



MARLBOROUGH COLLEGE
SUMMER SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURE

Marlborough College Summer School is committed to safeguarding and promoting the welfare of children and adults and expects all staff, volunteers and visitors to share in this commitment.

Safeguarding is everyone's responsibility.

Aims

Our aim is to for all children and adults to enjoy their time at Summer School and to feel safe and secure.

We do this by:

- Creating an environment that encourages children and adults to develop a positive self-image, regardless of race, language, religion, culture or background.
- Help children to establish and sustain satisfying relationships within their families, with peers and with other adults.
- Encourage children to develop a sense of autonomy and independence.
- Enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- Work with parents to build their understanding of and commitment to the safeguarding and welfare of all our children.
- Listen and respond to any safeguarding concerns.

Liaison with other bodies:

- We work within the guidance and procedures of the Wiltshire Safeguarding Vulnerable People Partnership (SVPP) <https://www.wiltshirescb.org.uk/p/children/about-safeguarding-children>
- We notify the registration authority (Ofsted) of any incidents or accidents and any changes in our arrangements, which affect the wellbeing of children.
- We have procedures for contacting the local authority on child protection and adult safeguarding issues, including maintaining a list of names and telephone numbers of the Local Authority Designated Officer (DOFA) for allegations to ensure that it is easy, in an emergency, to work together.
- If a report or referral is to be made to the authorities, we act within the WSVPP guidance in deciding whether we must inform the child's parents at the same time.

- **Roles and Recruitment**

Designated Safeguarding Lead

Christine Kane

Christine.kane@marlboroughcollege.org

07394564897

Deputy Designated Safeguarding Leads

Amy Adderley and Danielle Lilley

07970 133066

safeguarding@marlboroughcollege.org

We provide adequate and appropriate staffing resources to meet the needs of children and adults.

- All recruitment for those working unsupervised with children at Summer School follows the principles of safer recruitment.

Marlborough College Summer School makes stringent background checks regarding all Child Protection matters on any person appointed to work unsupervised with children and is committed to Safer Recruiting procedures.

These include the provision for two references and Enhanced Disclosure and Barring Service (DBS) and barred list checks for all persons employed in regulated activities, and for the regular updating of such checks, as well as the maintenance of a Single Central Register of Employment for all staff. Pre-employment checks are carried out appropriate to the role offered and duties involved. Such checks relate to staff joining from overseas as well as from within the United Kingdom.

All visitors, in any capacity, are subject to the College's security procedures, which includes identifying them as visitors whilst on College premises.

Disciplinary Action

Where a member of staff or a volunteer is dismissed from the course or internally disciplined because of misconduct relating to a child, we notify the Disclosure and Barring Service.

Training

We have initial staff safeguarding induction for all tutors involved in Marlborough College Summer School to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect as well as grooming and allegations against. We ensure that all staff know the procedures for recording their concerns and how to contact the DSL.

Children's Learning

- We operate a child-centered approach by listening to the children and taking in to account their comments.
- We discuss with the children how and why it is important to keep safe.
- We create a culture of value and respect for the individual.
- We support the “Underwear rule” promoted by the NSPCC:
 - P = privates are private
 - A = always remember your body belongs to you
 - N = no means no
 - T = talk about secrets that upset you
 - S = speak up, someone can help
- We ensure that this is carried out in a way that is appropriate for the children's ages and stages of development.

Safeguarding Complaints

- We ensure that all children and adults know how to complain about staff or volunteer action within Marlborough College Summer School, which may include an allegation of abuse.
- We follow the guidance of the SVPP when investigating any complaint that a member of staff or volunteer has harmed a child.
- We follow the disclosure and recording procedures when investigating an allegation that a member of staff or volunteer has harmed a child as if it were an allegation of abuse by any other person.
- We acknowledge that abuse of children can take different forms – physical, emotional, sexual and neglect.
- When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children's play gives cause for concern, we investigate.
- Marlborough College Summer School recognises other safeguarding issues such as: Child Sexual Exploitation, Female Genital Mutilation, bullying (including cyber-bullying), domestic violence, drugs, fabricated or induced illnesses, faith abuse, forced marriage, gangs and

youth violence, gender-based violence/violence against women and girls, mental health, radicalization, sexting, teenage relationship abuse, child on child abuse and trafficking.

- Any investigation to be carried out will be carried out with sensitivity. Tutors take care not to influence the outcome either through the way they speak to the children or to ask leading questions of children.
- Where a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals.

Child Protection Procedures

How should members of staff respond in order to help a child who discloses abuse?

- Listen patiently and comfort.
- Stay calm and controlled: do not show revulsion or distress.
- If a child or adult approaches a member of staff and asks to speak in confidence the member of staff must be sympathetic and supportive but should never fall into the trap of promising complete confidentiality. In cases of the disclosure of abuse it is obligatory for a member of staff to report the offence even if the pupil does not wish to do so.
- Reassure the child or adult frequently that the abuse is not his/her fault. Make it clear that the disclosures have not made you lose affection or respect for them.
- Reassure the child or adult that he/she should not feel guilty for telling.
- Make a formal written record as soon as possible, as appropriate to the context of the disclosure, noting down Date / Time / Place / Nature of disclosure / any other relevant details.
- Share the information with the Team leader or DSL asap by calling 07970 133066 or emailing safeguarding@marlboroughcollege.org
- In any conversation with a child about possible abuse a member of staff must be very careful not to ask leading questions: Do no more than listen sympathetically and report the matter.

A member of staff must pass on immediately all safeguarding concerns/information on to the Team leader or DSL (or Deputy DSL), unless there is an immediate risk of harm to a child or the child is in immediate danger, in which case, any member of staff can make a referral to children's social care and/or the police directly and without delay. A member of staff who makes a referral directly should inform the DSL as soon as possible thereafter.

Marlborough College Summer School follows all the disclosure and recording procedures but **do not have the power to investigate.**

Ofsted will be informed. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

If an allegation is made against a member of staff or volunteer

Any report of concern about the behaviour of a member of staff or volunteer, or allegation of abuse against a member of staff must immediately be reported to the DSL who will refer to the appropriate designated officer from the local authority.

Any concern or allegation against the Manager will be reported to DSL and/or Penny Cameron Watt Safeguarding Lead for Council.

The DOFA for Wiltshire is

Anton Hammond Tel: 0300 4560108:

dofaservice@wiltshire.gov.uk

Wiltshire Multi-Agency Safeguarding Hub (MASH) Tel: 0300 4560108

Wiltshire MASH Out of Hours Emergency Duty Service Tel: 0300 4560100

Informing Parents

Parents are normally the first point of contact. If suspicions of abuse are recorded, parents are informed at the same time as the report is made, except where the guidance from the Multi Agency Safeguarding Hub (MASH) within the Social Care Team does not allow this. This will usually be the case where the parent is the likely abuser. In these cases, the investigating officers will inform parents.

Confidentiality

All suspicions and investigations are kept confidentially and shared only with those who need to know. Any information is shared under the guidance of the Multi Agency Safeguarding Hub (MASH) in accordance with the 'Information Sharing' document (March 2015).

Support to families

- Marlborough College Summer School takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.
- We will continue to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.
- Confidential records are kept by the safeguarding team.

Please see separate policy for the use of mobile phones and cameras, lost child policy and uncollected policy.

Author:	Director of Safeguarding (DSL) Christine Kane
Date:	July 2021
Review Date:	July 2022

Appendices

Appendix I: **Staff Safeguarding Code of Conduct**

It is the responsibility of all staff to share the duty of care to “safeguard and promote the welfare” of the participants of summer school.

- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff behaviour towards children and adults and towards all other members of staff, regardless of role or responsibility, should be based on courtesy and respect at all times.
- Staff behaviour should demonstrate self-awareness, particularly in respect of the effect of one’s actions, words and manner on other people.
- Staff should discuss and/or take advice promptly in the case of any course of action where they are unsure about whether their behaviour falls under the scope of this Code, or any incident which they think may give rise to concern.
- Staff should know the name of the Designated Safeguarding Lead, be familiar with the Safeguarding and Child Protection procedures and understand their responsibilities to safeguard and protect children, including the responsibility to protect children from the risk of being drawn into extremism and terrorism.
- Staff are placed in a position of trust with respect to the welfare of the children and adults; regardless of the age or the position held by the member of Staff. Staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification and need to accept the responsibilities and trust inherent in such a relationship. The responsibility is

discharged, in a large part, by the maintenance of respectful, caring, and professional relationships. Behaviour by staff should at all times demonstrate integrity, maturity and good judgement.

- Whistleblowing: Staff should feel able to report concerns about professional conduct, in the knowledge that immunity from disciplinary action for “whistle blowing” in good faith is assured.

Appendix 2:

Standing Guidelines to Staff on Child Abuse Matters

What is Child Abuse?

Child Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children (peer-on-peer abuse). Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others (e.g., via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Child abuse can encompass:

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

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

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is

happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 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.

Child on Child abuse

Child on Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);

- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Issues surrounding **Honour Based Violence (HBV), Forced Marriage and Radicalisation** may also

be relevant where coercion or power imbalances are involved between peers.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Child Sexual Exploitation and Child Criminal Exploitation

In addition, staff should be aware that child abuse can occur through CSE and CCE. In CSE and CCE an individual or group takes advantage of a power imbalance to coerce, deceive or manipulate

a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. Boys and girls who are criminally exploited may be at a higher risk of sexual exploitation too and it should also be noted that the way in which girls and boys are exploited may be different and may display different warning signs.

All staff must be aware:

- That safeguarding issues are complex and sensitive;
- That pupils may suffer physical, sexual or emotional abuse or suffer as a result of neglect, either at home or at school, and that abuse, neglect and other specific safeguarding issues (such as CSE, CCE, Female Genital Mutilation (FGM), honour-based violence etc.) are rarely standalone events that can be covered by one definition or label.

- Contextual safeguarding means considering the context in which such incidents and/or behaviours occur, and considering wider environmental factors which may be present in a child’s life which threaten their welfare and/or safety. These factors can be used to inform both the referral process and a full assessment of the child’s needs.

Safeguarding and the Prevent Duty

As part of the commitment to safeguarding, staff will follow Department of Education guidance in respect of the Prevent Duty i.e., the duty under Section 26 of the CounterTerrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”.