

## **SAFEGUARDING POLICY**

### **AIMS OF THE POLICY**

Promoting and safeguarding the welfare of all students at Tonbridge is one of our core duties. It is the responsibility of all School staff. Tonbridge School fully recognises its safeguarding responsibilities and already has in place a range of policies and procedures that collectively form a safeguarding framework. The aim of this policy is to provide specific guidance on the safeguarding provisions outlined in section 2.22 of Safeguarding Children and Safer Recruitment in Education and to outline the overall school framework within which these policies operate.

The aim of our safeguarding policy is to:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the School whom they can approach if they are worried.
- Ensure that there are robust policies and procedures in place to protect students from significant harm, and that these are reviewed and scrutinised on an annual basis. Any deficiency or weakness in the safeguarding policies which emerge will be remedied without delay.
- Ensure that all unnecessary risks are managed, whilst acknowledging that risk cannot be eliminated from any environment.
- Include opportunities in the PSHE curriculum for students to develop the skills they need to recognise and stay safe from abuse, and to help them learn how to manage risks.

In addition, this policy will provide all staff with the necessary framework and information to enable them to meet their child protection responsibilities, and will contribute to a consistent application of safeguarding practice throughout the School. The policy follows guidance and procedures outlined by Kent Local Safeguarding Children's Board.

Our safeguarding policy takes into account the following legislation and guidance:

- Section 157 of the Education Act 2002
- Education (Independent Schools Standards) (England) Regulations 2003
- Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- 'Working Together to Safeguard Children' (2010)
- Safeguarding Children and Safer Recruitment in education
- Guidance for Safe Working Practice for Adults who work with Children and Young People
- Safe to Learn – Embedding anti-bullying work in schools
- Use of Force to Control or Restrain Pupils
- National Minimum Standards
- Kent and Medway Safeguarding Children Handbook (2007)

### **REFERENCE TO OTHER SCHOOL POLICIES**

This safeguarding policy should be read in conjunction with the School policies listed below. Those which are not listed in this policy are available on the website.

- Child Protection
- Anti-Bullying

- Health and Safety
- Trips
- Staff Recruitment Policy
- Staff Handbook and Code of Conduct
- E-Safety Policy
- Photographic Policy
- Whistleblowing Policy
- Self-Harm Policy
- Behaviour Policy
- PSHE
- Physical Restraint
- Complaints Procedure
- Boy Gone Missing
- Pupil Supervision
- Attendance Policy
- Drugs Policy

## **MANAGEMENT OF THE POLICY**

The Second Master will provide oversight of the safeguarding policy. He is supported in this role by the Bursar (who shares the Health and Safety responsibility) and with the Upper and Lower Masters (who share the Child Protection responsibilities). More fundamentally, all staff in all contexts are responsible for ensuring that safeguarding is given the highest possible priority. Any concerns over safeguarding should be reported in the first instance to the Second Master.

It is the role of the governing body to provide scrutiny of safeguarding policy. The governor with specific responsibility for Child Protection and Health and Safety is Mrs Sara Tozzi, who chairs the Pastoral Committee. Mrs Tozzi formally reviews safeguarding policy annually and reports to the Governing Body.

Any child protection or safeguarding issue which is deemed to have posed significant harm to a young person will be referred by the Second Master (in consultation with the Headmaster) to the Local Safeguarding Children Board. Our local area children's officer is Helen Windiate.

## **TRAINING AND INDUCTION**

Tonbridge recognises the importance of staff training to enable them to identify the possible signs of abuse and/or neglect, and to know what to do if they have a concern. All new staff, Governors, GAP students, part-time staff, volunteers and Praeposters will receive training as part of their induction process. CPD is essential to any effective safeguarding policy; consequently, all staff and governors receive update training in Child Protection every three years. The DCPC and his deputies, along with the Governor responsible for Child Protection, update their training every two years. The Headmaster, Second Master, the Bursar, the Director of Studies and the Director of Teaching and Learning have all completed safer recruitment training either through the NCSL or the CWDC. In addition, the Chair of the Governors' Pastoral Committee has also completed this training.

## I. CHILD PROTECTION AND WELFARE CONCERNS

Tonbridge School adheres to Child Protection procedures that have been agreed locally through the Local Children's Safeguarding Board and is subject to regular scrutiny and review by the Governing body. A formal annual report on safeguarding and child protection issues is made to the Governing Body. Any deficiencies or weaknesses identified in child protection arrangements will be remedied without delay.

The Second Master, Mr. C.W. Jones, is the Designated Child Protection Co-ordinator (DCPC) to whom all child protection issues should be notified. He will report on such issues to the Headmaster. The Upper Master, Mr. A.J. Edwards, and the Lower Master, Mr. J.C. Harber, are the official Deputy Child Protection Co-ordinators. In the absence of the Second Master, the Upper Master will take the lead. Mrs. Sara Tozzi chairs the Governors' Pastoral Committee which has responsibility for child protection issues

The welfare of students can be affected in a number of different ways, not all of which necessarily constitute abuse. Nevertheless, all staff should be aware of the signs to look for when assessing the welfare of the students:

- unusual, even bizarre behaviour
- unexplained injuries
- emotional withdrawal – showing lack of trust in adults
- eating problems
- not growing or putting on weight
- timid and withdrawn
- over-demanding, mood swings, aggressiveness
- poor academic work, under-achievement
- tiredness

Behaviour that is out of character for a given pupil is not in itself an indication of abuse. Any staff concerned about a pupil's behaviour or demeanour should however report it to the boy's housemaster, who is in the best position to see the fuller picture and may already have other evidence leading to concern. If any member of staff has welfare concerns about students (including Child Protection concerns):

- Make brief notes at the time or as soon as possible afterwards and ensure that these original notes are kept.
- Immediately stop any other activity to listen.
- Not ask leading questions (it may prejudice the investigation).
- Not give guarantees of confidentiality but give assurances that only those who need to know will be informed.
- Not make any attempt to investigate the incident themselves.
- Within twenty-four hours inform the Designated Child Protection Co-ordinator (the Second Master). If the complaint is likely to involve the Second Master, the informant must report it to the Headmaster.

**Where it is alleged that a member of staff has behaved in a way that has harmed, or may have harmed a child, possibly committed a criminal offence against a child or behaved towards a child in way that indicates that he/she is unsuitable to work with children, the Headmaster must report it within twenty-four hours to the Designated Officer in the Child Protection Team, Tonbridge Social Services.** Further details of the process can be found in the above statutory guidance.

Tonbridge School also recognises that occasionally young people may be harmed by other young people, and that there may be rare occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

The Chair of the Pastoral Committee will be informed of any child protection issue as soon as possible after it arises.

Any allegation involving the Headmaster will be handled by the Chairman of Governors and Chair of the Pastoral Committee.

The Headmaster is required to refer any colleague who is deemed unsuitable to work with vulnerable and young people and who has been removed from regulated activity to the ISA.

## 2. SAFER RECRUITMENT

Tonbridge School does all it can to ensure that we employ 'safe' staff by following the guidance in 'Safeguarding Children and Safer Recruitment in Education' and operating safe recruitment procedures in the appointment of all staff.

Our written policy on safer recruitment reflects recent changes to recruitment practice following the introduction of the new Vetting and Barring Scheme, and awaits further proposed clarification in the Protection of Freedoms Bill (2012). At present, this means that Tonbridge School recognises its duty to refer any colleague who is deemed unsuitable to work with vulnerable and young people and who has been removed from regulated activity to the ISA. All employees of the School, including volunteers and adults (including spouses and adult children living in boarding accommodation), undergo an enhanced CRB check. There may be occasions when a CRB clearance has failed to arrive before an employee of the School begins work. In these situations, an employee may commence employment without an enhanced CRB disclosure only if he / she arrives directly from employment in another school setting. However, all other checks **must** have been carried out (including identity, right to work in the UK and List 99) and a risk assessment focusing on adequate supervision before a member of staff can begin work.

Where the School employs contractors the Bursar and Estates Bursar are to ensure that the terms of any contract they enter into requires the contractor to employ staff to work with, or provide services for the School requires the contractor to adopt and implement the measures described in this policy. They are also to monitor the contractor's compliance and are to request that the contractor provides evidence of having obtained Enhanced CRB disclosures for all staff working frequently or intensively on the School site.

Where the School employs supply staff Tonbridge School will endeavour to fill short term staff absences through internal cover and re-deployment. However, there are occasions where it becomes necessary to utilise the services of a supply agency to support our recruitment needs. In these situations the following guidelines apply (and are conditions of the contract drawn up with the supply agency):

- The supply agency **MUST** provide written notification that all appropriate safeguarding checks have been made before a supplied person can commence work at Tonbridge School.
- In cases where the CRB disclosure contains information, then the School **MUST** receive a copy of the CRB disclosure before a supplied person can commence work.

- The CRB disclosure must have been made not more than 3 months prior to the commencement of employment at School.
- The person offered for supply must satisfy the identity checks that all employees of the School are subject to (irrespective of any previous identity check).
- For any supply staff working in a boarding context the School will require (independently of the supply agency) an Enhanced CRB disclosure.

In addition, Tonbridge School does all it can to ensure that staff employed by other organisations, but working with our boys, are appropriately vetted.

**The School's Safer Recruitment policy gives more detailed treatment to these issues.**

### **3. CODE OF CONDUCT / STAFF RESPONSIBILITIES**

All colleagues are made aware of their roles and responsibilities with regard to issues such as duty of care, position of trust, behaviour, one-to-one situations use of physical restraint and awareness of School policies at induction and through the provision of a staff handbook. This advice is based on the Guidance for Safe Working Practice for Adults who work with Children and Young People.

Staff should not behave in a manner which would lead any reasonable person to question their suitability to work with children (this might involve misuse of drugs, alcohol or acts of violence). In addition staff must be even-handed, consistent and unambiguous in the way they treat boys, avoiding any actions that would be considered 'unprofessional'. For instance the verbal slighting in public of a boy (or indeed another member of staff), whether intended or unintended, would be regarded as unprofessional.

Staff should not have current pupils as their "friends" on social networking sites.

**Fuller guidance and advice is available to the Common Room in the Common Room Handbook in the Code of Conduct.**

### **4. BOY WHO HAS (OR SEEMS TO HAVE) GONE MISSING**

The supervision and monitoring of boys during the school day is outlined in the attendance and pupil supervision policy.

For a day boy who is absent from School at the morning or afternoon registration session, the Housemaster should contact the parents in the first instance to establish the whereabouts of the student.

Any unauthorised absence from a lesson must be reported to the Housemaster as soon as possible.

For a boy actually to "go missing" is a very rare occurrence indeed and in these situations the housemaster's first responsibility to the parents is to safeguard and promote the welfare of their sons. This is, therefore, a critical issue. Housemasters have to consider the options and it is a matter of judgment when these are exercised. The most worrying time is late evening or if the boy has disappeared overnight and is not in breakfast.

### **Step One: informal checks and contact**

The mobile numbers of the boys are held on the School database which all staff have access to. In the first instance, the Housemaster should attempt to contact the missing boy on his mobile 'phone.

Usually the other boys know where he is. The degree of concern will vary a little with the age of the boy and the time elapsed from when he was last seen.

**Step Two:** When the Housemaster, after all informal checks, believes that a boy has gone missing, the following must happen **immediately**:

The boy's parents must be notified and his house checked.

The Headmaster must be informed.

The boy should be listed as a 'missing person' with the police.

It is important that at each stage the Housemaster records the actions and decisions taken, so that a formal written record of the episode is kept.

## **5. COMPLAINTS AND WHISTLEBLOWING**

Tonbridge School recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. All staff know who to talk to if they are concerned about the behaviour of an adult.

Where a parent or pupil raises a concern about poor practice, the published complaints procedure is available, either through the parents' handbook or on the School website. Allegations against staff, volunteers or the designated person with responsibility for safeguarding should be reported to the Headmaster. If he is absent, the allegation should be passed to the Chair of Governors. If the allegation concerns the Headmaster, the person receiving the allegation should immediately inform the Chair of Governors without notifying the Headmaster first. In case of serious harm, the police should be informed from the outset.

When staff have concerns about the conduct of a colleague, the School's Whistleblowing policy enables them to raise concerns in confidence and for a sensitive enquiry to take place. All concerns should be reported to the Headmaster. Complaints about the Headmaster should be made to the Chair of Governors.

**Full versions of the Whistleblowing Policy and the Complaints Policy are available on the website.**

## **6. ANTI-BULLYING**

Tonbridge School supports the right of all members of the School community to be free from all forms of bullying, harassment and discrimination. We wish to create and maintain a caring and supportive school environment by making clear that bullying will not be tolerated and that positive steps will be taken to eradicate it. We aim to create an atmosphere in which staff, parents and pupils are encouraged to bring out into the open any incident of bullying, knowing that measures to deal

with it will have the support of the whole School community. Our anti-bullying policy is based in large part on the views of the boys themselves, who are encouraged to feel that they are the owners of it. It represents the School's promise to address problems of bullying and do all that it can to prevent them.

## **7. E-SAFETY**

Our e-Safety Policy has been written by the School and builds on the KCC e-safety Policy and government guidance. The aims of the e-Safety policy are:

- To promote the welfare and safeguarding of boys and staff at Tonbridge School.
- To ensure that boys are ICT literate and can use the facilities to ensure that their educational provision is enhanced to the maximum.
- To promote responsible and effective use of electronic communication (including the use of the internet and mobile phone technology).
- To educate boys and staff about the risks and responsibilities involved in the use of new technology, particularly with regard to the potential moral and criminal consequences of their actions.
- To raise awareness of and counter instances of cyber bullying. This includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the internet or spread via mobile phone. It can take the form of type of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

## **8. PHOTOGRAPHIC POLICY**

Tonbridge School recognises that every member of the School community has a right to privacy under both human rights and data protection legislation and that this right must be respected in all the above activities. School policy is that consent for all such photography is assumed in the contract between the parent and the School, and in staff contracts of employment, but that any pupil, parent or member of staff is entitled to withdraw such consent either generally or for any specific occasion or purpose by written instruction to the Second Master, or for members of the support staff, to the Bursar. In all such cases the School will respect the wishes and the image rights of the individual.

This policy will be subject to certain safeguards as set out below:

- a) Where general or specific consent is withheld by pupil or parent, the Second Master will ensure that all staff are informed and the School will make every effort to comply sensitively with the request.
- b) Any images of pupils which are used by the School must conform to appropriate standards of integrity and decency, and must avoid any possibility of embarrassment to the subject of the photograph.
- c) Pupils must not take any images of each other or other members of the School community which would be regarded as inappropriate. Electronic or mobile phone transmission of such images without consent is a School disciplinary offence (see policies on computer and mobile phone use).
- d) School management will ensure that appropriate controls are imposed on images recorded on CCTV. Such images will be retained securely and only viewed by designated members of staff responsible for School security.
- e) It is a disciplinary offence for any pupil or member of staff to publish or transmit any image which brings the School into disrepute.

## 9. HEALTH & SAFETY

Tonbridge School fully recognises its responsibility to minimise potential risks for all those who use the site and for those engaged in School activity off site. The School organises its Health and Safety affairs in accordance with the principles and guidance set out in HSG 65 “Successful Health & Safety Management” published by the Health and Safety Executive. The School’s Governors and Senior Management also follow the guidance contained in INDG417 “Leading Health and Safety at Work”, and aim to follow the three principles underlying this guidance:

- Strong and active leadership from the top: ensuring visible and active commitment from the board, establishing effective “downward” communication systems and management structures, and integrating good Health and Safety management with business decisions.
- Staff involvement: engaging all staff in the promotion and achievement of safe and healthy conditions, enabling effective “upward” communication, and providing high quality training.
- Assessment and review: identifying and managing health and safety risks, accessing (and following) competent advice, and monitoring, reporting and reviewing performance.

In addition, School policy has regard to DCSF guidance ‘Health and Safety of Pupils on Educational Visits’.

**In addition to the policies outlined above, Tonbridge School encourages an environment where students feel secure, are encouraged to talk, and are listened to, and where the experiences of boys are regularly monitored. We aim to achieve this through the measures listed below:**

### A. BEHAVIOUR POLICY

Tonbridge School Behaviour Policy is designed to ensure an acceptable standard of behaviour in and around School and on any School activity. It is based on clear values which the School promotes; these include self-discipline, a sense of responsibility, a proper regard for authority, respect for and celebration of difference in others, and a sense of service to the community. It places emphasis on the positive behaviour to be expected and rewarded, as well as prevention of what is unacceptable. At its heart is the promotion of a good learning and teaching atmosphere in which all pupils can realise their potential. The policy safeguards and promotes the welfare of all pupils, protecting them from all kinds of discrimination and harassment. It recognises the duty of the School to promote race equality and to take action to tackle inequalities and discrimination of any kind that are identified. It relies on a culture of mutual respect between parents, pupils and staff, and it has been drawn up in wide consultation with the School community. It will be subject to regular review by the Second Master in consultation with others. The Behaviour Policy has four main elements:

- ‘Expected Behaviour at Tonbridge School’ – a code to be promoted, taught and enforced.
- A System of Rewards for Achievement, Effort and Good Behaviour.
- A System of Sanctions.
- A Statement of Roles and Responsibilities.

It is important that this policy should be read and applied in conjunction with other School policies and programmes, published separately in the Common Room Handbook and Parents’ Handbook.

## **B. STUDENT VOICE**

Boys are encouraged to voice their opinions through regular meetings of School and House councils, through the use of questionnaires by the Upper and Lower Masters, through regular meetings with their tutors and through the use of the termly monitoring visits by the Second Master and the Upper Master.

## **C. REGULAR PASTORAL TEAM MEETINGS**

Each Housemaster manages a team of up to 7 individuals (including tutors and matrons). These Teams meet regularly throughout the term to share information about the boys in their care. Minutes are forwarded to the Upper Master and the Second Master who scrutinise them.

## **D. THE WELFARE GROUP AND WELFARE PLANS**

This group is chaired by the Second Master and has the Chaplain, the School Counsellor and the Sister-in-Charge of the Medical Centre on it. The group invites Housemasters and Matrons to raise concerns about boys and looks at ways in which boys who have welfare needs can be supported. The group draws together the key welfare pillars of the School and discussions are confidential to the group. The Headmaster is regularly informed of these discussions and any significant concern or active advice for Housemasters and Matrons is shared. Welfare Plans support the work of the welfare group. Any boy who has a significant welfare need is monitored regularly by the Housemaster on a welfare plan. These are scrutinised every half term by the Second Master. The Welfare Plan is a useful action plan to support boys with welfare needs.

## **E. GOVERNORS VISITS**

Members of the Governors' Pastoral Committee regularly visit the Boarding and Day Houses to have lunch with the boys, talk to the matron and to the Housemaster. Senior Student Houses are visited once every two years. A report of each visit is given to the full pastoral committee where any issues are discussed and addressed.

## **F. TERMLY MONITORING VISITS**

The Second Master and the Upper Master formally review each House every term and talk to boys about their experiences in the Houses. There are also plenty of opportunities to talk to the boys informally during lunch in the Houses. Senior Student Houses are visited once a year.

## **G. PSHE**

Tonbridge School aims to provide a caring and enlightened environment in which the talents of each individual flourish. We encourage boys to be creative, tolerant and to strive for academic, sporting and cultural excellence. Respect for tradition and openness to innovation are equally valued. A well-established house system at the heart of the School fosters a strong sense of belonging. Tonbridge seeks to celebrate its distinctive mixture of boarders and day boys; this helps to create a unique broadening and deepening of opportunity. Ensuring an effective PSHE programme is in place promotes a healthy, fulfilled and responsible lifestyle, and strengthens emotional intelligence.