report this promptly. Staff can choose to report their concern to either the Headmaster or the Designated Safeguarding Lead. The Designated Safeguarding Lead will inform the Headmaster.

'Low level' does not mean that a concern is insignificant but rather that it may not meet the harm threshold. A colleague may have a low-level concern that is causing a 'sense of unease' or a 'nagging doubt'. They are possible indicators of abuse. Examples include where a colleague may be:

- Acting in a way that is inconsistent with the Code of Professional Conduct for All Staff including outside of work
- Humiliating pupils
- Having favourites or otherwise unhealthy relations
- Engaging with a child on a one-to-one basis in a secluded area

All rumours and unsubstantiated claims about an employee's or volunteer's professional conduct must be reported to the Designated Safeguarding Lead.

The School may conduct an initial investigation to ascertain whether there is cause for a low-level concern and to clarify its course of action. Where there is evidence of a low-level concern relating to potential abuse, the Headmaster or Designated Safeguarding Lead will seek advice from the LADO or Hampshire Children's Services regarding low-level concerns and will use the Hampshire Child Protection Thresholds Chart to guide the discussion (Appendix 13).

Where the lower-level concern involves a particular child, whether substantiated or not, the child's parents will be informed at the earliest opportunity by the DSL. This is imperative when the child returns to parental responsibility during school breaks. Careful consideration must be given to the extent of information shared, especially in the event of unsubstantiated claims about an employee.

Where low-level concerns relate to staff conduct or behaviour, but do not amount to potential abuse, the School may take disciplinary action.

If an employee resigns following an allegation which warrants investigation, that investigation will nevertheless be concluded and any findings reported to the appropriate authorities.

If there is a risk of immediate or serious harm a report must be made immediately to Hampshire Children's Services/Police; a report of this nature can be made by anybody and the Designated Safeguarding Lead must be informed afterwards.

4.3 When an allegation is passed on

On receiving an allegation of physical or sexual abuse, the Designated Safeguarding Lead, the Headmaster and/or the Fellow with specific responsibility for Child Protection, will:

- Take any steps needed to protect any pupil involved from risk of immediate harm. (This may involve allocating an appropriate staff member, as far as possible a person chosen by the pupil themselves to stay with them. Similarly, an inspector receiving an allegation of abuse at the School may stay with the pupil concerned until suitable arrangements for their protection are made.)
- Not interview or investigate the allegation further, but refer the matter immediately, or, to the authorities:
 - The LADO Tel: 01962 876364, if the allegation involves an employee and ensure that all communication is recorded in writing
 - Hampshire Children's Services Children's Reception Team if the allegation involves pupils or a pupil and their family Tel: 01329 225379 or 0300 555 1384
 - If the allegation involves serious and/or immediate harm, Winchester Police will also be informed Tel: 01962 841534 (Emergency Tel: 999)
- Reports should be communicated personally. Do not rely on leaving a message.
- Reports made to the Designated Safeguarding Lead that involve staff will be forwarded immediately to the Headmaster and the Governor with Specific Responsibility for Safeguarding.
- Consult the LADO/Hampshire Children's Services and follow the advice given about contacting parents, other staff, police, doctor or alleged perpetrator(s) or witnesses direct. Agree with these authorities any necessary next steps in relation to:
 - Informing a pupil's parents (there are circumstances where it would be inappropriate to inform parents immediately when an allegation has been made)
 - Medical examination or treatment for the pupil (there are circumstances where medical evidence will be needed)
 - Immediate protection that may be needed for a pupil who has been the victim of abuse, a pupil who has given information about abuse, and a pupil against whom an allegation has been made (each of these may now be at risk)
 - Informing other appropriate people at the School (including any other staff members) of the allegation and its investigation. Care should be taken at this stage, as knowledge of an allegation or impending investigation can lead to a serious risk of the alleged perpetrator(s) 'covering up' evidence that may be sought by police or putting pressure on others to remain silent.
 - Contacting the authorities will initiate an independent investigation if this proves to be necessary, and the authorities will arrange, within pre-set time limits, the involvement of the relevant specialist police personnel and if necessary a meeting of the agencies who may need to be involved, together with the School.

- In cases involving a staff member, a School contact will be appointed to inform the accused of the progress of the investigation as agreed with local authorities and the accused should not initiate contact or conduct their own investigation.
- Inform the pupil or adult who made the initial allegation of what the next steps are to be, having agreed these with the authorities (as directed in Part 4 of KCSIE). (It may be helpful for the call to the authorities to be made while the pupil or adult is waiting, so that they can be told the likely next steps immediately after the call. If this is not possible the pupil or adult should be told the next step as soon as possible after the call).
- Inform the Headmaster (unless they are the subject of any of the allegations or suspicions) of the allegation and the action taken as above, and agree necessary further action in line with these standards.
- On the advice of the local authorities, the Headmaster makes the decision whether to suspend from duty, pending investigation, any employee alleged to have abused a pupil or pupils. (The decision to suspend will be based on firm grounds such as the possibility that the accused could impede an investigation, that there is a continued threat of harm or the allegations are so serious that they are likely to be grounds for dismissal).
- Where a member of boarding staff is suspended as a result of a Child Protection investigation, arrangements will be made to accommodate the staff member away from the boarding house to limit further risk of harm to pupils.
- The School will take any necessary steps for the longer term protection and support of each pupil who has made allegations of abuse, or is alleged to have suffered from abuse, taking their wishes fully into account. (This may involve the pupil's receiving continuing support and protection from a staff member chosen by them, or changing boarding accommodation, or returning to their parents temporarily.)
- Take any necessary steps to protect and support a pupil who is alleged to have abused another. (The allegation may not later be substantiated, but even if it is, the School continues to have a statutory welfare responsibility towards this pupil while they are at the School). Ensure that any pupil being interviewed by the police has available a supportive member of staff of their own choice to accompany them if this becomes necessary.
- Notify the authorities of the action taken, as soon as possible.
- Ensure co-operation and information sharing by and with the School in any subsequent investigation by the Children and Young People's Services or police.
- Make arrangements where feasible for any pupil who has been the subject of abuse to receive any necessary continuing counselling and support, by agreement with their parents where appropriate.
- Note: If an employee resigns during an investigation, the investigation must still be completed and the appropriate referrals must still be made.

A review of the allegation as well as the investigation process through which it was managed will take place and lessons learnt will be incorporated into the School's policies and procedures.

5.0 Managing allegations against other pupils (Child on child abuse)

Although the conduct of pupils towards each other is covered by the School Rules and the Winchester Code, some allegations may raise safeguarding concerns. These allegations are most likely to include one or more of the following (definitions available in 2.1):

- physical abuse (eg. hitting, shaking, hair pulling.)
- emotional abuse
- sexual abuse (including sexual violence and sexual harassment, upskirting, sexting) including online sexual exploitation
- initiation/hazing type violence and rituals
- abuse in intimate personal relationships
- bullying

As with allegations against adults, it is the imbalance of power between pupils which is often the most significant factor. Sex, sexuality, race and levels of sexual knowledge can all be used to exert power.

All child-on-child abuse is unacceptable and will be taken seriously.

5.1 The safeguarding implications of sexual activity between young people

Situations involving sexual activity between pupils require difficult professional judgment, and the intervention of external agencies is not always appropriate. It will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving an element of coercion or exploitation, or where there is an imbalance of power. It may also be difficult to be sure that what has alleged to have taken place definitely has a sexual component. Sexting (Appendix 4b) involving under-18s is illegal and could be a form of child-on-child abuse.

Decisions will be made on the basis of the best interests of the pupils concerned, and referrals under safeguarding arrangements will be determined by an assessment of the extent to which a pupil is suffering, or is likely to suffer, significant harm. Key considerations will include:

- The age, maturity and understanding of the pupils
- Any disability or special needs of the pupils
- Their social and family circumstances
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed
- Any evidence of coercion or exploitation

**At Winchester College we believe that all children have a right to learn in a safe environment.
Pupils should be free from harm by adults in the school and other pupils.**

5.2 Prevention

As a school, we will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate PSHEE and RSE syllabus which develops pupils' understanding of acceptable behaviour
- Having systems in place for any pupil to raise concerns with staff
- Providing appropriate support to pupils identified as being at risk
- Developing robust risk assessments and providing clear targets for pupils identified as being a potential risk to other pupils.

5.3 Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against pupils by others in the school which raise safeguarding issues. These may include allegations:

- of abuse (as listed in 2.1)
- involving a pupil's behaviour to a younger, or more vulnerable pupil
- referring to a criminal offence
- about behaviour that has the potential to put other pupils at risk or indicates that other pupils may have been affected
- indicating that young people outside the school may be affected

5.4 Procedures

When an allegation is made by a pupil against another pupil, the member of staff to whom the disclosure is made should make a written note of the allegation and inform the Designated Safeguarding Lead (DSL) who will inform the pupils' Housemaster(s) and then make appropriate referrals.

- If there is an allegation of abuse, the DSL will inform Hampshire Children's Services where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.
- Hampshire Children's Services may refer the case to the Multi-Agency Safeguarding Hub (MASH) if a criminal offence is suspected.
- Parents of both the accused pupil and the alleged victim will be informed and kept updated on the progress of the referral. Parental consent is not required for a referral to a statutory agency.
- The DSL will make a record of the concern, and any outcome and keep a copy in both pupils' files.
- It may be appropriate to separate the accused pupil for a period of time as the allegations are investigated. This may be by keeping them at home or in the Health and Wellbeing Centre.
- If the referral to the MASH does not result in investigation by an external agency, a school investigation will take place using the School's disciplinary procedures.
- If there is a safeguarding risk, a risk assessment will be prepared along with a preventative supervision plan.
- The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

5.5 Victim and perpetrator support

Child Protection and Safeguarding Policy

The school has a duty of care to both its employees and pupils. Medical support and counselling are available to those that require it and, where appropriate, a support group will be offered to the pupils or staff involved.

A victim should never be given the impression that they are creating a problem by reporting abuse or harassment. Nor should a victim ever be made to feel ashamed for making a report.

6.0 Confidentiality

Employees must never guarantee confidentiality to pupils or adults wishing to disclose something serious. They should, however, offer reassurance that they will:

- share information with the minimum number of people necessary;
- share the minimum amount of information necessary;
- act to protect them from any negative consequences of the disclosure.

Every effort will be made to maintain confidentiality for both the victim and the accused.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Safeguarding and the protection of children have priority over confidentiality.



WINCHESTER
COLLEGE

Code of Professional Conduct for All Staff

Reviewed: July 2024

Next Review: July 2025

Author: DSL/2M

Winchester College is a complex and talented community in which we should all feel able to thrive. A formal Code of Conduct cannot anticipate every eventuality, but what follows tries to set the tone and to describe the sort of behaviour we should adopt as we go about our busy lives. This policy is addressed to all staff, academic and support.

Abuse of Positions of Trust

It is an offence for a School employee, a temporary contractor or a volunteer to engage in intentional sexual activity with or in the presence of a pupil or to incite a pupil to engage in or watch a sexual activity. The School is a place of learning and it is understood that staff will ensure that they deliver appropriate ethical education.

The building of a relationship, trust and an emotional connection with a young person with the intention of manipulating, exploiting or abusing them is a criminal offence. Staff must remain professional at all times and not engage in inappropriate conversation or behaviour with pupils. Whilst staff are encouraged to form healthy working relationships, they must not cross the limit of acceptable professional conduct, especially in the less formal environment of boarding. It is not uncommon for pupils to become strongly attracted to a member of staff or to develop an infatuation/attachment. If any member of staff becomes aware of such a situation concerning themselves or a colleague, they should discuss it with the Designated Safeguarding Lead (DSL) immediately so that they can receive support on the most appropriate way to manage the situation.

Where pupils, or visiting pupils (including Quiristers), are engaged in close one-to-one teaching, particularly in specialist art, drama, music or sports lessons, the following precautions should be observed: that another staff member is in reasonably close proximity within the building, lessons take place within normal working hours, where possible blinds and curtains are open and that physical touch is minimal, instructive and confined to necessity in order to avoid harm.

What about physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force (using no more force than is needed), with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;

- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

The Child Protection Policy and associated documents that appear in the appendix outline guidelines to all staff on the prevention of abuse covering:

- Staff supervision of high-risk situations.
- Avoidance of inappropriate physical contact between staff and pupils.
- Avoidance of inappropriately spending time alone with individual pupils.
- The need for all staff to be vigilant in spotting and reporting clear suspicions that abuse may be occurring.

Staff are reminded to protect both themselves and their pupils by ensuring that:

- they are sensible when meeting a pupil alone (e.g. inform another staff member of the time and reason for the meeting, leave the door and blinds open during the meeting)
- they maintain integrity when communicating online (e.g. not befriending pupils on social networking sites and communicating using work rather than personal email accounts)
- any physical touch in sports/drama coaching or otherwise is in the presence of another person, minimal, instructive or necessary to avoid harm
- self-referring to the Designated Safeguarding Lead or their Deputy, should they feel they have put themselves into a situation that could be misinterpreted.

Low-level concerns

If a member of staff has a 'low-level' concern about another member of staff they must report this promptly. Staff can choose to report their concern to either the Headmaster or the Designated Safeguarding Lead. The Designated Safeguarding Lead will inform the Headmaster.

'Low level' does not mean that a concern is insignificant but rather that it may not meet the harm threshold. A colleague may have a low-level concern that is causing a 'sense of unease' or a 'nagging doubt'. They are possible indicators of abuse. Examples include where a colleague may be:

- Acting in a way that is inconsistent with the Code of Professional Conduct for All Staff including outside of work
- Humiliating pupils
- Having favourites or otherwise unhealthy relations
- Engaging with a child on a one-to-one basis in a secluded area

Please refer to 4.2 of the Child Protection and Safeguarding Policy for low level concern reporting procedures and further details with regards to allegations against staff. The Whistleblowing Policy can be found as an appendix to the Child Protection and Safeguarding Policy.

Courtesy and Confidentiality

Colleagues should always be courteous to one another and should show special consideration to new colleagues, for whom the School's traditions, manners and routines can be confusing. People should feel included rather than excluded.

We have much to learn from one another. An atmosphere of mutual support should prevail among so many people with such diverse gifts. We should make a particular point of not discussing our colleagues with our pupils save in the briefest, most complimentary way.

Collegiality and Commitment

We and our pupils benefit from our collegiality and unity. In an institution such as this, there will always be room for debate and disagreement, but divisiveness weakens us. The various sides of the School, while preserving their own identities, should do their best to understand each other and to co-operate diligently. Everyone should respect the wishes and instructions of those who manage them; and those who manage should keep in mind their duty of care to those who answer to them. When we receive requests for information or documentation, we should respond to them punctually.

Wherever possible, colleagues should try to see and appreciate what others are doing, and we should realise that the many activities we offer our pupils can flourish only with the active assistance of all concerned.

We are all guardians of the School's rules and routines. These are established through discussion and agreement. Once they are established, we are obliged to subscribe to them and to enforce them calmly and consistently. We cannot expect our pupils to adopt proper standards of behaviour and dress if we ourselves do not set a right and steady example.

We are guardians of our physical environment here. Just as we should expect to contribute to the description of our routines and to the development of our curriculum, so we should expect to play our part, wherever possible, in discussions about our grounds and buildings. Equally, we have a duty to take care of the School's property and to eschew the waste of its resources.

Communication and Complaints

We prize the arts of conversation and discussion, and we should ensure that we do not, under the pressure of daily business, neglect these. One way to cultivate them is to make a point of attending the various social functions arranged for us.

On no account should any member of staff engage in informal or unseemly email correspondence, texting or the like (including through platforms such as WhatsApp) with any pupil at Winchester College. If a member of staff is in a WhatsApp group with a pupil because of an out of school activity (such as a hockey or cricket club for example) then the member of staff must declare this to the DSL. The member of staff should remember that they are an ambassador for the school whilst a member of any such WhatsApp Group.

An employee with social networking accounts (such as Facebook/Instagram/Snapchat/LinkedIn) must not allow current pupils any level of access to their account or accounts; nor must any employee make contact with any current pupil through their social networking account including via direct message. If a current pupil seeks to connect with you ('add' you or 'follow' you) in any way on a social network, this request should be declined, and a polite email of explanation sent to the pupil via the school network with the DSL copied in.

Employees are strongly advised not to connect with recent pupil leavers through social networking accounts until three years has elapsed since the pupil left (a pupil is considered to have left the school at the start of the next academic year following their departure) and must not connect if the pupil is still of

secondary education age (for example if they were to leave in JP). Employees should be particularly mindful that former pupils may well have connections to current pupils (either as siblings or a friends) and that an employee may be making themselves vulnerable through such a social connection. Pupils will be told about this request.

Staff should protect themselves from pupil access to personal staff information that may prove inappropriate and staff should not expose themselves to similar material on pupils' profiles. When a member of staff leaves Winchester, they should not contact (by email, mobile or social media) any current pupil or any recent Old Wykehamist (who has left within the past two years). If they need to make contact for a legitimate purpose, then it must come via the School.

In cases where a former member of staff connects with a current pupil, the school reserves the right to contact the new employer, particularly when any new role involves working with children.

All computer systems are vulnerable to hacking. Therefore, if there is something sensitive to communicate or if there is a difficult issue to resolve or if there is likely to be a difference of opinion, it is better to speak directly to a colleague and to try to diminish any sense of rush. If a colleague comes to know of any misuse or abuse of the School's computer system, that colleague must at once report the matter to the Director of IT.

All of us, including the Headmaster, are willing to receive messages expressing views about School matters. Any written communication between us should always be civil and must always be signed. We should consider our colleagues' arguments and observations sympathetically and always reply. Letters marked "confidential" will be treated as such and their contents will not be taken further without consultation between the correspondents.

Winchester is bound to attract the interest of the press. No one should talk to the press about the School, not even off the record, unless authorised to do so by the Headmaster. If approached by the press we should ask courteously what the call relates to and refer the matter to the Headmaster, via their Secretary.

Should a dispute arise between us as colleagues, we should try to settle matters through discussion. If this does not work, we may seek the help of a head of department or other senior figure; or we may have recourse to the Complaints Procedure; or we may need to invoke the Grievance Procedure. Before taking either of the last two very serious steps, we should take time to think and to consider whether we have already exhausted the informal, human means of resolving a problem.

For further information please see: The IT AUA, and the Role Description for People with Specific Responsibility for Child Protection in Appendix 2.



WINCHESTER
COLLEGE

Use of reasonable force

Next Review: July 2025

Author: DSL/JPC

This policy refers to and complies with the guidance outlined in Section 550A of the Education Act 1996, and is in line with the Department for Education Guidance 'Use of Reasonable Force' in schools. Reporting and recording guidance is also included.

This policy is intended to clarify how those standards are to be met by the School. It will be reviewed annually to ensure that it complies with current legislation.

A. What is reasonable force?

Force is usually used either to control or restrain. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically, using intentional force to restrict a child's movement against his or her will. "Reasonable in circumstance" means using no more force than is needed.

Physical restraint/control does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities.

There are other situations where physical contact may be necessary e.g. demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil. This does not constitute restraint but staff should be conscious of pupil perceptions and recognise that for some pupils touching may be unwelcome and misinterpreted despite good intentions.

- Reasonable force may be used where the member of staff is lawfully in charge of the pupil, and this includes whilst on school trips.
- It can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- It must be applied for the minimum necessary time.
- It must not be used as a form of punishment and must not be used when a less severe response might have effectively resolved the situation.
- Deliberate use of physical contact to punish a pupil, cause pain or injury or humiliation is unlawful, regardless of the severity of the pupil's behaviour or the degree of provocation.
- Reasonable force can be used to search for "prohibited items" but may not be used to search for items banned under school rules.
- In determining what is reasonable, any disability or SEN must be considered.
- Parents should have access to the School's policy on behaviour, discipline and force procedures so that they are fully aware of the actions that may be taken if their child is involved in an incident.

B. Types of Restraint

Partial Restraint covers a wide range of techniques which can be applied in degrees to meet particular circumstances. It may involve:

- a. Physically moving a pupil from a situation where there is an imminent risk of a violent incident and where the pupil has refused to respond to a reasonable verbal request.
- b. Holding pupils to restrict their movements. Retaining a pupil in a confined area in order to prevent individuals or property being damaged. (It is illegal to lock a pupil in a room or cupboard which they cannot leave of their own volition).

Total Restraint is where pupils are held in such a way which prevents them from moving. This could mean a pupil being held on the floor. This is an extreme form of restraint and would be used only when an assault was being thought a serious risk to others.

Staff should be aware that for some pupils the use of physical restraint may act negatively as reinforcement for their aggressive behaviour.

C. Reporting use of reasonable force/control

Where force has been required, the staff involved must:

- immediately inform the Headmaster, or in her absence the Second Master, and the Designated Safeguarding Lead;
- record the details of the incident in writing as soon as possible and forward these to the Headmaster. The report form at the end of this document may be used if desired.

The Headmaster will determine how the incident is recorded and whether it should be reported to parents. All incidents will be recorded on CPOMS.

Reasonable force/control – incident report form

1. Basic information

Name of Pupil: _____ DOB: _____ Yr: _____ House: _____

2. Events leading to this incident

2.1 Where did the incident occur? _____
Day/Date: _____

2.2 When did the incident occur? Time: _____

2.3 How did the incident begin?

3. Describe the incident

3.1 What was happening at the time?

3.2 Was anyone else involved? _____

3.3 Did anyone else see what happened? (give details) _____

3.4 What behaviour was the pupil presenting that warranted restraint/control?

3.5 Was there damage to property or an assault on a pupil or staff during the incident?

3.6 What did you do to try to defuse the situation before using restraint/control?

3.7 (i) How was the pupil restrained/controlled? (describe) _____

e.g. two people escort; one person wrap; supine control

(ii) For how long?

(iii) By how many _____

staff _____ members?

4. Injuries sustained

4.1 Was anyone injured? **YES / NO**

If yes, give details _____

4.2 Was this recorded in the accident book? **YES / NO**

4.3 Was the pupil checked for injuries by a member of staff who was not involved in the incident?

YES / NO If yes, by whom? _____

5. Follow up Action

5.1 The incident was reported by to the Headmaster by: _____

Incident form completed by: _____ Post held: _____

Date: _____ Copies to the DSL, House Master and the HM

E. Telling parents when force has been used on their child

The College will speak to parents about serious incidents involving the use of force and discuss how best to record such serious incidents. In deciding what a serious incident is, the College will consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

Note: Parental consent is not required to use reasonable force on a pupil.

F. What happens if a pupil complains when force is used on them?

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. The College should refer to the “Allegations made against/Concerns raised in relation to teachers, supply teachers, other staff, volunteers and contractors” guidance¹ where an allegation of using excessive force is made against a teacher.
- Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against the member of staff.
- The School has a duty of care towards its employees and will provide appropriate pastoral support to any member of staff who is subject to a formal allegation following a use of force incident.
- Any complaint must be made in accordance with the Complaints Policy available on the School's website.

¹ Part 4 of KCSIE, *see* Appendix 15 of the Child Protection and Safeguarding Policy:
<https://www.winchestercollege.org/explore/governance-and-our-policies/policies>



WINCHESTER
COLLEGE

Role Description for People with Specific Responsibility for Child Protection

Reviewed: July 2024

Next Review: July 2025

Author: DSL

Headmaster:

The Headmaster ensures that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

Designated Safeguarding Lead:

The Governing Body ensures that the College designates an appropriate senior member of staff from the College's leadership team to take lead responsibility for safeguarding and child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The DSL must sit on the Senior Management and report directly to the Headmaster and the Governing Body.

The broad areas of responsibility for the Designated Safeguarding Lead are:

Managing referrals

Refer immediately all cases of suspected abuse to the local authority children's social care and:

- The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).

Liaise with the Headmaster to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Act as a source of support, advice and expertise to staff on matters of, safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as support for staff who make referrals to the Channel programme.

Be aware of the requirement for children to have an appropriate adult.

Information Sharing and File Transfers

Make sure that Child Protection files are kept securely and up to date

Make sure that files are only shared with those who need to see the information

Make sure that Child Protection Files are transferred to the new school within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file; secure transit should be arranged and confirmation of receipt should be obtained.

Training

The Designated Safeguarding Lead should receive appropriate training carried out every two years, in addition to regular updates via e-bulletins and CPD events, in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments. 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.
- Ensure each member of staff has access to and understands the College's Child Protection and Safeguarding Policy and procedures, especially new and part time staff. This includes online safety and an awareness of the monitoring and filtering systems in place in the College, as well as the expectations, applicable roles and responsibilities of colleagues in relation to the filtering and monitoring.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure records of concerns and referrals.
- 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.
- Have the lead responsibility for safeguarding and online safety which includes overseeing and acting on filtering and monitoring reports, safeguarding concerns and checks to these system. They should understand the 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 online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.
- Ensure all staff have received appropriate up-to-date training. Training records are maintained in the HR Department.

Raising Awareness

The Designated Safeguarding Lead should:

- Ensure the College's policies are known and used appropriately, including those relating to online safety as detailed above.
- Ensure the College's Child Protection and Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.
- Ensure the Child Protection and Safeguarding 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 college in this.

- Link with the local Safeguarding Partnerships to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- All concerns, discussions and decisions and reasons for those decisions are to be recorded securely in writing, reviewed regularly and any patterns addressed.
- Convene the weekly Pastoral Support Group in their capacity as the Deputy Head Pastoral

Deputy Designated Safeguarding Lead:

The Deputy Designated Safeguarding Lead acts in the absence of the DSL, although the ultimate lead responsibility remains with the DSL and should not be delegated. They should:

- Attend weekly Pastoral Support Group meetings to ensure they are aware of current safeguarding issues.
- Organise file transfers for new pupils.
- Be on call and in possession of the duty mobile according to the rota.
- Oversee cases that involve internal support when there are a large number of Safeguarding cases that cannot be managed by the DSL alone.
- Manage cases where there is a conflict of interest for the DSL.
- Aid in the drafting and reviewing of policies.

The Second Master:

- Attends the Pastoral Support Group meeting
- Deals with pupil disciplinary matters.
- Acts as a Deputy Designated Safeguarding Lead.

The Fellow with specific responsibility for Child Protection matters is responsible for:

- Meeting with the Designated Safeguarding Lead regularly (once a term) to discuss matters of mutual interest and to be briefed accordingly.
- Keeping up to date through training at least every two years.
- Supervising and implementing revisions that address weaknesses in Child Protection Policies and Procedures without delay.
- Undertaking an annual review of the effectiveness of the School's Child Protection/Safeguarding Policy and procedures (in conjunction with the Designated Safeguarding Lead).
- Taking the lead on behalf of all fellows in matters of Child Protection and Safeguarding, and of Health and Safety, where Fellows collectively have particular responsibility.

The Governing Body:

- Is overseen by the Warden who appoints a Fellow with specific responsibility for Child Protection and sets his/her terms of reference.
- Ensures the School complies fully with its obligations, both legal and moral, in Child Protection and Safeguarding.
- Reviews and approves Safeguarding Policies and Procedures annually to ensure that they comply with current guidance including in online safety
- Monitors the effectiveness of the staff to whom they delegate safeguarding responsibilities

- Reviews records of serious cases and incidents in order to provide adequate evidence based on feedback in the annual safeguarding report and on the extent of compliance with the charity's policies
- Reviews and approves Safeguarding Policies and Procedures following major incidents to ensure that they are suitable for the particular needs of the pupils and staff
- Monitors the charity's compliance with its legal duty to refer to the Disclosure and Barring Service.

The Pastoral Support Group:

- Meets weekly to discuss matters of mutual interest.
- Is attended by the Second Master, Deputy Head (Pastoral)/DSL, Deputy DSLs, Director of Studies, Senior Housemaster, College Chaplain, Lead Nurse and School Counsellor.
- Is a professional pupil-centred discussion that considers, at all times, what is in the best interests of our pupils.
- Establishes a safe and confidential network to share information to best support pupils and colleagues.
- Reviews and assists in the drafting of Safeguarding Policies and Procedures



WINCHESTER
COLLEGE

Important Phone Numbers

Reviewed: August 2025

Author: DSL

In addition to your Housemaster, Assistant Housemaster, Tutor, Matron, Div Don or any other adult, you may seek assistance at any time from:

Chaplaincy	
The Revd Hester Jones , Dean of Chapel:	hj@wincoll.ac.uk
Mr Andrew Sparkes , Senior Lay Chaplain:	07833 645514, ajs@wincoll.ac.uk
Mr Liam Dunne , Roman Catholic Lay Chaplain:	07889647480, ld@wincoll.ac.uk
Dr John Cullerne , Master in Charge of Faith Circles	07796 792624, jpc@wincoll.ac.uk

Designated Safeguarding Lead (DSL)	07436 588321, safeguarding@wincoll.ac.uk
Designated Safeguarding Lead & Deputy Head Pastoral, Mrs Ali Harber	01962 621179, aeh@wincoll.ac.uk
Deputy DSL & Second Master, Mr Iain Smith	01962 621142, 2m@wincoll.ac.uk
Deputy DSL & Director of Safeguarding, Mr Callum Barnes	cpb@wincoll.ac.uk
Deputy DSL & Surmaster Pastoral, Mr Simon Mildinhall	01962 621127; sjm@wincoll.ac.uk
Deputy DSL, Mrs Belén Lopez	mbl@wincoll.ac.uk
Deputy DSL, Mr Jack Fisher	jff@wincoll.ac.uk
Governor with specific responsibility for Child Protection, Mrs Alison Mayne (via her secretary)	01962 621206, jm1@wincoll.ac.uk

Confidential Pupil Counsellor	
Sara Holland	07735 796895, pupils@wincoll.ac.uk
Caroline James	
Charlotte Pickance	
Emily Boreham	

Independent Listener	
Mrs Elizabeth Webster	07793 076006, elizwebster99@gmail.com

Winchester College Health and Wellbeing Centre	
Lead Nurse, Mrs Karlene Cullen & Nursing Team	01962 621228, wcmc@wincoll.ac.uk

School Doctor, Dr Laura Francis (St Paul's Surgery)	
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Local Agencies	
Children's Services Department - up to 18 years	0300 555 1384, childrens.services@hants.gov.uk
Adult's Health and Care Services - over 18 years	0300 555 1386, adult.services@hants.gov.uk
Local Area Designated Officer (LADO), Mrs Fiona Armfield	01962 876364, child.protection@hants.gov.uk

National Agencies	
Independent Schools Inspectorate	0207 600 0100, concerns@isi.net.org
ChildLine	0800 1111
Samaritans	116 123, jo@samaritans.org
Police, Ambulance, Fire	999
Department of Education Counter Extremist Helpline	020 7340 7264, counter.extremism@education.gov.uk

The Children's Commissioner for England – **Dame Rachel de Souza** spends lots of time listening to what children and young people who live away from home, or who are receiving social care support, have to say about how they are looked after. If you would like to contact Rachel, or any other member of her team through their 'help@hand' initiative, here's how to do it:

- Help@Hand freephone: 08005280731 and email: help.team@childrenscommissioner.gov.uk
- The Office of the Children's Commissioner for England: 0207 783 8330, info.request@childrenscommissioner.gov.uk
- Or write to: Office of Children's Commissioner, Sanctuary Buildings, 20 Great Smith Street, London, SW1P 3BT

We will not tell anyone it was you who contacted us about any problems unless you ask us to - but if you tell us something which makes us believe that you or another child or young person is in danger of being seriously harmed, then we will need to pass that information (and who you are) on to the right people to try to protect you or them. We will let you know if we do this.

Payphones

Please note that there are two payphones for the use of all pupils. These are located at:

1. The foyer of Music School.
2. Thule Passage, Chamber Court.



Counter Bullying Policy and Strategy

Reviewed: July 2024

Next Review: July 2025

Author: DSL/2M

This policy is directed by the DfE advice Preventing and Tackling Bullying, July 2017.

Winchester College aims to be a community that is truly inclusive; that understands, appreciates and values the equality and diversity of each individual and creates an environment that makes people feel valued and able to participate and achieve their full potential. We seek to treat all pupils and staff treated fairly, with due regard for protected characteristics such as race, ethnic origin, nationality, sex, disability, age, religion, sexual orientation, marital/parental status, political belief and social/economic group. Bullying undermines these aims and will not be tolerated.

We recognise that bullying between our pupils presents particular challenges where the pupils live in the same boarding house and do not go home as often as others might. Our counter bullying strategy seeks to promote positive relationships between pupils of all ages, encourages older pupils to proactively look out for younger ones and model positive behaviour, and to enable all pupils to tell someone if they are being bullied.

It is everyone's responsibility to prevent bullying from happening and with this in mind this Counter Bullying Policy lays down certain guidelines.

Definition of Bullying

Bullying is any repeated behaviour - verbal, psychological, electronic, social or physical - which intentionally hurts another individual physically or emotionally and prevents them from living at ease with themselves or other members of the School. Bullying often involves an imbalance of power, which could for example be social, emotional or physical. It is often involves prejudice on the grounds of race, religion, culture, sex, sexual orientation, special educational needs and disability or because a child is adopted or is a carer.

For example it can be:-

- Name calling.
- Making fun of someone in an unpleasant way.
- Sexual misconduct, which includes sexist language and sexual harassment.
- Unwanted touching.
- Stealing, breaking or hiding someone's possessions and/or repeatedly using someone else's possessions without their consent
- Storing or sending inappropriate material or messages electronically. For more information about this, refer to the Online Safety and Counter Cyber Bullying Policy.
- Pushing or hitting someone.

- Frightening someone into doing things they do not want to do (coercion).
- Intimidation to prevent someone doing something they want.
- Excluding another from information or social interactions.

It is not Bullying, for example when:

- Two people have the occasional disagreement;
- Senior pupils are appropriately carrying out their responsibilities to supervise others, carrying out daily routines to ensure the smooth running of House and School;

Bullying can occur:

- Pupil to pupil. See below.
- Adult to pupil. See Sections 1-5, Child Protection & Safeguarding Policy and the Complaints Procedure Policy.
- Adult to adult. See Staff Code of Professional Conduct document and Whistleblowing Policy.
- Pupil to adult. The Second Master or Deputy Head Pastoral will investigate and then refer the matter to the Headmaster. A record of the incident and the response will be kept by the Second Master.

Bullying behaviour is demeaning and frightening and can cause psychological damage and even suicide.

Counter bullying Strategy

The prevention of bullying

We are proactive and aim to provide:

- An atmosphere and culture across the College which builds positive self-image and friendships among pupils of all ages and commends positive behaviour in all areas.
- One-to-one contact with personal tutors in every house for each pupil on a regular basis.
- Opportunities for all pupils to speak to or communicate with someone they trust if they are experiencing bullying or know someone who is
- A structured PSHEE programme which develops personal and inter-personal skills and deals specifically with various kinds of bullying.
- Reassurance that all senior pupils with some responsibility for younger pupils are sensitively prepared for this role and receive regular support.
- Staff and pupils who challenge and report inappropriate behaviour (calling out/calling in)
- Staff who are aware that they act as role models in terms of communication and respect for each other and their pupils.
- INSET days for staff on how to react to and deal with instances of bullying or possible bullying. Staff are trained so that the principles of the School polices are understood and the needs of their pupils are acknowledged.
- Appropriate internet security, filtering and IT education.

Monitoring

Monitoring in School is achieved through:

- Staff vigilance and professional curiosity (as well as good pupil/staff and good pupil/tutor relationships).
- Records on CPOMS and their analysis

- Making bullying an item on the agenda of all Pastoral Support Group Meetings at which, if necessary, any bullies or pupils at risk are discussed.
- PSHEE discussions.
- Appropriate internet monitoring and filtering
- Awareness raising and surveys amongst pupils and staff.
- The Designated Safeguarding Lead (Deputy Head Pastoral), Headmaster and Second Master regularly report to the Governing Body about bullying, monitor bullying records and update and amend relevant policies and procedures as required.

What happens when bullying occurs?

The School will react firmly and promptly where bullying is identified. There is a range of follow-up steps available to the staff depending on the situation. Some of these steps include:-

- Discussion with staff and pupil(s).
- Mediation between the perpetrator and victim.
- Imposition of sanctions and referral to senior staff.
- Communication with parents.
- All incidents are recorded on CPOMS.

In most cases the action taken in the first instance will not be disciplinary – a bully will be asked to talk about their behaviour and encouraged to find ways to change it. It may sometimes be the case that the bully genuinely has not recognised the distress caused to the victim by their behaviour. If those responsible for the bullying behaviour repeat it, sanctions may be applied. Ultimately a bully who will not change their behaviour may have to leave the School.

Serious incidents, such as a serious physical or sexual assault, will be referred by the Designated Safeguarding Lead to Hampshire Children’s Services.

After an incident has been managed, the situation will be monitored carefully by staff to prevent it recurring. Everyone involved has responsibility for helping the bully to change their behaviour. In addition, the victim may need to deal with their feelings and to understand and overcome their vulnerability.

What can all staff members do?

In some cases victims of bullying do not want anyone else to know what is happening, because they:

- do not want to tell tales;
- do not want the bully to be punished;
- are afraid of what the bully will do;
- have become demoralised and feel they do not deserve any better.

For these reasons we must:

- Encourage all pupils to break the silence about bullying behaviour. Emphasise that bystanders are encouraging and endorsing bullying behaviour.
- Respond immediately, swiftly and unambiguously to individual incidents of bullying and inform relevant colleagues who will provide support, investigate and mediate/invoke the disciplinary process as appropriate.
- Use the pastoral network to raise awareness and identify ways of reducing the risk of bullying at times and in places where it is most likely.

- Support and protect children who are being bullied and help them develop positive strategies and assertion. They need a balance between protection and empowerment. Keep a special watch on those involved.
- Help bullies to change their behaviour.
- Inform parents at an early stage.
- Record incidents using CPOMS.

Training on counter bullying will be given to staff.



WINCHESTER
COLLEGE

Online Safety and Counter Cyber Bullying Policy

Reviewed: July 2024

Next Review: July 2025

Author: DSL

This policy must be read in conjunction with the School's Counter Bullying Policy, Staff Code of Conduct (Employees) and Acceptable User Agreement.

Our intention is to ensure that pupils fully understand and are prepared for the possibilities – both positive and negative – presented by the digital world.

As well as the information provided in this document, the following resources provide useful advice and guidance:

[Appropriate Filtering - UK Safer Internet Centre](#)

[Appropriate Monitoring - UK Safer Internet Centre](#)

www.childnet.com

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.educateagainsthate.com

<https://parentzone.org.uk/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

www.stopcyberbullying.org

Keeping Safe Online

The school acknowledges that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users;
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; and
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams

Filtering and Monitoring

The School is committed to protecting pupils and staff from potential harm deriving from their use of the internet, mobile telephones and other electronic and digital technology or systems. The School applies a robust monitoring and filtering service across the school network and on every school device. This software blocks inappropriate websites, records search terms and can block or generate alerts for particular search terms. Usage of the school network is monitored daily and the DSL and Head of Infrastructure liaise when concerns arise over pupil usage.

The following principles apply to the systems used to control and monitor usage:

- It should not disproportionately compromise pupils' privacy or their ability to communicate with their parents/carers or outside agencies.
- It should not unreasonably impact teaching or learning or school administration or restrict pupils from learning how to assess and manage risk themselves.
- IT staff (eg Director of IT and Head of Infrastructure) should regularly liaise with key pastoral staff (eg DSL, Second Master, Surmaster Pastoral) to determine settings and procedures which enable effective monitoring and response to alerts.

All staff have a responsibility to safeguard the welfare of pupils online by educating them, supporting them and reporting any instances of cyber bullying or other dangerous or suspicious online activity in line with School procedures.

Parents are strongly encouraged to consider having content filters or parental controls in place on their broadband network at home.

Pupils are asked to sign the Acceptable Use Agreement (AUA) when they join the school and at regular points thereafter. Pupils who attempt to circumvent the filtering and monitoring systems are in breach of the School Rules and the Acceptable Use Agreement (AUA) and place themselves at risk.

Pupils educated about how to keep themselves safe online through the PSHEE and pastoral programmes. Matters addressed include: protecting personal information; responding to unsolicited messages; risks of and responses to picture and video messaging; responsible use of social media;

Further information about this can be found in the PSHEE Policy, and the IT AUA.

The School's IT AUA aims to ensure that pupils are responsible in their use of IT at all times, safeguarding their own wellbeing, avoiding harm to others, and adopting good practice to enable the efficient operation of the School network. The IT AUA:

- defines what constitutes safe and acceptable use of the internet and any other electronic and digital services to which pupils have access whether or not provided by the School;
- identifies clearly what pupils are and are not allowed to do in the digital environment;
- provides clear information and guidance about how to be safe in the digital environment;
- requires pupils to confirm that there is no harmful content downloaded onto any device they bring into school and that they do not download any harmful content onto their device which bypasses the school's filtering and monitoring systems

The following actions are illegal under The Computer Misuse Act 1990:

- attempting to log onto the network with any username or password that is not their own, or change any other person's password, with the intent to use that account for unauthorised purposes;
- revealing their password to anyone except to a system administrator;
- using or possessing any computer programme designed to reduce network security.

Any attempt to breach The Computer Misuse Act is a serious disciplinary matters.

Mobile phones

Access to the internet on mobiles has made unsuitable material easily available to children. It is impossible entirely to prevent pupils from accessing unfiltered internet content via their personal mobile data allowance: however, we strongly encourage parents to set up filters on their child's phones which exclude such content, and when they are at school pupils should only use the school's Wi-Fi on their phone. The use of a Virtual Private Network (VPN) is considered a deliberate act to circumnavigate the school's filtering system and contravenes the AUA.

Winchester College has the power to confiscate and search any electronic device if there is reason to suspect that it has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. The school may examine and erase any data or files on the device where there is a good reason to do so (unless there is a requirement to involve the police), such as the potential to cause harm, disrupt teaching or break the school rules. The powers to search in the Education Act 1996 are compatible with ECHR Article 8. Further information can be found in the School's Search and Confiscation Policy.

Use of the network for gaming at school

Computer games are popular with young people but excess usage can be disruptive or harmful. The School according places limits on when such games are played and reserves the right to ban computer games, which it deems inappropriate or damaging. No pupil may play a game which has been classified (as in a 15 or 18 certification) as unsuitable for their age.

Pupils are currently permitted to play computer games:

- between Tea and 1855 Monday - Saturday;
- in the time between the end of Preces and bedtime, providing all the evening's work has been satisfactorily completed;

for no more than two hours on Sundays. These hours may be changed for individuals or groups where judged appropriate.

Counter cyber bullying policy

Cyber bullying is the use of IT, particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face-to-face bullying but differs in several significant ways:

- a more pervasive intrusion into personal space;
- the potential for anonymity on the part of the bully;
- the potential for the bully to play to a larger audience;
- the difficulty in controlling electronically circulated messages.

Cyber bullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and manipulation. Sexual misconduct can be particularly destructive when perpetrated online through, for example, the unwanted sharing of images, and can also involve the sharing of inappropriate jokes and messages. This should never be taken as "banter" or just as a part of growing up. Pupils are educated on the subject of cyber bullying via the PHSEE programme and through pastoral support in Houses and are encouraged to report instances of this or any other dangerous or suspicious online behaviour.



Youth Produced Sexual Imagery (Sexting)

Reviewed: July 2024

Next Review: July 2025

Author: DSL

Creating and sharing sexual photos and videos of under-18s is illegal. Staff should refer to the DSL immediately any incident in which a pupil under the age of 18:

- creates and shares nudes and semi-nudes of themselves with a peer under the age of 18;
- shares nudes and semi-nudes created by another person under the age of 18 with another person; or
- is in possession of nudes and semi-nudes created by another person under the age of 18.

Staff should not view youth produced sexual imagery unless there is good and clear reason to do so.

Along with our own Safeguarding and Child Protection procedures, the school will follow the advice given in *Sharing nudes and semi-nudes: advice for education settings working with children and young people' 2024* (UK Council for Child Internet Safety, UKCCIS), which states:

- The DSL will hold an initial review meeting with appropriate school staff and subsequent interviews with the young people involved (if appropriate).
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- If there is a concern a young person has been harmed or is at risk of harm, a referral should be made to local authority children's social care and/or the police immediately.

The decision not to involve the police or local authority children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral and disciplinary frameworks and, if appropriate, local network of support. An example might be where the conduct was experimental and there is no evidence of abusive or aggravating elements.

If managed internally, pupils will be instructed to delete the imagery and to confirm that they have done so on all devices, online storage or social media sites within an agreed timeframe. Failure to do so is a criminal offence and the matter will be referred to the police.

The sharing of nudes and semi-nudes of under 18s by **adults** is illegal and should always be reported to the police.



Gender Identity Policy

Reviewed: July 2024

Next Review: July 2025

Author: HM, Nominated Safeguarding Governor, DSL

Introduction

We aim to be a happy, open, trusting and well-ordered community at Winchester College, free from teasing, harassment, bullying or abuse. We seek to provide a safe, friendly and supportive environment in which each pupil knows they are valued as an individual, and to meet their pastoral, social and academic needs in an atmosphere of respect and toleration.

This policy addresses how to respond to a child questioning their gender, who is likely to be emotionally and psychologically vulnerable. It acknowledges the following five principles in the government guidance *Gender Questioning Children December 2023*:

1. Schools and colleges have statutory duties to safeguard and promote the welfare of all children.
2. Schools and colleges should be respectful and tolerant places where bullying is never tolerated.
3. Parents should not be excluded from decisions taken by a school relating to requests for a child to 'socially transition'.
4. Schools and colleges have specific legal duties that are framed by a child's biological sex.
5. There is no general duty to allow a child to 'social transition'.

Requests from Children or Parents

A child may be confused or exploring questions about their biological sex and perceived gender identity. In some cases, they may be distressed or may have been medically diagnosed with gender incongruence or gender dysphoria. As a result, the School may receive a request to make changes for the child eg relating to clothing, name, pronouns, or use of facilities. Government and expert guidance make clear that this kind of 'social transition' must be approached with caution as it is not a neutral act and can have formative effects on a child's development.

Given the complexity and sensitivity of such cases, requests will be considered on a case-by-case basis. The following general principles will apply:

- Watchful waiting for a period of time is necessary to assess the child's needs and to allow for the possibility that time will ease any confusion or distress, which is the most common course of events. Gentle management and easing points of heightened distress will offer breathing space for the child before taking further steps.
- Parents will be involved in the discussion and assessment except in the very rare case that informing parents might raise a significant risk of harm to the child.
- Full consideration must be given to all relevant matters including the views of the child, the views of the parents, the age of the child, clinical/medical information, the context of the request, impact on other pupils, long- and short-term impact on the child.

- An individual child's needs can only be accommodated to the extent that they are consistent with legal requirements (eg with respect to documentation and record-keeping, or the provision of single-sex spaces, or safety).

All gender identity matters are individual - the support we describe is designed to allow flexibility of approach, and so consultation and discussion in each case remain crucial.

Support of Pupils

In addition to drawing on medical and psychological advice, support will be provided via the pastoral team, including the Housemaster, Matron, House Tutors, Counselling Service and Health and Wellbeing Centre.

The school does not tolerate harassment or bullying, and any incident directed towards a gender-questioning child would be dealt with in the same way as other forms of bullying, as detailed in the school's Counter Bullying policy.



Missing Pupil Policy

Reviewed: July 2024

Next Review: July 2025

Author: DSL/2M

The Procedure for Missing Pupils at Winchester College is guided by the Independent Schools' Bursars Association 'Guidance on Missing Child Policy & Procedures when a Child is Not Collected on Time' which is aligned with DfE, ISI and OFSTED guidance, in addition to the DfE document *Children missing education* September 2016.

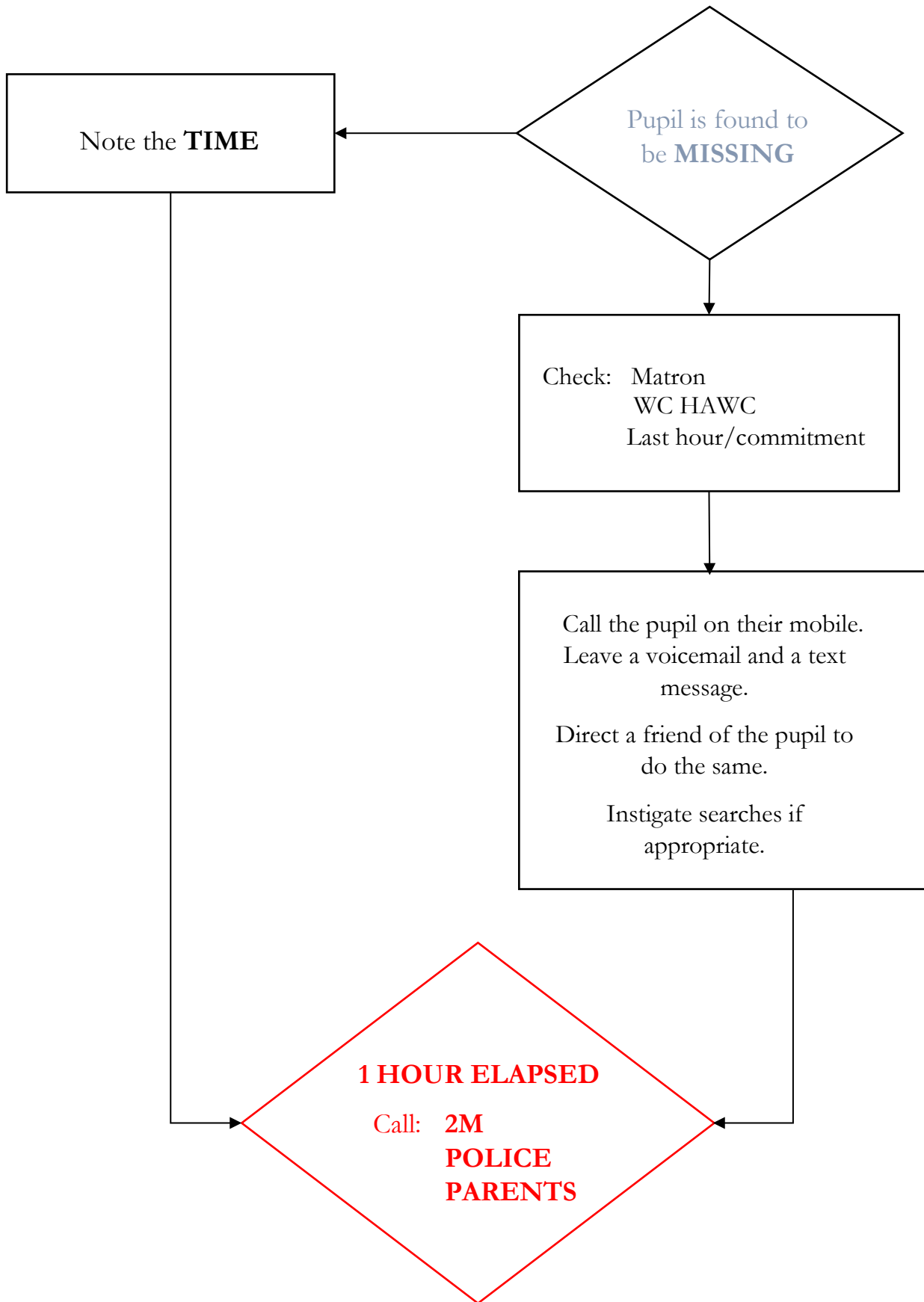
The welfare of all of our pupils is our paramount responsibility. Every adult who works at the School is aware that he/she has a responsibility for helping to keep all pupils safe at all times.

Procedures to Prevent Missing Pupils

- All pupils are registered in their Boarding Houses at meal times. Matrons record absences for pastoral reasons on the central computer system, iSAMS. The administration office records absences for academic reasons on the same system. Day pupils are also registered in their boarding houses.
- The register is taken during each lesson during the day and absences are registered on iSAMS.
- The iSAMS register is checked by the Second Master's office.
- The register is taken during extra-curricular sporting activities. Absences are recorded on SOCS.
- In the evenings, the register is taken before Toytime (prep), at Preces (notices at 2100/2115) and again before bed.
- In unscheduled hours such as weekends pupils must inform their Housemaster, or his representative, of the reason for their absence and sign out on the register. They must sign in again on their return. Parents should use the Microsoft Forms system for Sunday sign-out.
- Day pupils and their parents complete a Weekly Whereabouts Form indicating when the pupils are staying past tea time on a weekday and whether they will be in school on a Saturday evening/Sunday. Day pupils sign in and out of their boarding houses at the beginning and end of their school day.
- Unauthorised absences are reported to the School Office during the academic day and Housemasters at other times.
- Parents needing to take a pupil out of school during scheduled hours must seek and obtain permission in writing from the Undermaster.

Missing Pupil Procedure

Procedures to be followed if a pupil is missing



On return, staff must conduct a full debrief with the pupil. Then:

- If absent minded/first offence – strong admonition & consider gating
- If second offence or deliberate absconding refer to Second Master with full account
- Consider referral to other agencies and drawing up an Individual Welfare Plan if absence caused by distress

Procedures to be followed if a pupil is not collected on time

Prior to School breaks, Housemasters contact parents or legal guardians to ensure that they are familiar with the travel arrangements for each pupil. If a pupil is not collected within an hour of the agreed collection time, the Housemaster will telephone the parents or legal guardians. If there is no answer, the Housemaster will phone the emergency numbers for that pupil. During this time, the pupil will be cared for in their Boarding House.

If there is no response from the parents' or guardians' contact numbers or the emergency numbers within a 3-hour period, or when the premises are closing, the Housemaster will contact the Designated Safeguarding Lead who will inform Hampshire Children's Services who will make emergency arrangements for the pupil. The School will make a written report of the incident and submit it to Hampshire Children's Services. During this time, the School will ensure that the pupil is safely cared for.

Pupils Missing from Education

The Registrar's Office will inform the Local Authority of pupils that join the school at JP (Year 9). The Designated Safeguarding Lead (DSL) will inform the Local Authority of pupils who are of compulsory school age that join outside of this regular transition time.

- The Headmaster will inform the DSL if a pupil leaves the School.
- The Designated Safeguarding Lead will inform the 'Children Missing Education' team of any pupil who is going to be deleted from the admission register where they:
 - have been taken out of school by their parents and are being educated outside the school system e.g. home education;
 - have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
 - have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
 - have not returned to school for ten days after an authorised absence or are absent from school without authorisation for twenty consecutive school days, having made reasonable enquiries to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause;
 - have been permanently excluded.

Children Missing Education Team: Email: Via the generic address: cme@hants.gov.uk **Phone:** 01962 845363.



WINCHESTER
COLLEGE

Safer Staff Recruitment

In carrying out recruitment, the school is compliant with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (**DfE**) *Keeping Children Safe in Education* (September 2024) (**KCSIE**), *Disqualification under the Childcare Act 2006* (**DUCA**), the Prevent Duty Guidance for England and Wales 2024 (the **Prevent Duty Guidance**) and any guidance or code of practice published by the Disclosure and Barring Service (**DBS**); the current Independent School Inspectorate Handbook (ISI); the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards (**NMS**) for Boarding Schools

In accordance with the recommendations set out in the Guidance, KCSIE and the requirements of the Education (Independent School Standards) (England) Regulations 2010 and the NMS for Boarding Schools the school carries out a number of pre-employment checks in respect of all prospective employees.

If the School decides to make an offer of employment following the **formal interview**, any such offer will be conditional on the following:

- verification of the applicant's identity (where that has not previously been verified);
- verification of the applicant's employment history
- the receipt of two references (one of which must be from the applicant's most recent employer) which the school considers to be satisfactory;
- for teaching positions, confirmation from the Teaching Regulation Agency that the applicant is not subject to a prohibition order, has not failed their induction or probation or have a sanction imposed;
- the receipt of an enhanced disclosure from the DBS which the school considers to be satisfactory;
- information about whether the applicant has ever been subject to a direction under section 142 of the Education Act 2002 which renders them unable or unsuitable to work at the School.
- for management positions, information about whether the applicant has ever been referred to the Department for Education, or is the subject of a direction under section 128 of the Education and Skills Act 2008 which renders them unable or unsuitable to work at the School
- where the position amounts to 'regulated activity' confirmation that the applicant is not named on the Children's Barred List administered by the DBS*;
- the School being satisfied that any information generated through online searches does not make the applicant unsuitable to work at the School;
- verification of the applicant's medical fitness for the role
- verification of the applicant's right to work in the UK;

- any further checks which are necessary as a result of the applicant having lived or worked outside of the UK; and)
- verification of professional qualifications which the school deems a requirement for the post, or which the applicant otherwise cites in support of their application (where they have not been previously verified).

*** The School is not permitted to check the Children's Barred list unless an individual will be engaging in "regulated activity". The School is required to carry out an enhanced DBS check for all staff, supply staff and governors who will be engaging in regulated activity.**

However, the School can also carry out an enhanced DBS check on a person who would be carrying out regulated activity but for the fact that they do not carry out their duties frequently enough i.e roles which would amount to the regulated activity if carried out more frequently.

A check of the Children's Barred List is not permitted if an individual will not be undertaking 'regulated activity'. Whether a position amounts to 'regulated activity' must therefore be considered by the school in order to decide which DBS checks are appropriate. It is however likely that in nearly all cases a Children's Barred List check will be carried out.

Full details of the checks the School carries out are provided in associated HR policies covering recruitment, contractors, supply staff and volunteers. These policies are available on Wykehampedia in the Safeguarding Folder accessible here:

<https://winchestercollege.sharepoint.com/sites/StaffPortal2/SitePages/Safeguarding.aspx>



Whistleblowing Policy

Reviewed: August 2024

Next Review: August 2025

Author: HR

The Whistleblowing policy is guided by Lord Nolan's Second Report of the Committee on Standards in Public Life, or the Public Interest Disclosure Act 1998. Employees desiring external advice on whistleblowing should contact the charity Public Concern at Work on Telephone Number: 0207 4046609, whistle@pcaw.co.uk.

Staff who do not feel able to raise concerns regarding child protection failures internally may contact the NSPCC whistleblowing helpline Tel: 0800 028 0285 help@nspcc.org.uk.

1.0 Introduction & Purpose

1.1 Winchester College is committed to the highest standards of professional conduct. All staff, including temporary, agency and contract staff, who have serious concerns about any aspect of their work, have a right and duty to come forward and express those concerns without fear of reprisal, victimisation or harassment. In most cases, concerns or complaints will be dealt with through other procedures, such as those for resolving grievances, disciplinary matters or concerns relating to discrimination. However in some cases, it is recognised that staff will want to come forward on a *confidential* basis (whistleblowing). This policy makes it clear that this can be done without fear of reprisal, victimisation or harassment. Disclosures should be made in the public interest.

2.0 Consultation and information

2.1 **The school will ensure that every new** member of staff, temporary or permanent, is made aware of all requirements and expectations encoded in the Staff Handbook.

2.2 Staff are protected when they make a disclosure of information which they reasonably believe indicates one or more of the following matters. This list is not exhaustive:

- a criminal offence has been committed, is being committed or likely to be committed;
- a colleague has failed, is failing, or is likely to fail to comply with any legal obligation to which he/she is subject;

- a miscarriage of justice has occurred, is occurring or is likely to occur;
- the health and safety of any individual has been, is being or is likely to be endangered;
- the environment has been, is being or is likely to be damaged;
- any of these matters has been, is being or is likely to be deliberately concealed.

It should be noted that in making a disclosure the member of staff must have a reasonable belief that the information disclosed shows one or more of the matters listed above. The belief need not be correct but the member of staff must show that he/she held the belief and that it was a reasonable belief in the circumstances at the time of the disclosure.

The only additional requirement on the member of staff is that he/she should act in good faith. The school will not tolerate malicious or vindictive disclosures and if such a disclosure is made the individual(s) involved will be subject to action under disciplinary procedure.

2.3 In addition to the above, the school expects and encourages staff to come forward with disclosures if they suspect:

- fraud, corruption or malpractice;
- failure to deliver approved standards of Child Protection;
- damaging personal conflicts at senior level;
- bullying, discrimination, harassment or victimisation in the workplace;
- serious breaches of the standards set out in the Dons' Handbook or other Code.

2.4 Senior Management notified of a concern will:

- ensure that concerns raised are taken seriously;
- where appropriate, investigate properly and make an objective assessment of the concern;
- keep the member of staff advised of progress;
- ensure that necessary action is taken.

3. Confidential reporting

The law protects employees against unfair dismissal or being subjected to detriment as a result of a protected disclosure. If anyone tries to prevent a member of staff from coming forward to express a concern, this may be treated as a disciplinary offence.

Workers who 'blow the whistle' on wrongdoing in the workplace can claim unfair dismissal if they are dismissed or victimised for doing so. An employee's dismissal (or selection for redundancy) is automatically considered 'unfair' if it is wholly or mainly for making a protected disclosure. From 25th June 2013 if a case goes to a tribunal and the tribunal thinks the disclosure was made in bad faith, it will have the power to reduce compensation by up to 25%.

A worker will have to show three things to claim PIDA protection:

1. that he or she made a disclosure
2. that they followed the correct disclosure procedure

3. that they were dismissed or suffered a detriment as a result of making the disclosure.

4. **Whom to contact**

- In most cases, the member of staff should be able to raise any concerns with his/her Head of Department or other Senior Manager. If for some reason this is not possible, an approach should be made directly to the Director of HR. If necessary, the member of staff should ask for a confidential meeting.
- A member of staff may also in the first instance report a concern to the Director of HR. These concerns should be put in writing and include, if possible, some background, relevant dates and the reason why the situation has caused concern. The recipient of the information will acknowledge the concern within 48 hours. If a meeting or interview is held to discuss the concern, this will usually be done within 14 days. At this meeting, the member of staff raising the matter may be accompanied by a work colleague or a qualified trade union official.
- If staff do not feel able to go to their employer with the disclosure first they should contact a prescribed person or body first. (Guidance is available from [Whistleblowing: list of prescribed people and bodies - GOV.UK](#))



Child protection and safeguarding training

Reviewed: July 2024

Author: DSL

Winchester College is committed to ensuring that their staff are familiar with safeguarding and child protection procedures and are able to implement them in an effective and empathetic manner.

All staff should:

- Understand their role and responsibilities with regard to safeguarding children
- Be familiar with the legal framework that relates to safeguarding children
- Understand the concepts of confidentiality and disclosure
- Be familiar with key policies and procedures
- Be familiar with key definitions, signs and indicators of abuse
- Be familiar with factors that may increase risk to children and families
- Read Part 1 of Keeping Children Safe in Education*

Resources

Documentation of the safeguarding and child protection policy is available on the School's Information Portal (Wykehampedia). In addition to the School's policies, there are links to national and local documents and online resources available in the same place. Hard copies of the Child Protection and Safeguarding Policy, and its associated policies, are stored in the:

- Porters' Lodge
- Works Department
- Sports Department
- Dons' Common Room
- Music School

A summary of Child Protection contacts and procedures is provided to all staff.

Record keeping

Copies of all child protection training attendance records are kept in the Bursary and overseen on a database managed by the Human Resources Department.

Training schedule

Induction Training for all staff covers:

- Child Protection & Safeguarding Policy
- Duty to report and to whom
- Definitions and signs of abuse
- Staff Code of Conduct
- Behaviour Policy
- Missing from Education
- Whistle-blowing procedures
- Identity of DSL
- KCSIE Part 1*
- Online Safety
- Risks of Radicalisation

include Prevent and on-line safety, plus informal updates.

Designated Safeguarding Lead & Deputy DSL

- **Initially:** DSL initial training provided by Hampshire County Council covers:
 - Interagency working
 - Child Protection Conferences
 - Supporting Children in Need
 - Children at risk of radicalisation
 - Record keeping
 - Promoting a culture of listening
- **Bi-ennially:** refresher training provided by Hampshire County Council or accredited body
- **As required:** Training courses on relevant issues or issues arising including

Headmaster & Governing Body Representative:

- **Initially:** Training provided by the DSL during orientation
- **Triennially:** Comprehensive Training provided by an external provider
- **Annually (and as required):** DSL to brief on changes to policy, practices and legislation.

NB: DSL briefs whole GoBo annually and as required on changes to policy, practices and legislation.

Dons:

- **Initially:** Training provided by the DSL during orientation
- **Triennially:** Training provided by an external provider
- **Annually (and as required):** DSL provides regular updates in line with HSCP advice to include Prevent and on-line safety, plus informal updates.

Housemasters, Matrons, Assistant Housemasters, HAWC Staff:

- **Initially:** Training provided by the DSL during orientation
- **Triennially:** Comprehensive Training provided by an external provider
- **Annually (and as required):** DSL provides regular updates in line with HSCP advice to

Administrative & Support Staff, Peripatetic Music Teachers, Sports Staff, Volunteers and Temporary Staff:

- **Initially:** Training provided by the DSL or line manager during orientation
- **Triennially:** Training provided by the DSL
- **Annually (and as required):** DSL provides regular updates in line with HSCP advice to include Prevent and on-line safety, plus informal updates.

All staff have access to 38 online Child Protection, Health and Safety courses provided by EduCare.

*Staff who do not work directly with children can read either Part one or Annex A (a condensed version of Part one) of this guidance.



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Risk Assessment for Visiting Speakers

Reviewed: July 2024

Author: DSL

No	Prevent Vulnerability/Risk Area	Risk Y/N	Action taken/already in place to mitigate/address risk	Owner	When
1	<p>Speakers and Events</p> <p>Is there an effective policy/framework for managing speaker requests? Is it well communicated to staff/students and complied with?</p> <p>Is there an effective policy/framework for assessing the risks of radicalisation by speakers?</p>	N	<p>The event is approved by the Events Committee the term before the date of the event is published in the School Calendar.</p> <p>Details of the lecture/s are circulated to all dons and pupils prior to the event. Dons with concerns about the speaker or the content of the speech are asked to alert the organising don, who will act accordingly and liaise with the Second Master.</p> <p>There is a supervising staff member who has received Child Protection Training at each lecture. That don will remain for the duration of the presentation and intervene if there is inappropriate action or content. Staff are particularly alert to whether visiting speakers express fundamentalist views, as outlined in the 'Prevent Duty (2024)'.</p>	<p>DSL</p> <p>Reviewed CPB</p> <p>Reviewed CPB</p> <p>Reviewed CPB</p> <p>Reviewed CPB</p> <p>Reviewed AEH</p> <p>Reviewed AEH</p> <p>Reviewed AEH</p>	<p>June 2018</p> <p>June 2019</p> <p>June 2020</p> <p>June 2021</p> <p>July 2022</p> <p>July 2023</p> <p>July 2024</p>
2	<p>Unsupervised Access</p> <p>Do visiting speakers have independent access to pupils?</p>	N	<p>Visiting speakers sign in and out of the Porters' Lodge and can be identified as they wear a Visitor's Badge.</p> <p>There is a supervising staff member who has received Child Protection Training at each lecture. That person will escort the speaker to and from the presentation. Speakers are given a 'Visitor's Brochure' that outlines the School's Child Protection Policy.</p>	<p>ECM</p> <p>Reviewed CPB</p> <p>Reviewed CPB</p> <p>Reviewed CPB</p> <p>Reviewed</p>	<p>Sept 2015</p> <p>June 2018</p> <p>June 2019</p> <p>June 2020</p>

				CPB	June 2021
				Reviewed AEH	
				Reviewed AEH	July 2022
					July 2023
				Reviewed AEH	July 2024



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Hampshire Safeguarding Children Partnership Threshold Chart

Reviewed: July 2024

Author: DSL

Threshold:	1. Universal	2. Early Help	3. Targeted Early Help	4. Children's Social Care (child in need/child in need of protection)
The Child or Young Person (maybe unborn):	Has needs met within universal provision. May need limited intervention within the setting to avoid needs arising.	Has additional needs identified within the setting that can be met within identified resources through a single-agency response and partnership working.	Has multiple needs requiring a multi-agency coordinated response.	Has a high level of unmet and complex needs or is in need of protection.
	<p>The following circumstances and key indicators are for guidance and should always be considered in respect of the impact on the child or young person including unborn and newborn infants. Each child's case will be individually considered taking into account the child's circumstances and the strengths of the family.</p>			
Circumstances and Key Features:	<p>Developmental Needs of child</p> <ul style="list-style-type: none"> Achieving age related expectations in education Good attendance at school Meeting developmental milestones Has psychological wellbeing Socially interactive and skilled Ability to protect self and be protected 	<p>Developmental Needs of Child</p> <ul style="list-style-type: none"> Absence/truancy from school Incidence of absence/missing from home Has special educational needs (whether or not they have a statutory Education, Health and Care Plan) Is disabled and has specific additional needs Is a young carer Is showing signs of being drawn into antisocial or criminal behaviour including gang involvement and association with organised crime groups Is misusing drugs or alcohol Has previously been in care/returned home to their family from care Subject to fixed-period suspensions At risk of social exclusion Has poor attachments Language and communication difficulties Reduced access to core services Potential for becoming NEET (not in education, employment or training) Potential not to attain Slow in meeting developmental milestones Child appears underweight and there are concerns about nutrition¹ Child appears overweight or obese² Missing health checks/immunisations Minor health problems Poor self-esteem Low level emotional/mental health issues 	<p>Developmental Needs of Child</p> <ul style="list-style-type: none"> Persistent absence from school Missing from school/home regularly Has special educational needs (whether or not they have a statutory Education, Health and Care Plan) No access to core services Social exclusion Poor attachments Is disabled and has specific additional needs Is subject to permanent exclusions/no school place Not in education, employment or training (NEET) Has returned home to their family from care Developmental milestones not being met due to persistent parental failure/inability Child is underweight and there is significant concern about lack of nutrition/potential consequences to their health and wellbeing or lack of parent/carer engagement Child appears overweight/obese and health professional confirms that intervention over time is not impacting and there is concern about consistent engagement of parents/carers in support given. Chronic/recurring health problems Regular missed appointments affecting developmental progress Teenage pregnancy 	<p>Developmental Needs of Child</p> <ul style="list-style-type: none"> Chronic persistent or severe absence, permanent exclusions or no school place that risks entry to the care system Is frequently missing/goes missing from care or from home Persistent social exclusion Poor attachments Complex/multiple disabilities Has special educational needs (whether or not they have a statutory Education, Health and Care Plan) Actual or suspected bruising or other injury in an infant who is not independently mobile A child of any age, who is not independently mobile with bruising or unexplained marks. Complex mental health issues affecting developmental needs including self-harm High level emotional health issues and very low self-esteem Has recently returned home to their family from care Unexplained (Non-organic) failure to thrive Lack of food or very poor diet linked to neglect (please see Hampshire and Isle of Wight Neglect toolkit and Indicators chart) Child appears overweight/obese and there is imminent severe health risk due to obesity (medical conditions and psychosocial risks such as difficulties with physical function, self-esteem or a

¹ Children who appear under or overweight should be referred to a health professional for assessment.

² Children who may be overweight or obese should be referred to a health professional for assessment.

		<ul style="list-style-type: none"> Inappropriate use of social media (e.g., use of inappropriate images) 	<ul style="list-style-type: none"> Is misusing drugs or alcohol Problematic sexual behaviour/underage sexual activity Offending/antisocial behaviour resulting in risk of entering the Youth Justice System Emotional/mental health issues including self-harm Is showing signs of being drawn into antisocial or criminal behaviour including gang involvement and association with organised crime groups Inappropriate/problematic use of social media (e.g., sexting/use of inappropriate images) Is at risk of exploitation 	<p>lack of progress at level 3 and parents/carers are consistently failing to engage with support given.</p> <ul style="list-style-type: none"> Problematic/harmful sexual behaviour Sexually aggressive behaviour Teenage parent or pregnancy under the age of 13 Drug/alcohol use severely impairing development Relationship breakdown between child and parent/carer that risks entry to the care system Offending/antisocial behaviour and in the Youth Justice System Refugee children – defined as separated children seeking asylum or having been granted asylum in the UK. Is at risk of modern slavery, trafficking, missing or exploitation is evidenced Is at risk of being radicalised (PREVENT) or exploited Is a privately fostered child Inappropriate/problematic use of social media (e.g., sexting/use of inappropriate images) Sexual exploitation/abuse (including online)
	<p>Family and Environment</p> <ul style="list-style-type: none"> Supportive relationships Housed, good diet and kept healthy Supportive networks Access to positive activities 	<p>Family and Environment</p> <ul style="list-style-type: none"> Family or household member relies on child for some care Poor parent/child relationships Children of prisoners/parent subject to community order(s) Child exposed to bullying environment Poor housing, poor home environment or poor/limited diet impacting on child's health Community harassment/discrimination Low income affects achievement Parenting advice needed to prevent needs escalating Poor access to core services Risk of relationship breakdown Concerns about possible domestic abuse 	<p>Family and Environment</p> <ul style="list-style-type: none"> Housing tenancy at risk Imminent risk of homelessness Community harassment/discrimination Domestic abuse Relationship breakdown Transient family Is in a family circumstance presenting challenges for the child such as drug and alcohol misuse, adult mental health issues and domestic abuse Community harassment/discrimination Child and adolescent to parent, violence and abuse (CAPVA). Repeated abusive behaviour, that may include physical violence, emotional, economic or sexual abuse and coercive control. Risk of family breakdown and/or siblings at risk due to exposure to the abuse. Poverty and financial hardship affecting child's wellbeing 	<p>Family and Environment</p> <ul style="list-style-type: none"> Suspicion of physical, emotional or sexual abuse, or neglect Domestic abuse resulting in child being at risk of significant harm Homeless child/young person Family intentionally homeless Extreme poverty significantly affecting child's wellbeing Forced marriage, Honour-Based Violence, Female Genital Mutilation, Fabricated or Induced Illness (FI) Child and adolescent to parent, violence and abuse (CAPVA). Significant repeated abusive behaviour, that may include physical violence, emotional, economic or sexual abuse and coercive control. Risk of immediate family breakdown and/or siblings at risk of continued physical harm due to the abuse

	<p>Parents and Carers</p> <ul style="list-style-type: none"> Protected by carers Secure and caring home Receive and act on information, advice and guidance Appropriate boundaries maintained 	<p>Parents and Carers</p> <ul style="list-style-type: none"> Inconsistent care arrangements Poor supervision by parent/carer Inconsistent parenting Poor response to emerging needs Historic context of parents/carers own childhood Parent or other family member involved in offending behaviour/subject to supervision within the criminal justice system 	<p>Parents and Carers</p> <ul style="list-style-type: none"> Parental learning or physical disability, substance misuse or mental health issues impact on parenting Inconsistent care arrangements Poor supervision by parent/carer Inconsistent parenting Poor response to identified needs Historic context of parents/carers own childhood Parent or other family member involved in offending behaviour/subject to supervision within the criminal justice system 	<p>Parents and Carers</p> <ul style="list-style-type: none"> Previous history of child/ren of one or more adult in the household being in care or subject to child protection plans Parental encouragement of abusive/offending behaviour Continuing poor supervision in the home resulting in significant harm or risk of significant harm Parental non-compliance/disguised compliance or cooperation Inconsistent parenting affects child's developmental progress
What Do I Do Next?	Go direct to the family information site: IOW Family Information Hub Hampshire Family Information and Services Hub	Consider Early Help checklist. Referral to agency for support to meet identified needs. For further advice or guidance in respect of Early Help, contact your local Family Support Service.	Early Help assessment to be considered. If you require advice or guidance in respect of the child or young person's needs, submit an Inter-Agency Referral Form to the Children's Reception Team.	Use the Inter-Agency Referral Form to refer to the Children's Reception Team or phone on 0300 300 0117 (Hampshire) 0300 300 0901 (Isle of Wight) if the matter is an urgent safeguarding issue. Alternatively, ring police on 999 if at immediate risk.
Level of Assessment:	No formal assessment	IOW Early Help Information Hampshire Early Help Information	Early Help assessment	Child and Family assessment / child protection (S47) investigation

Refer via [Inter-Agency Referral Form \(IARF\)](#)

Hampshire Professionals Number: 01329 225379
Hampshire Public Number: 0300 555 1384

Isle of Wight Professionals Number: 0300 300 0901
Isle of Wight Public Number: 0300 300 0117

Emergencies: 999

Available at <https://www.hampshirescp.org.uk/wp-content/uploads/2023/10/2023-08-UPDATE-JUNE-2024-HIOW-Thresholds-Chart-Review-Document-FINAL.pdf>



Appendix 14

Keeping Children Safe in Education 2024 can be found [here](#)

Colleagues are asked to read Part 1 and Annex B and confirm to the DSL that they have done so. Colleagues who do not work directly with children are asked to read Annex A and confirm to the DSL that they have done so.