



# BERKELEY GUARDIANS

*Home from Home*

## Safeguarding and Child Protection Policy

Approved by: Karen Pickles  
Designated Safeguarding Lead

Date: 1<sup>st</sup> September 2024

### POLICY REVISION RECORD

Date	Section	Revision	Updated by
09/09/2020	update KCSIE 2020	updating all references to KCSIE	Karen Pickles
06/10/2021	update KCSIE 2021	updating all references to KCSIE	Karen Pickles
10/10/2022	update KCSIE 2022	updating all references to KCSIE	Karen Pickles
09/02/2023	Re-written policy	Re-styled to include all above plus NMS requirements	Karen Pickles
12/09/2023	Update KCSIE	Updating all references to KCSIE	Karen Pickles
16/12/2023	Update to BG	Updated all references to DDSL	Karen Pickles
23/05/2024	Update to EP signpost	Update to include signpost to Emergency Procedures	Karen Pickles
01/09/2024		Updated in line with KCSIE 2024 and reviewed	Karen Pickles

## Safeguarding Contact Details – Berkeley Guardians

### Position

Designated Safeguarding Lead (DSL)                      Mrs Karen Pickles

### Contact details:

DSL                      **07565 493818**                      **karen@berkeleyguardians.com**

### LOCAL AUTHORITY CHILDREN'S SOCIAL SERVICES NUMBERS

#### SAFEGUARDING CONCERNS:

**Name**    **First Response Referral Team**

**Phone**    0117 903 6444

**Web address for concerns:**    **bristol.gov.uk/firstresponse**  
[https://www.proceduresonline.com/swcpp/bristol/p\\_report\\_concerns.html](https://www.proceduresonline.com/swcpp/bristol/p_report_concerns.html)

#### PREVENT CONCERNS:

*See above for concerns re children (First Response)*

**For adults:**    Bristol Care Direct                      Telephone 0117 922 2700  
 Mon – Fri 8.30am – 5pm

Out of hours  
 Emergency Duty Team                      Phone 01454 615 165  
**bristol.gov.uk/caredirect**

The Police Prevent Team:                      They are a team of specially trained police officers, and non-police officers, (male and female) who are happy to give advice or direct people to other support. They can also put people in touch with a representative from their community if you wish.

PPT Contact Phone:                      0117 945 5539 or dial 101 and ask for Prevent Team (explain it  
 Is regarding extremism)

Email:    channelsw@avonandsomerset.pnn.police.uk

Childline    <http://www.childline.org.uk/Pages/Home>

## FEMALE GENITAL MUTILATION (FGM)

This is a crime and therefore should be reported as follows if you are aware of this happening now or in the past/future:

Emergency: call 999 if you/child is in immediate danger  
 If you cannot use a voice phone register with police text service:  
 REGISTER to 999  
 If you cannot speak the operator will put you through to the silent  
 Service and you will be asked to press numbers on your phone

Non-emergency: call 101 or Crimestoppers on 0800 555 111

Other useful contacts:	Childline	Child exploitation Online Prevent (CEOP)
	Kidscape	Report Abuse in Education
	NSPCC	National Domestic Abuse Helpline

## Introduction

Berkeley Guardians is committed to safeguarding and promoting the welfare and wellbeing of young people and staff. We believe that everyone, without exception, has a right to be safe and to be treated with dignity and respect regardless of background and live a life free from discrimination. The guardianship recognises that children and young people learn best when they are healthy, safe and secure and would always take the child's wishes and views into account.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or 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. (Keeping Children Safe in Education, September 2023)

This policy applies to all pupils cared for by the Guardianship and to acknowledge the close-working partnership with which we work alongside our partner schools.

The purpose of this policy is to inform all staff (including host families), parents about the Guardianship's responsibilities for safeguarding children and to enable all parties to have a clear understanding of how these responsibilities should be carried out. It applies wherever staff/host families etc. are working with pupils.

This policy is published on the Guardianship website and is available to parents, schools and host families from the Designated Safeguarding Lead on request. *Large print or other accessible formats can also be made available.*

This policy is also in accordance with current legislation and the following statutory guidance:

- Keeping Children Safe in Education September 2023 (KCSIE)
- Working Together to Safeguard Children July 2018 (updated 2023) (WTSC)
- Prevent Duty Guidance for England and Wales July 2023

- Education (Independent School Standards) Regulations April 2019
- Boarding Schools: National Minimum Standards (September 2022)
- What to do if you are worried a child is being abused – advice for practitioners March 2015
- Safeguarding children and young people July 2022
- Children Missing Education September 2016
- Charity Commission guidance: safeguarding and protecting people for charities and trustees 2019
- The Equality Act (2010)
- The Human Rights Act (1998)

Every complaint or suspicion of abuse from within or outside the Guardianship will be taken seriously and action will be taken in accordance with this policy.

***Berkeley Guardians is a member of SACPA and uses this membership to update safeguarding training, read and update through regular newsletters and in its membership of BSA and AEGIS keep up to date in all areas of safeguarding whether in training or awareness and practical support. NSPCC training is also used to ensure that the breadth of understanding is in place across all areas of child protection and safeguarding.***

## Principles

Berkeley Guardians expects all staff and homestays to share our commitment to safeguarding and promoting the welfare of all pupils in our care. To achieve this, the Guardianship seeks to create a safe environment with a strong pastoral support system, where pupils who have been subject to any form of abuse can report the matter in the confidence that it will be taken seriously, they will not be made to feel ashamed of making a report and will be fully supported. The DSL and the DDSL are trained to listen to pupils' concerns, identify issues early and respond appropriately following agreed procedures and report any instances as required to the school where the pupil is studying.

The Guardianship will take all reasonable measures to:

- ensure that we practise safer recruitment in checking the suitability of staff and host families
- to ensure that any checks do not raise any issues of concern in relation to the suitability of those staff members working with children
- support pupils in need through early intervention and, where appropriate, support them in co-operation with multi-agencies and with their schools and local authority
- be alert to signs of abuse, both in the homestays and in the schools and from outside and to protect each pupil from any form of abuse, whether from an adult or another young person
- deal appropriately with every suspicion or complaint of abuse and support pupils who have been abused in accordance with their agreed child protection plan
- design and operate procedures which promote this policy, but which, so far as possible, ensure that host families and other staff who are innocent are not prejudiced by false allegations
- be alert to the needs of pupils with physical and mental health conditions
- operate robust and sensible health and safety procedures
- operate clear and supportive policies on drugs, alcohol and substance misuse within the host family environment
- assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area

- identify children who may be vulnerable to radicalisation, and know what to do when they are identified
- take all practicable steps to ensure that the host family premises are as secure as circumstances permit
- teach pupils about safeguarding issues and about how to keep themselves safe by sending them updated safeguarding leaflets to read prior to arriving in the UK
- ensure that any deficiencies in our child protection and safeguarding procedures are remedied without delay

## Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. All staff are under a general legal duty to:

- contribute to providing a safe environment in which pupils can live and relax, whilst studying or during leisure time
- consider at all times the best interests of the pupil and take action to enable all pupils to have the best outcomes
- attend appropriate safeguarding and child protection training on an annual basis or additionally as directed by the DSL whether staff or host family members (over 16 years)
- be aware of the indicators of the different forms of abuse and neglect and of emergent mental health issues
- assist children in need and to protect children from abuse, neglect, radicalisation and extremism
- know how to access and implement the procedures, independently if necessary
- keep a sufficient record of any significant complaint, conversation or event
- report any matters of concern to the DSL or, where appropriate, to one of the key contacts in accordance with this policy; and support social services and any other agencies following any referral

### The Designated Safeguarding Lead (DSL)

The Guardianship has appointed a Designated Safeguarding Lead (DSL) who is a senior member of staff. The DSL takes lead responsibility for safeguarding (including on-line safety) and child protection and is the first point of contact for parents, pupils, staff and others if they have any concerns about safeguarding or child protection.

The DSL will be given the time, funding, training, resources and support to ensure they are able to fulfil all the key aspects of their role as described in KCSIE (Sept 2023):

- **Managing Referrals:** the DSL will manage the referral of cases of suspected abuse, neglect, radicalisation or any other relevant issue to the Local Authority Social Care Service, Channel programme, DBS and/or Police as appropriate
- **Working with others:** the DSL will be the principal point of contact for all staff (inc host families) and when co-ordinating different departments and functions within and outside the School in the management of a case. They will promote supportive relationships with parents and the school to which the pupil attends to safeguard pupils' welfare, be able to identify the causes and consequences of issues that children are experiencing and to support staff
- **Information sharing and managing the child protection file:** the DSL is responsible for keeping child-protection files up to date with accurate and complete records of any actions

or decisions taken and ensuring these confidential records are securely stored and, where appropriate, transferred to a new school promptly.

- **Raising Awareness:** the DSL is responsible for reviewing and updating the Guardianship’s safeguarding policy at least annually, for ensuring that all staff members have had appropriate training regarding its implementation, and for ensuring that parents can access the policy and know that the Guardianship may make referrals where abuse or neglect is suspected
- **Training, knowledge and skills:** the DSL will receive the appropriate level of training, together with regular updates, to ensure they are able to understand the unique risks associated with online safety, to be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at School and to diagnose and respond to the specific needs of vulnerable children and work effectively with agencies such as the LADO, the Police and the Channel (Prevent) agency
- **Providing support to staff:** the DSL should receive sufficient support and training so that they can support staff and help them feel confident on welfare, safeguarding and child-protection matters, including referrals and considering safeguarding, welfare in the provision of pastoral support
- **Understanding the views of children:** the DSL should, through training, develop the knowledge and skills needed to encourage a culture of listening to children and taking account of their wishes and feelings among all staff. They should promote an understanding of the difficulties that children may have in approaching staff about their circumstances and help staff consider how to build trusted relationships which facilitate communication.

## Staff training

Staff training encourages all members of staff to maintain an attitude of ‘it could happen here’ where abuse and neglect are concerned. Host families are trained using “Kings River” online training for host families (established by Adam Lubbock). This is updated on a regular basis.

Induction training for all new members of staff, including temporary employees or volunteers, includes formal child-protection training which covers:

- This safeguarding policy and related policies on Prevention of Bullying and Cyber-bullying, E-Safety, Mental Health and Prevent\*
- Part 1 and 4 and Annex B of KCSIE\*
- the role, identity and contact details of the DSL and Deputy DSLs
- policies on acceptable use of IT and online safety\*
- the Staff Code of Conduct, including low level concerns procedures\*
- the Guardianship’s policy on Whistleblowing\*
- an overview of the Local Safeguarding Children Partnership’s procedures

*\* Copies of these documents will be provided either in paper form or electronically as part of the induction process and new staff. All staff have access to the policies and other important documents in the GDrive and details are given to staff during induction – these policies are updated regularly and reminders sent out to staff.*

All staff, including Directors, will undertake appropriate child-protection training which, in line with LSCP guidance, is updated every two years. In addition, all staff will receive safeguarding updates delivered through a e-bulletin updates (as required) and sight of this policy when updated annually. Safeguarding training is online/face to face with Three Rivers, NSPCC, AEGIS and BSA/SACPA and includes online safety and Prevent training.

All staff (including host families where appropriate) receive updated copies of the Guardianship policies referred to above and are required to confirm that they have read and understood them. In addition, Part 1 and 4 and, where appropriate, Annex B of KCSIE are reissued to staff whenever this statutory guidance is updated by the DfE.

The DSL team will regularly assess the appropriate level and focus for staff training so that it can respond to specific safeguarding concerns such as mental health, child-on-child, online safety, radicalisation, child sexual exploitation, child criminal exploitation, sexual violence and harassment, and female genital mutilation (FGM).

The DSL will undertake training that is in accordance with locally agreed procedures to provide them with the knowledge and skills necessary to carry out their role. This training for the DSL includes Prevent awareness training and will be updated every two years, Mental Health, Online Safety, Safer Recruitment, First Aid and Level 3 DSL Safeguarding training (some of these will be required annually). The DDSL (when appointed) will undertake DSL Level 3, First Aid, Safer Recruitment, Online Safety and Mental Health Awareness. The DSL also refresh knowledge and skills at regular intervals (and at least annually) by following developments in safeguarding to:

- keep abreast of best practice for promoting a culture of listening to children
- understand the assessment process for providing early help and intervention and work closely with schools
- have an up-to-date working knowledge of how local authorities conduct child-protection case conferences so they can contribute to these effectively when required to do so
- be alert to the specific needs of children in need, those with Special Educational Needs and work with the schools to support these children
- understand and support the relevant schools regarding the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- and be able to keep proper written records of concerns and referrals.

## **Support when it is needed**

Berkeley Guardians recognises the importance of providing early help to pupils to provide support for a problem as soon as it arises, to prevent it from escalating. We recognise that young people may face many challenges that put them in need of support and ensure that staff are aware of them. These include: stress, peer pressure, body image concerns, mental health and relationship issues.

Pupils are encouraged to raise concerns as soon as they are identified, either through their host families or directly to the Designated Safeguarding Lead, so that effective early support can be provided.

If staff believe that a pupil could benefit from early help, they should discuss the matter with the DSL who will, considering the Bristol Safeguarding Children Partnership's threshold criteria, consider what action should be taken and also in conjunction with the school concerned.

The Guardianship recognises the increased vulnerability of young people who:

- are disabled or have Special Educational Needs (whether they have a statutory Education, Health and Care plan)
- do not have English as a first language
- are in private foster care

- are living away from home (boarding) for the first time
- are faced with challenging family circumstances
- are showing signs of being drawn into anti-social or criminal behaviour
- are misusing drugs or alcohol themselves
- are at risk of being radicalised or exploited
- are showing early signs of abuse, neglect or mental health problems
- may be subject to discrimination and maltreatment on the grounds of race, religion, ethnicity, sexual orientation or sexual identity or other protected characteristics.

Such children may be more likely to need early help.

Also, recognising abuse or neglect may be more difficult for these young people for many reasons, including:

- assumptions that indicators of possible abuse such as behaviour, mood or injury relate to a pupil's disability without further exploration
- SEND/EAL pupils are often more prone to peer group isolation (including prejudice-based bullying) than other young people
- pupils with Special Educational Needs or Disabilities (SEND) can be disproportionately impacted by bullying/child-on-child abuse without outwardly showing any signs
- communication barriers and difficulties overcoming these barriers
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the outside world or in school or homestay

## Recognising Need for Support

All staff should be aware of the types and signs of abuse and neglect so that they are able to identify pupils who may be in need of help or protection. They also must be mindful that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or may not recognise their experiences as harmful. To reduce barriers to a potential disclosure it is incumbent on staff and host families to build trusted relationships with children which facilitate communication. Staff must also exercise professional curiosity and speak to the DSL or DDSL if they have concerns.

**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. Harm can include ill treatment that is not physical as well as witnessing ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children (child-on-child abuse). Serious bullying is a form of abuse and therefore will be treated as a child protection concern if there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.

Staff and host families should be aware of the four main categories of child abuse which are commonly identified:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child.



Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **Emotional abuse:** 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 cyber-bullying), 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
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily through 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse)
- **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 because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing or shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Other forms of abuse which staff should be aware of are:**

- Child criminal exploitation (CCE)
- Child sexual exploitation (CSE)
- Child-on-child
- Children missing from education
- County lines
- Domestic abuse
- Honour-Based Abuse (HBA) and Female Genital Mutilation (FGM)
- Forced marriage
- Radicalisation
- Sexual violence and harassment (including upskirting)

## Contextual Safeguarding

All staff and host families should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and within the care of the guardianship services and/or can occur between young people outside these environments. This is known as contextual safeguarding. All staff should consider, and especially those within the safeguarding team, whether pupils are at risk of abuse or exploitation in situations outside their families (*school, family and host family situations*). Extra-familial harms take a variety of forms and young people may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, and serious youth violence.

## Signs of abuse

All staff and host families need to be aware that pupils may be reticent about reporting abuse generally, and particularly so about child-on-child abuse, and need therefore need to be vigilant for potential indicators that abuse may be taking place and using CPOMs to inform the DSL team of any concerns they might have.

Possible signs of abuse include (*but are not limited to*) the following (*and these do not necessarily mean that abuse is occurring*):

- the pupil discloses that s/he has been abused, or asks a question which gives rise to that inference
- the pupil has an injury that cannot be reasonably or consistently explained, or is unusual in type or location
- the pupil shows signs of injury on a regular or patterned basis
- the pupil engages in extreme or challenging behaviour or there is a sudden change in the pupil's behaviour
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss reasons
- the pupil appears to be neglected whether through clothing, hygiene, or lack of sustenance
- the pupil appears reluctant to return home or has been openly rejected by parents, school or host family
- the pupil's development is delayed in terms of emotional progress
- the pupil withdraws emotionally – showing a lack of trust in adults
- the pupil shies away from being touched or flinches at sudden movements
- the pupil loses or gains weight

## Listening to pupils and record keeping

The Guardianship provides a range of opportunities for pupils to be listened to. Pupils can speak with host families, their guardian, the DSL, or DSL. Contact details for external agencies such as Childline and Office of the Children's Commissioner are available on the 'Where do I go for help and advice' posters which are prominently on display in the child's school and on the safeguarding leaflet they receive prior to arriving in the UK from Berkeley Guardians.

If a pupil discloses that s/he has been abused or neglected in some way, the member of staff or host family should:

- immediately stop any other activity to listen

- listen carefully to the pupil and keep an open mind - do not interrupt or be afraid of silences
- keep in mind that some pupils may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation
- limit the questioning to the minimum necessary for clarification using “what, when, how, where” but avoiding leading questions that may prejudice an investigation
- not make any attempt to investigate the incident themselves or make a decision as to whether or not the pupil has been abused
- reassure the pupil, but never promise not to tell anyone. Instead, explain who has to be told to ensure that proper action is taken in accordance with this policy
- discuss the conversation with the DSL as soon as possible, and take no further action unless instructed to do so by the DSL
- only share information on a need-to-know basis
- **make a full written record of the conversation:**

Staff or host families must record in writing all concerns, discussions and decisions made about a pupil as soon as possible. The written (or word-processed) recording must be a clear, precise and factual account of the conversation or observations.

Where a child has made a disclosure, the record must include details of:

- its date, time and place
- what was said and done, by whom and in whose presence
- any noticeable non-verbal behaviour or words used by the child.

Any other evidence (*for example, scribbled notes, mobile phones containing text messages, clothing, computers*) must be kept securely and passed on to the DSL as soon as possible. No copies should be retained by the member of staff. The DSL will organise for the evidence to be scanned and added to the incident record.

Where a report includes an online element, staff should, where possible, avoid viewing illegal images of a child and under no circumstances should such images be forwarded electronically.

Further guidance is available on what to do if viewing an image is unavoidable on:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>  
*Sharing nudes and semi nudes: advice for education settings working with children and young people (December 2020)*

## **Procedure to be followed re: concerns about a pupil’s welfare**

If there is concern about a pupil’s welfare, including any mental health concerns, **the DSL should be informed as soon as possible**, unless the concerns involve an allegation against a member of staff, in which case the procedures set out in the section *Allegations against members of staff* below should be followed. Staff and host families should not assume that somebody else will act and share information that might be critical in keeping a pupil safe.

All concerns, discussions, decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

If a member of staff (or host family) discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under 18, that person **must** report this to the police. Unless the

individual has a good reason not to, they should also still inform the DSL. This statutory duty does not apply to **suspected** cases of FGM or those at risk of FGM, which should both be addressed in accordance with the safeguarding procedures described in this policy.

The normal safeguarding procedures outlined in this Policy must be used when there are concerns about children who may be at risk of being drawn into terrorism (see start of policy for details of contacts in these situations).

Any member of staff or host family may refer a matter to children's social services directly. This could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

## **Duties of the DSL on being notified of a concern**

When the DSL is notified of any concerns about a pupil's welfare, she will decide on the appropriate course of action. In particular, the DSL will decide whether a referral should be made to children's social services and/or the appropriate school.

Factors that the DSL should bear in mind when making their decision include:

- the best interests of the child
- the nature and seriousness of the complaint
- contextual factors
- the referral threshold set by the relevant Local Authority
- the pupil's wishes or feelings
- the inter-agency procedures of the relevant Local Safeguarding Children Partnership
- where relevant, local information sharing protocols relating to Channel referrals.

If the DSL decides not to make a referral, but to support the pupil with early help, the DSL will keep the situation under review and consider a later referral to children's social services and/or the school if the pupil's situation does not appear to be improving.

Members of the DSL team are responsible for maintaining written safeguarding records once an issue has been logged. These records are confidential and the only personnel within the Guardianship who have access to them is the DSL.

Such records will include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any actions taken, decisions reached and the outcome

## **Making a referral to children's social services**

When a pupil is not considered at risk of harm, but still has an unmet need that could mean they are in a Child in Need, a referral should be made as soon as possible by the DSL to Local authority children's social care and/or the DSL in the appropriate school. Parental consent for referrals of this type is not required in these circumstances. However, it is best practice for such concerns to be discussed first with parents and any subsequent referral to be made transparently with their knowledge.

If a pupil is in **immediate danger** or is at **risk of harm**, a referral should be made to children's social services and/or the police **immediately** and this should be followed up with informing the DSL at the child's school (where appropriate). Further guidance on when to call the police is provided by the

### **Child Centred Policing:**

<https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

If the initial referral is made by telephone, the DSL should confirm the referral in writing. Confirmation of the referral and details of the decision on what action will be taken should be received from the Local Authority within one working day. If this is not received, the DSL should contact children's social services again. Anyone can make a referral, although if a referral is made by someone other than the DSL, the DSL should be informed as soon as possible.

If, after a referral, the pupil's situation does not appear to be improving, the DSL should contact children's social services again to follow the matter up, to ensure both that their concerns are addressed and that the pupil's situation improves. There should if possible be strong communication between the school and the Guardianship DSL.

Where relevant, the Guardianship will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The Guardianship will respond to requests for information from the police promptly, and in any event within five to ten working days.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate and the DSL at the school should be informed (if appropriate). If a report is shown to be deliberately invented or malicious, the Guardianship will consider whether any disciplinary action is appropriate against the individual who made it.

### **Informing parents**

Parents will usually be informed of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult with the Local Authority Designated Officer (LADO), children's social services, the police and/or the DSL at the pupil's school before discussing details with parents.

For Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

When the Guardianship decides to refer a particular complaint of abuse to social services or the police, or the DSL at their school, the parents/guardian and pupil will be informed in writing of their right to make their own complaint or referral to social services or the police, where appropriate, and will be provided with contact names, addresses and telephone numbers.

For the avoidance of doubt, referrals do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

## Allegations about members of staff and host families

### Guidance to staff

Guidance is given to staff to be circumspect about placing themselves in situations which may

- put themselves or their pupils at risk of harm; or
- give rise to allegations of abuse

To reduce the risk of allegations, staff and host families should be aware of safer working practices and should be familiar with the detailed guidance on acceptable behaviour and actions contained in the Staff Code of Conduct, which is issued to all staff. Particular care should be taken where staff have one-to-one meetings with a pupil.

The following procedures will be used where it is alleged that a member of staff or a host family has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- behaved or may have behaved in a way (in or outside of school or homestay) that indicates they might not be suitable to work with children. The incident may not necessarily involve children but may raise concerns that such behaviour might be replicated against a child (eg domestic violence at home)

These criteria are often referred to as the allegation or harms threshold. The procedures outlined below aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious or unfounded allegations.

The procedures follow Part 4 of KCSIE (September 2023).

### Reporting an allegation about staff

If an allegation is made about staff that appears to meet the criteria in paragraph 17.2:

- Where an allegation is made about a member of staff, host family, the DDSL, the matter should be reported immediately to the DSL. If the allegation is made about the DSL then the matter should be reported to the DDSL. The adult to whom the allegation relates should not be informed without the explicit consent of the Local Authority Designated Officer (LADO), the person designated by the local authority to be involved in the management of allegations against people who work with children. The **case manager** will either be the DSL.
- Before contacting the LADO, the case manager will conduct basic enquiries in line with Bristol's procedures to establish the facts to help determine whether there is any foundation to the allegation. Nothing must be done at this initial stage that could jeopardise a future police investigation
- If the case manager is unsure whether the allegation meets the criteria in para 17.2 above, the LADO will be consulted for advice

- Any allegations meeting the criteria in para 17.2 will be dealt with in accordance with the local authority's arrangements for managing allegations. All such allegations must be dealt with as a priority to avoid any delay
- The case manager will immediately (and in any event within one working day) discuss the matter with the LADO before further action is taken. The case manager may also consult with the D/DSL, but no attempt will be made to formally investigate the allegation until the LADO is consulted. The purpose of the initial discussion between the case manager and the LADO is to consider the nature, content and context of the allegation and agree a course of action. All discussions with the LADO should be recorded in writing
- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it will be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned
- In situations where a person is deemed an immediate risk to children or where there is evidence of a possible criminal offence, the case manager may, in consultation with the LADO, request police involvement from the outset.
- Where an adult makes an allegation to the Guardianship that they were abused as child, the individual will be advised to report the allegation to the police. Non-recent allegations made by a pupil will be reported to the LADO in line with Bristol's Safeguarding Children Partnership's procedures for dealing with such allegations. The LADO will then coordinate with local authority children's social care and the police.

### **Disclosure of information**

- The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted and, if appropriate, local authority children's social care and the police
- The parents of the pupil involved will be informed of the allegation as soon as possible if they do not already know of it, although where external agencies are involved, the case manager will not inform the accused or the parents until it has been agreed what information can be disclosed. Parents will be kept informed of the progress of the case, only in relation to their child: no information can be shared regarding the member of staff or host family
- The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies

### **Investigation**

- Investigations will usually be undertaken by a senior member of School staff, under the guidance of the LADO. However, depending on the nature and complexity of an allegation, the investigation may instead be conducted by external agencies, such as social services or the police. In some cases, the LADO may ask for further enquiries to be made before a formal decision is reached about how to proceed. When this occurs, the LADO will provide specific guidance as how and by whom the investigation should be conducted.
- Where an external agency is conducting the investigation rather than the Guardianship, the Guardianship will cooperate fully with external investigators. No internal investigation into possible breaches of the Guardianship's disciplinary code will commence until any external investigation or criminal proceedings are complete

- The case manager will monitor the progress of the case to ensure that it is being dealt with as quickly as possible in a thorough and fair way. Wherever possible, the first review should take place within four weeks of the initial assessment. Subsequent reviews will take place at fortnightly (and no longer than monthly) interval whilst the investigation is ongoing
- The Guardianship will not cease its investigations if the person involved leaves, resigns, ceases to provide their services, or refuses to cooperate. Records will be kept of the nature of the allegation and any supporting evidence used to determine whether or not, on the basis of information available, the allegation is substantiated. The person involved will be notified in writing of the outcome of the investigation process.
- In accordance with DfE statutory guidance, the following definitions will be used when determining the outcome of allegation investigations:
  - Substantiated: there is sufficient evidence to prove the allegation
  - Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject to the investigation
  - False: there is sufficient evidence to disprove the allegation
  - Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. *The term, therefore, does not imply guilt or innocence*
  - Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

## Support

- The Guardianship has a duty of care towards its employees and will ensure that effective support is provided for anyone facing such an allegation. A representative will be appointed to keep him or her informed of the progress of the case
- The Guardianship will also provide access to counselling or medical advice, where appropriate
- The Guardianship will not prevent social contact with work colleagues and friends, when staff are suspended unless there is reason to believe this may be prejudicial to the gathering and presentation of evidence
- Support will also be offered to the pupil(s) affected and their parents or school. The Guardianship will consult with the children's social services, or the police as appropriate, as to how this can be done in the most suitable and effective way

## Confidentiality and information sharing

The School will make every effort to guard the privacy of all parties during and after an investigation into an allegation. It is in everyone's best interest to maintain this confidentiality, to ensure a fair investigation with minimum impact on all parties

A breach of confidentiality will be taken seriously and may warrant its own investigation. It is a criminal offence to publish information that could lead to the identification of a member of staff who is the subject of an allegation before they are charged with an offence. Publication includes any speech, writing, relevant programme or other communication, in whatever form, which is addressed to the public at large or any section of the public.

The case manager will take advice from the LADO, police and children's services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared



- How to manage speculation, leaks and gossip, including how to make the parents or guardian of the pupil involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, or when, it arises
- Where the police are involved, wherever possible the Guardianship will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in any subsequent disciplinary process initiated by Berkeley Guardians.

### **Unsubstantiated, unfounded, false or malicious allegations**

If an allegation by a pupil is determined to be unsubstantiated, unfounded, false or malicious, the case manager should consider the following actions:

- If the pupil who made the allegation needs help or may have been abused by someone else and, under such circumstances, whether a referral to pupil's social services is appropriate
- If a parent has made a deliberately invented or malicious allegation the Directors of Berkeley Guardians will consider whether to require that parent to withdraw their child or children from the Guardianship on the basis that they have treated the Guardianship or a member of its staff or homestay unreasonably
- Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the Guardianship reserves the right to contact the police to determine whether any action might be appropriate

### **Substantiated allegations**

- If an allegation is substantiated and the member of staff or host family is dismissed because they are unsuitable to work with children a report to the Disclosure and Barring Service will be made promptly, and in any event within one month of the person leaving the employment of the Guardianship
- Settlement agreements, including a form of words for a reference, will not be used in cases where a member of staff or a host family resigns or ceases to provide his or her services, where there are allegations that indicate the person is a risk or poses a risk of harm to children. Resignation or ceasing to provide services will not prevent a referral being made to the Disclosure and Barring Service where appropriate
- At the conclusion of a case in which an allegation is substantiated, the LADO will review the circumstances of the case with the case manager to determine whether any improvements could be made to the Guardianship's procedures to prevent the occurrence of similar events in the future. Consideration will also be given to how the investigation process was managed, including, where appropriate, the use of suspension of the accused. The case manager will produce a written report that will be presented to the Directors of Berkeley Guardians as soon as possible

### **Low-level concerns**

As part of a whole Guardianship approach to safeguarding, Berkeley Guardians seeks to promote a culture in which all concerns about all adults working in or on behalf of the Guardianship are dealt with promptly and appropriately. The purpose of the Guardianship's low-level concerns procedures is to create and embed a culture of openness, trust and transparency in which our values and

expectations of staff and host family behaviour, as set out in the Code of Conduct, are constantly lived, monitored and reinforced by all staff and host families.

A ‘low-level’ concern is any concern – no matter how small, and even if no more than causing a sense of unease or a nagging doubt – that an adult has acted in a way that:

- Is inconsistent with the Guardianship’s Code of Conduct, including inappropriate conduct outside of work
- Does not meet the allegation threshold or is otherwise not serious enough to consider a referral to the LADO. If the Guardianship is any doubt as to whether the information shared about a member of staff meets the *harms* threshold, advice from the LADO will be sought

*NB: The term ‘low-level’ does not mean that the concern is insignificant; it simply means the behaviour does not meet the allegation threshold as defined in KCSIE*

Inappropriate behaviour can exist on a wide spectrum, from that which is inadvertent or thoughtless through to that which is ultimately intended to enable abuse. Examples of such behaviour could include but are not limited to:

- being overly friendly with pupils
- showing favouritism
- taking photographs of pupils on a personal device
- humiliating pupils

Low level concerns may arise in several ways and from a number of sources: for example, suspicion; complaint; or disclosure made by a pupil, parent or another adult within or outside the organisation; or as a result of vetting checks undertaken.

Staff and host families are required to report any concerns about any adult to the DSL (or DDSL). Where the concern relates to the DSL, it should be reported to the DDSL. Such reports should be made without undue delay. Staff do not need to be able to determine whether their concern is a low-level concern or whether it meets the threshold of an allegation. This determination will be made by the DSL or DDSL when the matter has been investigated.

A member of staff or host family may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, a member of staff or host family, for whatever reason, may have behaved in a manner which, on reflection, falls short of the standard set out in the Staff Code of Conduct. Under such circumstances, the member of staff should make a self-referral to the DSL as soon as possible. Doing so demonstrates transparency, facilitates effective management of the issue and can reduce the risks of misunderstandings and false allegations.

All low-level concerns, including those determined to be unfounded, will be recorded in writing by the DSL. The record will include details of the concern, the context in which the concern arose, and any actions taken, decisions reached and the eventual outcome. The name of the individual sharing their concerns will be noted. If the individual wishes to remain anonymous, then this will be respected as far as reasonably possible. Records of low-level concerns are confidential and securely stored by the DSL in accordance with the Data Protection Act 2018 and the UK General Data Protection regulation until the individual ceases to be employed by the Guardianship.

Low-level concerns which relate exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in employment references provided by the Guardianship.

However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it will be referred.

Records of low-level concerns will be reviewed at least termly by the DSL and DDSL (and Directors) to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. Where a pattern of behaviour is identified consideration will be given to whether the matter should be escalated to the LADO and, more broadly, whether existing policies need to be revised and/or additional training is required.

## Arrangements for dealing with child-on-child abuse and allegations

Most instances of pupils causing harm to each other will be dealt with under the Guardianship's Prevention of Bullying and Behaviour Policies. However, all staff should be aware that safeguarding concerns can arise because of conduct by a pupil towards another (*sometimes referred to as child-on-child abuse*). This type of abuse can happen both inside and outside of school and whilst staying at a host family and online. Examples of pupils' conduct towards each other that could raise safeguarding concerns are:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers;
- physical violence 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
- upskirting, which typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or to cause humiliation or distress. (*Upskirting is now a criminal offence. Anyone of any gender can be a victim*)
- consensual and non-consensual sharing of nude and/or semi-nude images and/or videos (also known as sexting, or youth-produced sexual imagery)
- 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*).

It is more likely that girls will be victims and boys the perpetrators of child-on-child abuse. Child-on-child abuse also often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence. Pupils with Special Educational Needs or Disabilities are particularly vulnerable to child-on-child abuse.

A child or young person who is (or is perceived to be) lesbian, gay, bisexual or transsexual (LGBT+) may mean that they can be targeted by other children and subjected to harm because of this. This risk can be compounded where such pupils lack a trusted adult with whom they can be open.

If a pupil discloses that they or another pupil has been the victim of child-on-child abuse, the guidance for gathering and recording the information provided in this policy should be followed.

If an allegation of child-on-child abuse has been made, the DSL must be informed as soon as possible. Where the DSL considers that the behaviour meets the local authority threshold criteria (ie where there is reasonable cause to suspect a pupil is suffering or is likely to suffer significant harm), the case will be referred to the local authority using the procedures set out in this policy. The Guardianship will take advice from children's social services on when and how to inform the pupil about the allegations and how the investigation of allegations should be conducted. It will also take all appropriate action to ensure the safety and welfare of all pupils involved, including those accused of abuse. Further details on how cases of child-on-child abuse will be managed is contained in Part 5 of KCSIE (September 2023).

A pupil against whom an allegation of abuse has been made may be removed from a host family during the subsequent investigation and the Guardianship's policies on behaviour and discipline will apply.

If it proves necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the Guardianship and/or the school will ensure that, subject to the advice of children's social services, parents are informed as soon as possible and that an appropriate adult supports the pupil during the interview. If a pupil's parents are abroad, the pupil's education guardian or member of the school staff will be asked to support the pupil and to accommodate him or her.

Both the victim and the perpetrator will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. The DSL, as part of these procedures, will produce in conjunction with the school (as necessary) a welfare risk assessment which will consider the needs of all those involved (victim, perpetrator and other pupils) and the measures that need to be taken to protect and keep them safe. When compiling the risk assessment, appropriate weight will be given to: the wishes of the victim; the nature of the alleged incident; the ages of those involved; whether the incident was an isolated one or part of a pattern; any power imbalance between the victim and perpetrator; any ongoing risks to the victim and other pupils; and any relevant contextual factors. Children's social services will independently risk assess the situation and any report produced by them will be used to inform and update the Guardianship's own risk assessment which, in any event, will be reviewed on a regular basis.

## **Child-on-child sexual violence and sexual harassment**

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Behaviour outside the normal range is called harmful sexual behaviour (HSB) because it is harmful to others or the pupil themselves. HSB can occur online and/or face-to-face.

Central to determining whether sexual behaviour between children can be considered harmful is the age and development of those involved. For example, sexual behaviour can be considered harmful if one of the children is much older, particularly if there is more than two years' difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child if they have power over them, for example, if the older child is disabled or smaller in stature. For some there may be a link between viewing online pornography and subsequent HSB.

HSB can escalate over time. Early intervention when inappropriate behaviour is identified can help prevent problematic, abusive and/or violent behaviour in the future. *It should be noted that the majority of young people displaying HSB do not become sexual offenders as adults.*

Sexual harassment refers to 'unwanted conduct of a sexual nature' and can occur online and offline and both inside and outside of school. Sexual harassment can take a wide variety of forms:

- Sexual comments, such as: telling sexual stories, making lewd comments or sexualised remarks about a person's clothes or appearance, using sexualised names, sexual jokes or taunting etc
- Physical behaviour, such as deliberately brushing against someone, interfering with clothing (flicking bra straps, lifting up skirts etc), pulling down trousers, upskirting, displaying pictures, drawings or photos of a sexual nature
- Online sexual harassment, such as non-consensual sharing of images and videos (nudes and semi-nudes), sharing unwanted explicit content, sexualised online bullying, unwanted sexualised comments and messages, sexual exploitation and coercing others into sharing images of themselves or performing acts they are not comfortable with online

Sexual violence includes acts such as sexual assault, assault by penetration, rape and causing someone to engage in sexual activity without consent (this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party). A key feature of such acts is that the sexual activity takes place without the consent of the victim. Consent can only be given if an individual has the freedom and capacity to choose to participate in a sexual act. Consent to sexual activity may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity.

Sexual harassment and sexual violence can occur between pupils of any age and sex. However, staff should be aware that some groups are at greater risks than others. Girls, pupils with SEND, and LGBTQ+ pupils are more likely to be victims of these types of abuse. Evidence shows that boys are more likely to be perpetrators and girls to be victims. Young people who are victims of sexual harassment and sexual violence will find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Pupils may not find it easy to tell staff about their abuse verbally. They can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of staff or host family member may overhear a conversation that suggests a child has been harmed, or a child's own behaviour might indicate that something is wrong.

All staff and host families will be trained to manage a report of child-on-child sexual violence and sexual harassment. It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or guardianship/homestays should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual harassment or sexual violence. Nor should a victim ever be made to feel ashamed for making a report, or their experience minimised. It is also important to emphasise that the law is in place to protect children and young people rather than criminalise them.

There is general guidance for listening to pupils and record-keeping later in this policy. Effective safeguarding practice in the context of claims of sexual harassment or sexual violence further requires the following:

- If possible, reports should be managed with two members of staff present, (preferably one of them being the Designated Safeguarding Lead or a Deputy) and where appropriate it may be helpful to include the DSL from the school if necessary
- Where the report includes an online element, the **key consideration is for staff not to view or forward illegal images of a child**. The UKCIS advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection
- The recognition that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so pupils may not be able to recall all details or timeline of abuse

The Guardianship will respond appropriately to all reports and concerns about sexual harassment and/or sexual violence both online and offline, including those that have happened outside of the host family environment. The DSL is likely to have a complete safeguarding picture and be the most appropriate people to inform the Guardianship's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed\*
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed
- the ages and developmental stages of the children involved
- any power imbalance between the children (*eg whether the alleged perpetrator(s) is/are significantly older, more mature and confident*)
- whether the victim has a disability or learning difficulty
- whether the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- if the sexual harassment or sexual violence took place within an intimate relationship between those involved
- the risk of intra familial harms and the need for siblings to be supported following an incident
- whether there are ongoing risks to the victim, other children, host families of Guardianship staff
- and other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

*\*Note: The victim of sexual harassment or violence may ask the Guardianship not to tell anyone but the DSL has to balance the victim's wishes against their duty to protect the victim and other pupils. The general rule of thumb is that if a pupil is either at risk of harm, or is in immediate danger or has been harmed, a referral to local authority social care should be made. Rape, assault by penetration and sexual assaults are crimes and must therefore be reported to the police*

The DSL will reach a judgement about which of the following four ways is the most appropriate for handing the case:

- Internal management: handled entirely within the Guardianship

- Early help: where the pupils concerned do not require referral to statutory services but may benefit from assistance from an external agency and where applicable in conjunction with the school
- Local authority children's social care: where a child has been harmed, is at risk of harm, or is in immediate danger
- Report to the police: in addition to the above, where the seriousness of the concern merits it.

In all but the first circumstance, how the case is managed will be determined in conjunction with the local authority MASH (Multi Agency Safeguarding Hub) team and/or the police. The Guardianship will follow the guidance as set out in detail in KSCIE (2023), Part 5.

The Guardianship will do all that it reasonably can to protect the anonymity of pupils involved in any report of sexual harassment or sexual violence. Amongst other things, this will mean carefully considering which staff should know about the report and any support that will be put in place for those involved.

Risk and needs assessments are integral to the management of most cases of sexual harassment and all cases involving sexual violence. These assessments must be formulated on a case-by-case basis and should be conducted **immediately** once an incident comes light rather than waiting for the outcome (or even the start) of a local authority children's social care and/or police investigation. Where sexual violence is alleged to have occurred the risk and needs assessment should consider:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children staying in the host family environment, especially any actions that are appropriate to protect them from the alleged perpetrators
- The time and location of the incident, and any action required to make the location safer

Risk assessments will be recorded in writing and kept under regular review by the DSL to ensure the risk mitigation measures that have been put in place are effective and reflect changing circumstances. It is highly likely that these risk assessments will be informed by assessments made by social workers and/or sexual violence specialists.

Where a report has been made to the police, the Guardianship will seek their advice and agree what information can be disclosed to staff and others, in particular the alleged perpetrators and their parents or carers. Central to this discussion will be how the victim can best be protected. Thereafter the DSL will continue to work closely with the police (*and any other agencies plus the school as required*) and keep up to date with how any investigation is progressing. The fact that another body is investigating or has investigated an incident does not necessarily prevent the Guardianship from coming to its own conclusion, on the balance of probabilities, and imposing a sanction or similar accordingly. However, the Guardianship will consider if, by taking any action, an external investigation and/or any subsequent prosecution could be compromised. There may also be circumstances in which it would be unreasonable or irrational to reach its own view about what has occurred while an independent investigation is ongoing. The Guardianship will be guided by the police and/or local authority children's social care when making this decision.

Where allegations of sexual harassment or sexual violence are contested there can be lengthy delays before the criminal process is complete. In such circumstances, a determination made will need to be made on a risk assessment basis as to whether it is viable for both the victim and alleged

perpetrator to continue their stay at the homestay or in some cases with this Guardianship. Consideration will be given to:

- stress and trauma to the victim
- the potential for the suspected person to intimidate the victim or witnesses
- the need to protect the rights of the alleged perpetrator to education, privacy and family life

The decisions taken must be proportionate to the alleged offence and balance the rights of the victim and perpetrator(s) and will be guided by advice provided by children's social services and the police.

Not all cases reported to the police are progressed and those that are may result in a not guilty verdict. The fact that an allegation was withdrawn or could not be substantiated does not necessarily mean that it was unfounded. Under these circumstances, the Guardianship will discuss with the victim how the situation is to be managed and ongoing support will be provided to them and the alleged perpetrator(s).

Where a criminal investigation into sexual harassment or sexual violence leads to a conviction of caution, the Guardianship will, if it has not already done so, consider what sanctions it wishes to impose in line with its behaviour policy. The sanction imposed will be proportionate to the offence and the circumstances in which it took place. Proven cases of rape and assault will constitute a serious breach of discipline and are highly likely to result in the permanent exclusion of the perpetrator(s). Any arrangements will take account of the wishes of the victim and will be discussed with their parents, their school and those of the perpetrator(s). Support arrangements will be put in place for both the victim and the perpetrator(s).

Sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Where pupils have a health need arising from sexual assault or abuse, the Guardianship in conjunction with their school, will assist them in gaining access to suitable specialist support services.

If a report of sexual violence or sexual harassment is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider if disciplinary action should be taken against the pupil who made the allegation and/or whether a referral to local authority children's social care is appropriate, in any case the Guardianship will if applicable work with the school.

## **Other safeguarding arrangements**

### **Mental health**

All staff and host families should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff and host families, however, are well placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where young people have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into



adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff or a host family have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by raising the issue with the DSL who may in turn contact an appropriate external agency or if appropriate speak to the child's school (DSL).

## Teaching pupils to keep themselves safe

The Guardianship has an important role to play in preventative education to prepare pupils for life in modern Britain and to create a culture of zero tolerance towards behaviours such as sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This culture is underpinned by the Guardianship's behaviour policy and pastoral support systems.

The Guardianship is committed to raising awareness of personal safety whenever the opportunity arises. This includes highlighting general health and safety matters in and around the homestays as well as in the wider world and educating pupils about specific safeguarding issues, such as staying safe online (including when they are accessing remote learning), radicalisation, grooming, child sexual exploitation, child criminal exploitation, healthy relationships, mental health, substance misuse, bullying and sexting. Whilst these areas are taught in school within the PSHE/RSE curriculum, it is within our host families that they can be underpinned.

As normal practice, when pupils are staying with homestays under the care of Berkeley Guardians, the Guardian Angel will keep in touch with the pupils through WhatsApp and calls to ensure they are safe, happy and secure in their environment. The pupils are encouraged to talk to their Guardian Angel, who will have visited them in school and been in touch through the term in the same way whilst they are staying with their host family. The parents of each pupil are aware of this contact.

## Schools and the Guardianship

It is a fundamental link to have strong ties with the school in which the clients place their children. By ensuring that there is regular communication there is a stronger base from which to support the child. Working together and communicating ensures that all views are considered and supported. Schools are asked (through the NMS) to check on the pupil's homestay visit and the Guardianship encourages schools to feedback.

## Online safety

The widespread use of digital communications technologies, such as personal mobile devices and the internet, presents young people with a host of opportunities for learning, participation, creativity and self-expression. At the same time, it has become a significant component of many safeguarding issues, including child exploitation, radicalisation and sexual predation. Issues of online safety can be broadly categorised into four areas of risk:

- **Content:** Being exposed to illegal, inappropriate or harmful online content such as spam, pornography, fake news, substance abuse, violence, misogyny, anti-Semitism, racism, radicalisation and extremism, and lifestyle sites that promote anorexia, self-harm or suicide.
- **Contact:** Being subjected to harmful online interaction with other users. Examples include: peer-to-peer pressure, exposure to viruses and malware, anonymous online chat sites, cyber-bullying commercial advertising, personal data or identity theft, cyber-stalking, and

adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **Conduct:** Personal online behaviour that increases the likelihood of being harmed oneself or causing harm to others. Examples include: threats to health and well-being, such as gaming or social network addiction; online disclosure of personal information and ignorance of privacy settings; online bullying; making, sending and receiving explicit images (eg consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images); and illegal conduct, including hacking, plagiarism, and copyright infringement of digital media, such as music and film.
- **Commerce:** Risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Berkeley Guardians encourages the host families to support this through the range of strategies to promote an understanding of online risks and to discourage misuse:

- clear policies on e-safety and acceptable use of ICT
- where possible turning off the internet at a specific time in the evening so as to act as a deterrent for misuse
- to encourage the pupils to see they are staying in a family home and therefore through respect there should be consideration as to how they use the family's internet access

## Mobile phones and cameras

Mobile phones and cameras should not be used by homestay members to take photographs without permission from the pupil. If the pupil is too young to make this decision, then permission should be sought from the DSL of Berkeley Guardian to ascertain parental permission.

It should be noted by all staff and host families:

- all pupils must be appropriately dressed
- images that only show a single pupil with no surrounding context should be avoided
- do not use images that are likely to cause distress, upset or embarrassment
- do not use images of a pupil who is considered vulnerable, unless parents or a guardian have given specific written permission
- **Never** place these images onto social media – *this is an offence in terms of Berkeley Guardians expectations of the host family*

Homestays should only use/have the pupil's phone number on their own phones whilst the pupil is staying with them to ensure that pupil's security and safety and access to support or help as required. This phone number should be removed at the end of each stay.

## Staff recruitment

Berkeley Guardians is committed to safer recruitment processes. Members of staff and host family (including all members of family from 16 years upwards) are subject to the background checks required under the Education (Independent School Standards) Regulations 2014 and in accordance with the latest version of KCSIE. For all appointments enhanced DBS check, 2 references (checked on prior to appointment) and further personal information will be required. At least one member of any staff recruitment panel will have had Safer Recruitment training.

## Children missing from homestay procedures

All staff and host families are aware that children going missing is a potential indicator of a range of safeguarding issues such as: neglect, sexual abuse or exploitation, child criminal exploitation, mental health problems, substance abuse, travelling to conflict zones, female genital mutilation or forced marriage. The Guardianship has clear procedures in place for following up on unexplained absences and reporting to the DSL as soon as this situation occurs. The procedure includes the requirement to record any incident, the action taken, and the reasons given by the pupil for being missing.

Should a pupil no longer be under the services of Berkeley Guardians but will be remaining in the UK to study it will be reported to the school that Berkeley Guardians is no longer that child's guardian as this will directly impact the visa in some cases.

*\*Note: In line with KCSIE 2023, it is the Guardianship's policy to hold a minimum of two emergency contact numbers for each pupil*

## The Prevent Duty

All guardianships are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard" to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty (updated September 2023). There are specific elements to Berkeley Guardian's approach to meeting the statutory requirements imposed by the Prevent duty. In summary these are:

- Working in partnership – liaising closely with the child's school to ensure there is support on all sides for a vulnerable child
- Staff training – enabling staff to identify pupils at risk of being drawn into terrorism

## Confidentiality and information sharing

The Guardianship will keep all child-protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The Guardianship will co-operate with police and children's social services to ensure that all relevant information is shared for the purposes of child-protection investigations should it be required.

Information sharing is essential in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including in relation to their education outcomes. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Information that is relevant to safeguarding is regarded as 'special category personal data' and as such can be shared securely on a need-to-know basis. Further non-statutory guidance [Information Sharing](#) was published by the Government in July 2018.

## Whistleblowing

All staff are required to report to the DSL, DDSL or Directors any concerns about:

- poor or unsafe safeguarding practices in a homestay or in the offices of Berkeley Guardians
- potential failures by the Guardianship or its staff to properly safeguard the welfare of pupils

- other wrongdoing in the workplace that does not involve the safeguarding and welfare of pupils

The NSPCC whistleblowing advice line is available for staff who do not feel able to raise safeguarding concerns internally. Any member of staff can whistleblow without fear of detriment (retribution or disciplinary action), provided the report was made in good faith. Malicious allegations may be considered as a disciplinary offence.

## Monitoring this Policy

- Any child protection incidents within the Guardianship will be followed by a review of the safeguarding procedures in the Guardianship or the appropriate homestay. Where an incident involves a member of staff or homestay member, the LADO will be asked to assist in this review, to determine whether any improvements can be made to the Guardianship's procedures. The DSL will monitor the content and operation of this policy
- The DSL will monitor the operation of this policy and procedures on a day-to-day basis.
- Any deficiencies or weaknesses in child protection and safeguarding arrangements identified at any time will be remedied without delay

## Other relevant policies

The following policies should be read in conjunction with this policy:

- Prevention of Bullying Policy
- **Emergency Procedures Policy**
- Health and Safety Policy
- Recruitment, Selection and Disclosure Policy
- Code of Conduct for Staff
- E-Safety Policy
- IT acceptable Use Policy
- Whistleblowing Policy
- Missing Pupil Policy
- Mental Health and Wellbeing Policy
- Prevent Duty Policy
- Mobile Phone Use Policy for Host Families

## Appendix 1: Other types of abuse

**Child abduction and community safety incidents:** child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. The most common form of abduction is by a parent or family member and often occurs in the wake of an acrimonious separation or divorce where there is a dispute over custody arrangements. Abduction by strangers is much rarer. There are a variety of reasons why strangers abduct children, including:

- Sexual interest in the child by the offender
- Offender's desire to control, dominate, and cause harm to the child and /or a child's family
- Emotional/mental health issues

- Financial motives where the abductor intends to profit from the abduction by demanding a ransom or by trafficking the child (see sections on child sex exploitation, child criminal exploitation and modern slavery below)

Other community safety incidents in the vicinity of a school or homestay can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

**Children missing from education and/or homestay:** all children of compulsory school age, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special needs they may have. A child going missing from education or from their homestay can act as a vital warning sign of a range of safeguarding possibilities. These include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation (FGM), 'honour'-based abuse or risk of forced marriage. In cases where a pupil has a prolonged period of authorised absence for a reason such as long-term illness, the Guardianship will work with the relevant school and will be proactive in terms of providing support to both the school and the pupil.

**Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE):** Both CCE and CSE are forms of abuse that occur when 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. This may be done (a) in exchange for something the victim needs or wants (for example, food, drugs, alcohol money or affection) and/or (b) for the financial advantage or increased status of the perpetrator or facilitator and/or (c) through violence or threat of violence. An imbalance of power is commonly associated with age difference, but it can also be due to a range of other factors including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic and other resources.

Perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation. More detailed definitions of CCE and CSE are given below:

- **CSE** occurs 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 activity. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or the threat of violence. The victim (male or female) may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (*eg through others copying videos or images they have created and posted on social media*)
- **CCE** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include being forced to work in cannabis factories, being coerced into moving drugs or money across

the country (county lines), forced to shoplift or pickpocket, or being forced or manipulated into threatening/committing serious violence to others.

- **County lines:** “County lines” is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. If a child is suspected to be at risk or involved in county lines, a safeguarding referral should be considered (via the National Referral Mechanism) alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation
- **Cybercrime.** Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on- line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include:
  - unauthorised access to computers (illegal ‘hacking’)
  - Denial of Service (DoS) or Distributed Denial of Service (DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
  - making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.
  - Children with skill and an interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated Safeguarding Lead (or a Deputy), should consider referring them to the Cyber Choices programme in conjunction with working closely with their school (not as a lone project). This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber- dependent offences and divert them to a more positive use of their skills and interests
  - **Domestic abuse:** Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents involving: physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour, economic abuse; psychological, emotional or other abuse. For the definition to apply, both parties must be aged 16 or over and personally connected. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status sexuality or background. Domestic violence can take place inside or outside the home. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long-lasting impact on children’s health, well-being, development, and ability to learn. In some cases, a

child may blame themselves for the abuse or may have had to leave the family home as a result.

When young people experience domestic abuse within their own intimate relationships, this is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators offered support.

- **Serious violence:** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.
- **Honour-based abuse (HBA).** So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse, are illegal in the UK (regardless of the motivation) and should be handled and escalated as such.
- **FGM:** 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. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.
- All staff and homestays must be aware of the law requiring adults to report cases to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl aged under 18. The duty to report resides with the adult who becomes aware of the case not the DSL, although the DSL should be informed unless the adult has a good reason for not doing so. The report should be made orally by calling 101 within 24 hours of the issue coming to light. Failure to report a case of FGM can result in disciplinary sanctions
- **Forced marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent is where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as ways to coerce a person into marriage.
- **Modern slavery:** Modern slavery encompasses human trafficking and slavery, servitude, forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the

removal or organs. The modern slavery statutory guidance provides more information on how to identify and support victims

- **Radicalisation and extremism:** “Radicalisation” refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. “Terrorism” is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. “Extremism” is defined in the Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Extremist views may result in terrorist activity. The use or threat of terrorist activity must be designed to influence the government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There are various reasons why a young person might become interested in extremism:

- a search for answers to questions about identity, faith and belonging
- a desire for ‘adventure’ and excitement
- a desire to enhance self-esteem of the individual and promote ‘street cred’
- the discovery of, and identification with a charismatic individual, and through them, attraction to a group which can offer a sense of identity, a social network and support
- a sense of grievance that can be triggered by personal experiences of racism or discrimination

The Guardianship has a legal duty to have due regard to the need to prevent people from being drawn into terrorism and this is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may need help or protection. Young people at risk of radicalisation may display different signs or seek to hide their views. Homestays and staff should use their professional judgement in identifying young people who might be at risk of radicalisation and discuss their concerns with the DSL. Based on this information the DSL may conclude that a referral to the Channel Programme is appropriate and he/she would action this through working closely with the child’s school and the DSL there

- **Sharing nudes and semi-nudes.** The term ‘sharing nudes and semi-nudes’ refers to the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. It is also known by the names ‘youth-produced sexual imagery’ or ‘sexting’. While sharing photos and videos online and via smartphones is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives, there are risks associated with the production and distribution of sexual and explicit images both in terms of



the law (Protection of Children Act 1978, as amended by the Sexual Offences Act 2003) and in relation to the possible impact on a child's well-being if images are shared more widely than they originally intended. Creating and sharing sexual photos and videos of under-18s is illegal. Also, consensual and non-consensual sharing of nude or semi-nude images and/or videos can be an indicator that children are at risk. Consequently, a member of the DSL team should be notified as soon as possible if an incident comes to light in which a pupil under the age of 18:

- - has created and shared sexual imagery of themselves with a peer under the age of 18
  - has shared sexual imagery created by another person under the age of 18 with another person
  - is in possession of sexual imagery created by another person under the age of 18

**Management of an incident.** Any direct disclosure by a pupil should be taken seriously. Pupils who make such disclosures are likely to be embarrassed and worried about the consequences. Typically, they will have tried to handle the problem themselves and they will consider notifying a member of staff as a last resort. Given the potential seriousness of the situation, the DSL must be informed as soon as possible. The DSL will conduct an initial review, which will include meeting relevant staff and the pupil(s), to consider:

- whether there is an immediate risk to any child or young person
- whether the pupil(s) school(s) should be informed
- if a referral should be made to the police and/or local authority children's social care
- if it is necessary to view the image(s) in order to safeguard the pupil – **in most cases, images or videos should not be viewed**
- what further information is required to decide on the best response
- whether the image(s) has been shared widely and via what services and/or platforms
- whether immediate action should be taken to delete or remove images or videos from devices or online services or to confiscate the device used (if possible)
- any relevant facts about the pupil involved which would influence the DSL's risk assessment
- whether to inform the parents or whether involving them would put young person at risk of harm

**Viewing the Imagery:** Staff **must not** ask to see the imagery but should confiscate the device on which it is held and pass it on to the DSL. If a device is confiscated, it should be turned off and locked away securely until it is passed on to the DSL or an external agency such as the police. Staff must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so. The decision to view any imagery should be based on the professional judgement of the DSL. Imagery should never be viewed if the act of viewing will cause significant distress or harm to those involved. The DSL must further be satisfied that it is the only way to make a decision about whether to involve other agencies, i.e. that it is necessary (i) to contact a reporting agency (such as the [IWF](#)) to have it taken down; or (ii) to support the pupil or parent in making a report. The Guardianship will follow the advice given in *Sharing nudes and semi nudes: advice for education settings working with children and young people (December 2020)*

**Referral:** Once the DSL has sufficient information, a decision will be taken over whether the matter should be dealt with internally, the DSL at the relevant school informed or referred to local authority

children's social care and/or the police. The DSL will be informed by the need to ensure the welfare and protection of the pupil. Records will be kept of the information available and the rationale for any decisions taken. A referral will always be made to local authority children's social care and/or the police immediately if the incident involves:

- the incident involves an adult
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent
- what you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- you have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming

**Support:** It is vital that continuing support be given to the pupil so that they know they are not alone. Pupils must be advised on how to report sexual images or videos, how to get them taken down and how to delete it from their accounts. Pupils must also be made aware of the importance of not sharing the image further. Most online service providers offer a reporting function for account holders, and some offer a public reporting function to enable a third party to make a report on behalf of the child or young person. Pupils can use the IWF and Childline's Report Remove tool to report images and videos they are worried have been, or might be, shared publicly.

**Deletion of imagery:** If the Guardianship decides that other agencies do not need to be involved, then consideration should be given to deleting nudes and semi-nudes from devices and online services to limit any further sharing. In most cases, pupils should be asked to delete the imagery and to confirm that they have deleted them. *Any decision to search a pupil's device and delete imagery should be based on the professional judgement of the DSL.*

**Recording incidents:** All incidents relating to nudes and semi-nudes being shared need to be recorded. This includes incidents that have been referred to the police or local authority children's social care and those that have not been reported. Copies of imagery should not be taken.

## Appendix 2: Further information on signs of abuse

### Physical abuse

PHYSICAL SIGNS OF ABUSE	BEHAVIOURAL SIGNS OF ABUSE
<ul style="list-style-type: none"> <li>• Unexplained bruises and welts on the face, throat, arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument</li> <li>• Unexplained burns, especially burns found on palms, soles of feet, abdomen or buttocks</li> <li>• Scald marks: immersion burns produce 'stocking' or 'glove' marks on feet and hands or upward splash marks, which may suggest hot water has been thrown over a child</li> <li>• Human bite marks</li> <li>• Broken bones</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioural extremes (withdrawal, aggression or depression)</li> <li>• Unbelievable or inconsistent explanations of injuries</li> <li>• Fear of parents being contacted</li> <li>• Flinching when approached or touched</li> <li>• Truancy or running away from home</li> </ul>

### Emotional abuse

<ul style="list-style-type: none"> <li>• Eating disorders, including obesity or anorexia</li> <li>• Speech disorders (stammering)</li> <li>• Nervous disorders (rashes, hives, facial tics, stomach aches)</li> </ul>	<ul style="list-style-type: none"> <li>• Fear of parent being approached</li> <li>• Fear of making mistakes</li> <li>• Developmental delay in terms of emotional progress</li> <li>• Cruel behaviour towards children, adults or animals</li> <li>• Self-harm</li> <li>• Behavioural extremes, such as overly compliant/demanding, withdrawn/aggressive, listless/excitable</li> </ul>
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### Sexual abuse

<ul style="list-style-type: none"> <li>• Torn, stained or bloody underclothes</li> <li>• Pain or itching in genital area</li> <li>• Bruises or bleeding near genital area or anus</li> <li>• Sexually transmitted infections</li> <li>• Pregnancy</li> <li>• Discomfort when walking or sitting down</li> </ul>	<ul style="list-style-type: none"> <li>• Self-harm</li> <li>• Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level</li> <li>• Sudden or unexplained changes in behaviour</li> <li>• Avoidance of undressing or wearing extra layers of clothing</li> <li>• Truancy</li> <li>• Regressive behaviours (bed-wetting or fear of dark)</li> </ul>
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### Neglect

<ul style="list-style-type: none"> <li>• Height and weight significantly below age level</li> <li>• Body odour (lice, dirt etc)</li> <li>• Inappropriate clothing for weather conditions</li> <li>• Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites)</li> <li>• Constant hunger, sometimes stealing food from others</li> </ul>	<ul style="list-style-type: none"> <li>• Erratic attendance at school</li> <li>• Chronic hunger or tiredness</li> <li>• Having few friends</li> <li>• Assuming adult responsibilities</li> </ul>
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### Child Sexual Exploitation

<ul style="list-style-type: none"> <li>• Tiredness or mood swings</li> <li>• Bruising</li> <li>• Sexually transmitted diseases • Pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• Sudden decline in school performance, punctuality, attendance</li> <li>• In possession of expensive goods</li> <li>• Going to place they cannot afford</li> <li>• Age-inappropriate clothing</li> <li>• Inappropriate sexualised behaviour</li> <li>• Secretive</li> <li>• Deterioration in mental well-being</li> <li>• Mixing with older people</li> <li>• Misuse of drugs and alcohol</li> </ul>
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### Child criminal exploitation and county lines

<ul style="list-style-type: none"> <li>• <i>See sections on physical and sexual abuse</i></li> <li>• Carrying weapons</li> <li>• Have been the victim or perpetrator of serious violence (eg knife crime)</li> </ul>	<ul style="list-style-type: none"> <li>• Self-harming</li> <li>• Persistently going missing from School or home and/or being found out of area</li> </ul>
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<ul style="list-style-type: none"> <li>• Exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection</li> <li>• Found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity; owe a 'debt bond' to their exploiters</li> <li>• Have their bank accounts used to facilitate drug dealing</li> </ul>	<ul style="list-style-type: none"> <li>• Deterioration in mental well-being</li> <li>• Unexplained acquisition of money, clothes or mobile phones</li> <li>• Excessive receipt of texts/phone calls and/or having multiple handsets</li> <li>• Relationships with controlling older individuals or groups</li> <li>• Significant decline in School performance</li> <li>• Gang association or isolation from peers or social networks</li> <li>• Involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs</li> </ul>
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### Female genital Mutilation

<ul style="list-style-type: none"> <li>• Difficulty walking, sitting or standing</li> <li>• Bladder or menstrual problems</li> <li>• Severe pain and bleeding</li> <li>• Infections such as tetanus, HIV and hepatitis B and C</li> </ul>	<ul style="list-style-type: none"> <li>• Abroad for a prolonged period abnormal</li> <li>• Unusual behaviour after a period of absence</li> <li>• May talk of a 'special procedure' or 'special occasion to become a woman'</li> <li>• Spending longer periods in the bathroom</li> <li>• Reluctance to undergo normal medical examinations</li> </ul>
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### Forced marriage

<ul style="list-style-type: none"> <li>• Cut or shaved hair as a form of punishment for being disobedient</li> </ul>	<ul style="list-style-type: none"> <li>• Absence from School</li> <li>• Failure to return from visit to country of origin</li> <li>• Self-harm or attempted suicide</li> <li>• Running away from home</li> <li>• Early marriage of siblings</li> <li>• Sudden announcement of engagement to a stranger</li> </ul>
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### Grooming

<p>See section on sexual abuse</p>	<ul style="list-style-type: none"> <li>• Spending increasingly prolonged time online</li> <li>• Having older boyfriends or girlfriends</li> </ul>
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	<ul style="list-style-type: none"> <li>• Secretiveness about who they are talking to online and what sites they visit</li> <li>• Possession of electronic devices such as mobile phones or webcams that parents have not provided</li> <li>• Engaging less with their usual friends</li> <li>• Using sexual language that you would not expect them to know</li> <li>• Going to unusual places to meet people</li> <li>• Using drugs and/or alcohol</li> <li>• Going missing from home or School</li> </ul>
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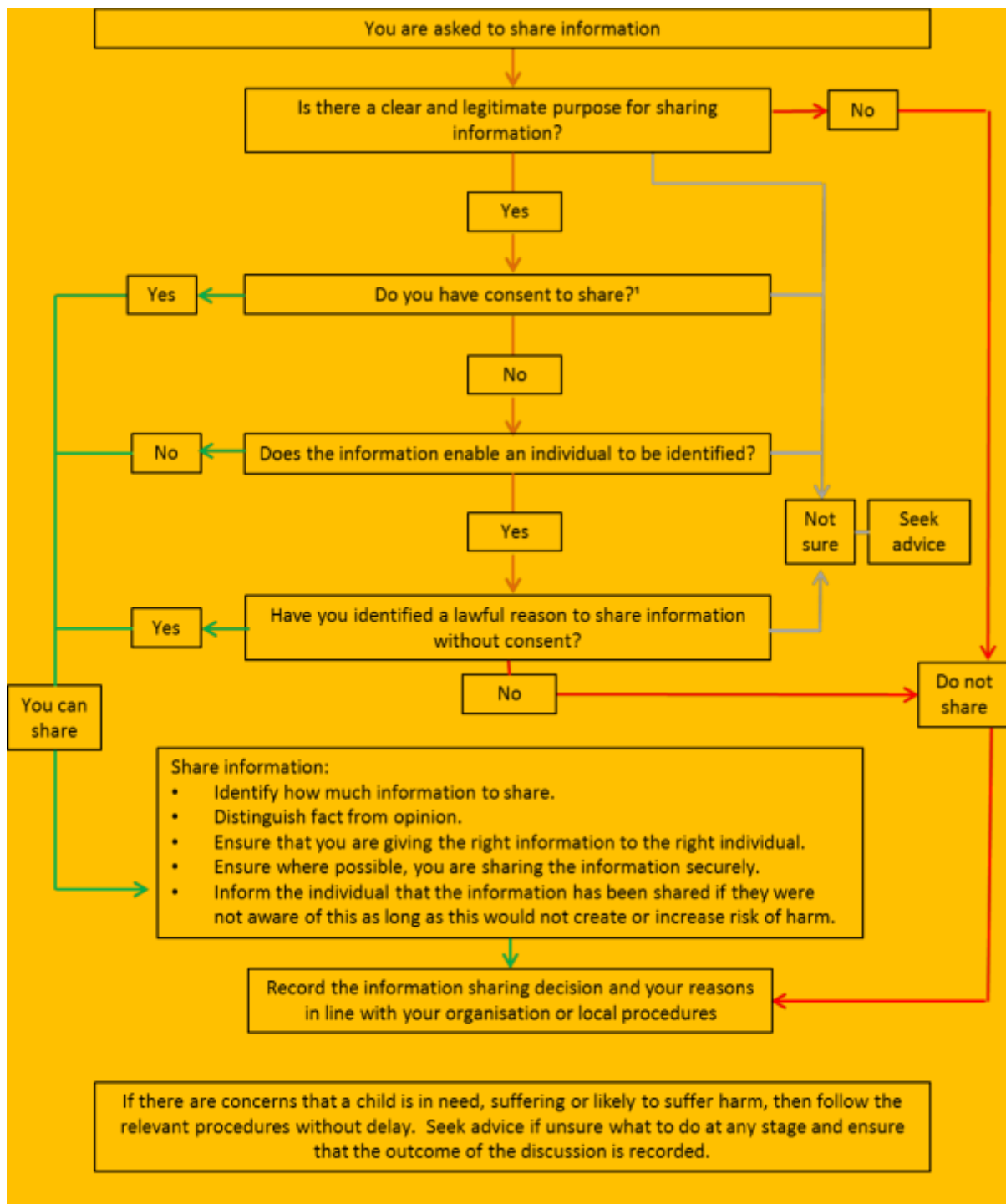
### Radicalisation

<ul style="list-style-type: none"> <li>• out of character changes in dress, behaviour, and peer relationships</li> <li>• Embracing conspiracy theories</li> <li>• Increasingly judgemental or argumentative</li> <li>• Advocating messages similar to illegal organisations such as 'Muslims Against Crusades' or other non- proscribed extremist groups such as the English Defence League</li> </ul>	<ul style="list-style-type: none"> <li>• Showing sympathy for extremist causes</li> <li>• Glorifying violence</li> <li>• Evidence of possessing illegal or extremist literature</li> <li>• A sudden disrespectful attitude towards others</li> <li>• Unwilling to engage with or being abusive to pupils who are different</li> <li>• Increased secretiveness, especially in relation to internet use eg changing online identity or having more than one online identity</li> <li>• Unwillingness or inability to discuss their views</li> <li>• Feeling persecuted</li> </ul>
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**Broad government guidance on the following is also available via the GOV.UK website (see Part one: Keeping Children Safe in Education September 2023)**

- bullying, including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- sexting
- trafficking

### Appendix 3: Flowchart of when and how to share information



## Appendix 4: DSL Job Description

<b>Job description for the Designated Safeguarding Lead (DSL)</b>	
<b>The Guardianship is committed to safeguarding and promoting the welfare of children and young people and expects all staff and host families to share this commitment</b>	
<b>Summary of the role</b>	<ul style="list-style-type: none"> <li>To take lead responsibility for safeguarding and child protection (including online safety) occurring within the Guardianship or homestays and to support all other staff in dealing with any child welfare and child protection concerns that arise</li> <li>To provide advice and support to other staff and homestays on matters of child welfare, safeguarding and child protection</li> <li>To take part in strategy discussions and inter-agency meetings</li> <li>To promote and safeguard the welfare of pupils in the Guardianship's care</li> <li>The ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated.</li> </ul>
<b>Main duties and responsibilities</b>	<b>Further specifics:</b>
<b>Availability</b>	<p>The DSL is expected to:</p> <ul style="list-style-type: none"> <li>Ensure that you will always be available during the school terms and also holidays when pupils are staying with homestays to discuss any safeguarding concerns</li> <li>arrange adequate and appropriate cover arrangements for any out of hours/out of term holidays taken</li> </ul>
<b>Managing referrals</b>	<p>The DSL is expected to refer cases:</p> <ul style="list-style-type: none"> <li>of suspected abuse and neglect of any pupil within our care to the local authority children's social care and support staff who make referrals to local authority children's social care (and/or the appropriate school)</li> <li>to the Channel programme where there is a radicalisation concern and support staff or host families who make referrals</li> <li>where a person is dismissed or left due to risk/harm to a child or who has committed a crime – to report this to the Police</li> </ul>
<b>Working with others</b>	<p>The DSL is expected to:</p> <ul style="list-style-type: none"> <li>act as a source of support, advice and expertise for all staff and homestays</li> <li>act as a point of contact with the three safeguarding partners: the local authority (Bristol); the appropriate school's DSL and the police</li> <li>ensure that an 'appropriate adult' is present if a pupil is being questioned or detained by the police</li> </ul>

	<ul style="list-style-type: none"> <li>• as required, liaise with the “case manager” (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child-protection concerns in cases which concern a staff or host family member</li> <li>• liaise with pupil’s school and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically</li> <li>• promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances</li> <li>• work with the relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced</li> </ul>
<b>Information sharing and managing the child protection files</b>	<p>The DSL is expected to:</p> <ul style="list-style-type: none"> <li>• ensure that child protection files are kept up to date</li> <li>• ensure that information is kept confidential and stored securely</li> <li>• ensure that records include: <ul style="list-style-type: none"> <li><i>a clear and comprehensive summary of the concern</i></li> <li><i>details of how the concern was followed up and resolved</i></li> <li><i>and of any action taken, decisions reached and the outcome</i></li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• ensure that files are only accessed by those who need to see them and that where the file or content within it is shared, this happens in line with information-sharing advice, as set out in Part 1 and Part 2 of KSCIE</li> <li>• If it is considered necessary to share any safeguarding files with another guardianship organisation if the parents move to another, it is vital that a conversation of a private nature is had with the new guardianship company</li> </ul>
<b>Raising awareness</b>	<p>You are expected to:</p>

	<ul style="list-style-type: none"> <li>• ensure each member of staff has access to, and understands, the Guardianship’s safeguarding policy and procedures, especially new and part-time staff and homestay families</li> <li>• ensure the Guardianship’s safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly</li> <li>• ensure the safeguarding policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the Guardianship in this</li> <li>• link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements</li> <li>• help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who</li> </ul>
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	<p>have or have had a social worker are experiencing with teachers and School leadership staff.</p>
<b>Training, knowledge and skills</b>	<p>You are expected to ensure your child protection training is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training.</p> <p>In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:</p> <ul style="list-style-type: none"> <li>• <i>understand the assessment process for providing early help and statutory intervention, including local criteria for action and local-authority local authority children's social care referral arrangements</i></li> <li>• <i>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</i></li> <li>• <i>understand the importance of the role the Designated Safeguarding Lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;</i></li> <li>• <i>understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in response to this in promoting educational outcomes</i></li> <li>• <i>understand the importance of information sharing, both within the Guardianship and with the safeguarding partners, other agencies, organisations and practitioners</i></li> <li>• <i>understand and support the Guardianship with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation</i></li> <li>• <i>are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online in homestays</i></li> <li>• <i>can recognise the additional risks that children with SEN and disabilities (SEND) face online (for example, from online bullying, grooming and radicalisation) and are confident they have the capability to support SEND children to stay safe online</i></li> </ul>
	<ul style="list-style-type: none"> <li>• <i>obtain access to resources and attend any relevant or refresher training courses</i></li> <li>• <i>encourage a culture among all staff of listening to pupils and taking account of their wishes and feelings, in any measures the Guardianship may put in place to protect them</i></li> </ul>
<b>Providing support to staff</b>	<p>Training should support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child-protection matters. This includes, specifically, to:</p> <ul style="list-style-type: none"> <li>• <i>ensure that staff are supported during the referrals processes</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support</i></li> </ul>
<b>Understanding the views of children</b>	<p>It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• <i>encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the Guardianship may put in place to protect them</i></li> <li>• <i>understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication</i></li> </ul>
<b>Holding and sharing information.</b>	<p>The critical importance of recording, holding, using and sharing information effectively is set out in Parts 1, 2 and 5 of KCSIE, and therefore members of the DSL team <i>should</i>:</p> <ul style="list-style-type: none"> <li>• <i>understand the importance of information sharing, both within the Guardianship and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners</i></li> <li>• <i>understand relevant data-protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; and</i></li> <li>• <i>be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping</i></li> </ul>

## APPENDIX 5 - SAFEGUARDING THE HOMESTAY

### Welfare and Implementing Safeguarding Policies

Children under the care of Berkeley Guardians are encouraged to look after each other and to pass on concerns to our staff. Children are made aware of this through their first day induction, the Pupil Handbook and reminded through WhatsApp messaging service.

Berkeley Guardians staff members are in daily contact with each other through telephone and email to discuss concerns about individuals informally. More formal discussions about welfare and safeguarding take place at weekly meetings. Berkeley Guardians are also in regular contact with the individual schools for updates on the child's wellbeing.

Berkeley Guardians staff members who work in outreach (as area managers etc) will be known as Guardian Angels to those children they care for.

## Host Family Allocation

Children of the opposite sex are not permitted to share a room and suitable safeguarding measures are put in place to ensure the child has sufficient privacy from other children within the home. The parent must also be made aware of this arrangement and give their consent and the only exception is if parents make a request for siblings to share a room.

Children of the same sex are permitted to share a room, but adequate measures should be in place to ensure their privacy and risk assess them sharing. Their parent must consent to this.

Children must have their own bed and not share with another child. Children must have access to a bathroom which has a locked door.

No more than 3 children from Berkeley Guardians or any other Guardian Agency can be placed in a host family at any one time unless in emergency circumstances.

Berkeley Guardians will ensure that as far as reasonably practicable that the Host Family will **not** host any other children from any non-AEGIS registered organisation or independent paying guests whilst they have one of our children staying with them.

Berkeley Guardians will ensure as far as reasonably practicable that when our children under the age of 16 are within the homestay, no young person over the age of 18 will be hosted either from any other Guardian Agency/organisation or independent person.

We accept the DBS online update facility and encourage our host families to take this on as it enables BG to check their DBS annually.

## Accommodation

Host Family accommodation for U18s is managed by Berkeley Guardians. Detailed guidance on the following areas is given in other documents:

Health and safety checks on all new host families, including fire alarm/evacuation checks	Host Family Handbook Certificates required and are kept on file
Health and safety checks on existing host families, including annual fire risk assessments and gas safety checks	Host Family Handbook All host families are inspected annually to ensure the fire evacuation plan is appropriate, enforced and that all fire prevention is in working order.
Appropriate conduct for homestay families hosting U18s	Host Family Handbook Induction procedures

Safeguarding course for all homestay adults	This is taken online through Three Rivers (company run by Adam Lubbock (Chair of AEGIS))
Conduct and rules for U18 children	Parent/Carer Agreement on conduct and rules for U18 children, Pupil Handbook
Enhanced DBS and checks taken on all adults over 16 years living in the home	DBS is taken online and Berkeley Guardians does not hold the certificate
PREVENT guidance	PREVENT online course is a demand placed on all host families
Private Fostering regulations	Host Family Handbook <i>Whilst this is mentioned Berkeley Guardians do not become involved in this area and have never had a host in this position</i>
Unsupervised activities for U18s	Parental/Carer Agreement on conduct and rules for U18s, Pupil Handbook, parent/carers consent form for unsupervised activities

## Private Fostering Arrangements

If a child under the age of 16 (under 18 if disabled) is cared for 28 days or more by someone who is not their parent or a close relative this is deemed a private fostering arrangement and Children's Social Care for the relevant area must be notified. If this is the case for a host family, Berkeley Guardians will liaise with them to ensure that Social Care is informed and that all necessary procedures are followed.

**NB** -this has never been required by Berkeley Guardians of any of our host families to date

## Social Activities

To maintain a safe supervision ratio for social activities, we consider each activity and each group of children individually, taking into account the nature of the activity and the age, gender, language level and needs of the child, in line with the level of risk identified in the risk assessment. Whilst age-based guidelines can be helpful, the specific needs of each group are constantly assessed and considered.

For social activities, Berkeley Guardians observes the following ratios (this may be reduced depending on the format of the group):

- 1 adult for every 15-20 children aged 11 to 17
- 1 adult for every 10-15 children aged 8 to 10

Berkeley Guardians are aware that dangerous activities such as climbing may require more adults to supervise U18s safely and these are risk-assessed individually.

Only children aged 16+ are allowed to have unsupervised time on social programme events; younger children may have continual/partial adult supervision, depending on individual circumstances, which are evaluated in risk assessments. At the start of an outing, U18 children are made aware of key contact phone numbers they can use if necessary.

## Unsupervised outings for u18s

U18s are not allowed to go on unsupervised outings outside the town/city of their host family without the permission of both Berkeley Guardians and parent/carer.

The procedure for obtaining permission is as follows:

- Parent/carer email the completed 'consent form for activities/trip' to Berkeley Guardians
- Berkeley Guardians carries out a risk assessment of the activity's suitability
- Berkeley Guardians advises the child, the host family and parent/carer about whether we think the activity is appropriate/safe

## Transport

Berkeley Guardians requires all contracted transport companies to confirm in writing that their drivers are DBS checked and the company hold a copy of all transport companies' safeguarding policies etc. Any Berkeley Guardians staff drivers or host families are also DBS checked.

Berkeley Guardians ensures that any vehicle used for the purpose of transporting children is insured, taxed, regularly serviced and MOT checked.

Procedures for transporting children in staff and host family vehicles are detailed in the Parent and Host Family handbooks.

## First Aid, Medical Conditions and Disabilities

All children/parents/carers are required to give Berkeley Guardians information about medical conditions and/or disabilities on the application form. This information is passed on to Berkeley Guardians Directors, who will draw up (where required) an appropriate care plan for the child with their parent/carer and, where appropriate, the family's own medical practitioners. This plan is agreed upon with the relevant host family, relevant staff and the child's parents/carer before the child's arrival.

Untrained Berkeley Guardians adults are not allowed to administer any prescribed medicine to any child without the prior agreement of parent/carer and, where necessary, medical professionals. Any prescribed medicines kept by Berkeley Guardians or Host Family for the child will be kept in a secure place. *Host Families are asked to take First Aid courses.*

Any child needing medical attention will be accompanied by a responsible Berkeley Guardians adult if required by the school or during the holidays with homestays.

First aid is available by Berkeley Guardians staff and host families. An accident book is also kept Berkeley Guardians online and will be completed where necessary and appropriate action taken. The DSL is currently first aid in the workplace trained.

## APPENDIX 6 – Reporting a disclosure form

### Safeguarding concern/allegation form (to be given to Berkeley Guardians' DSL)

Pupil's first name	
Pupil's family name	
Pupil's date of birth	
Pupil's age	
Pupil's nationality	
Individual pupil or group name:	
Full name of person with concern	
Role of person with concern	
Contact details of person with concern	
Date (and time) concern noted	
Location where concern noted	
Concern (please provide as much detail as possible)  N.B. If reporting a disclosure/allegation made by a student, please use this space to describe verbatim (or as close as you can remember) the conversation. Use the other side to write more if needed.	
Pupil's views (if known)	
Suggested follow-up/advice to be given to pupil , if applicable	
Date and time form completed:	
Signature of person with concern:	

Please see procedure in the policy document and complete if you have a safeguarding concern/allegation to report. You must complete the boxes in bold; the other information can be filled in by the School Designated Safeguarding Person later if you do not know.

## APPENDIX 7 – Referring a Concern

Full name, role and contact details of person with concern	
Role of person with concern	
Date (and time) concern noted	
Location where concern noted	
Concern (please provide as much detail as possible)  <i>N.B. If reporting a disclosure/allegation made by a student, please use this space to describe verbatim (or as close as you can remember) the conversation. Use the other side to write more if needed.</i>	
Pupil's views (if known)	
Suggested follow-up/advice to be given to pupil, if applicable	
Date DSM informed:	
Discussed with:	
Parents/group leader/agent/	

homestay/others informed?	
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Response	By whom (full name)	When (Date & Time)

## APPENDIX 8 – Reporting an alleged incident

First name	
Family name	
Date of birth	
Age	
Nationality	
Any disability?	
Role/connection with school	
Home address	
Parents' names (if under 18)	

Date and time of alleged incident	
Location of alleged incident	
Details of alleged incident <i>(continue on continuation page where required)</i>	
Names of potential witnesses and relationship to student requiring safeguarding	
Any other information?	



Allegation category (e.g. physical/sexual)	
Was technology involved? If yes, what type?	

Signed (by person submitting referral)	
Date & time (form submitted to DSL or Director)	

**This policy takes into consideration the following legal and guidance materials:**

KEEPING CHILDREN SAFE IN EDUCATION	KCSIE	2023 (updated)
NATIONAL MINIMUM STANDARDS FOR BOARDING	GOV.UK	2022 (updated)
THE CHILDREN'S ACT	GOV.UK	1989
WORKING TOGETHER TO SAFEGUARD CHILDREN	GOV UK	2023 (updated)

***Plus other documents, papers and guidance listed earlier in the policy***

**Other useful information re safeguarding services in UK:**

<https://www.safecic.co.uk/your-scb-acpc/55-free-downloads-and-safeguarding-links/61-safeguarding-children-board-links>

or

<https://www.childprotectionuk.co.uk/local-safeguarding-children-boards-for-england-and-wales.php>

or

NSPCC website <http://www.nspcc.org.uk/>