



Cheltenham College and Preparatory School

Annual Safeguarding Review 2023-2024

1. Aims of both schools:

We value pupils as individuals with unique talents and interests, and aim to foster:

- Intellectual curiosity, academic rigour and the ability to learn independently;
- Talents and interests beyond the academic, which bring enjoyment and enrichment; both to pupils themselves and to others;
- The knowledge, skills and attitudes to succeed in a complex, fast-changing, multi-cultural society, with compassion, sound judgement and integrity;
- Spiritual, moral and aesthetic awareness and a breadth of understanding;
- Commitment to the service of others and a readiness to contribute to the common good with respect for people and the environment.

2. Purpose:

The purpose of this annual review is:

- To ensure that the governing body fulfils its statutory obligations, collective responsibilities and its duties to safeguard and promote the welfare of children.[[]
- To ensure that the two schools have appropriate policies, procedures and training in place and that these are effective and comply with the law at all times.
- To alert the governing body to any deficiencies in the schools' safeguarding policies and practices, to enable these to be addressed.
- It is acknowledged that the governing body and executive's responsibilities go beyond mere compliance with CP and Safeguarding legislation and that the two schools should actively promote the well-being of children within the schools including teaching safeguarding to the pupils themselves.

- Identify trends, learning points and best practice to enable the schools to improve and develop their safeguarding practice and response.

3.Terms of Reference:

The Terms of Reference below have been followed by the reviewers and were made in consultation and in agreement with the President of Council.

- Ensure compliance with legislation and any changes that have been made to legislation by a thorough review of key CP and safeguarding policies which are applicable to both schools,
- An audit of CP case file records across both schools utilising an audit tool created from the requirements detailed in 'Working Together to Safeguard Children, December 2023',
- An audit of the Single Central Record (SCR) utilising a comprehensive audit tool and an examination of the school's Safer Recruitment practices,
- An acknowledgement of positive initiatives undertaken by both schools in relation to safeguarding,
- Observations and feedback from external agencies regarding the schools' safeguarding arrangements and practice,
- Identification of any findings/recommendations from this review and the inclusion of these into a Safeguarding Action Plan for the following year 2024-2025.
- Reporting on current key child protection, safeguarding and pupil welfare themes for both schools,
- A full list of the legislation considered in the completion of this review is available at Appendix.

Requirements in relation to Keeping Children Safe in Education (KCSIE) January 2023

Whole school and college approach to safeguarding

95. Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means involving everyone in the school or college, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

96. Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

97. The school or college's safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report, any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Safeguarding policies and procedures

98. Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

4. Joint statement from the DSLs including Nominated Safeguarding Governor

Both schools have had a busy year in terms of both child protection and safeguarding. Staff continue to show a high level of awareness towards all potential safeguarding incidents and they are quick to share concerns to the DSL team and provide an impressive level of detail when outlining their observations. Michelle Lucas-Halliwell provided an excellent training session for all staff across both schools at the start of the Summer Term. Not only did she thoroughly revise the key concepts involved in Level 1, single agency training but she was also able to contextualise the type of safeguarding issues that are more likely to occur within our setting, for example spotting the signs of affluent neglect. (OAJ)

The DSL team at College has been restructured for 2024/25. Michelle Lucas-Halliwell will now assume the role of DSL and will be responsible for case management. AVC will continue to have oversight of policy review (in liaison with ML-H). Paul Hayes DDSL will now have responsibility for pupils who have prolonged absence and Ester Leach will be coming onto the team as ESafety Lead. Both schools now have a member of staff who can advise on E safety issues and revise policy accordingly. Andrew Hailes (DDSL) works across both schools to advise on issues concerning support staff and external lets. (AVC)

Statement from the Nominated Safeguarding Governor

This comprehensive annual review takes into account the changes to policy and analyses the School and College approach, plus any learnings to take forward to an action plan for '24- '25. The School and College continue to actively promote the wellbeing of children alongside identifying trends. Informed by events, both historic and current that can occur in a schoolwide setting, they are constantly revisiting and reappraising to inform best practice. This review forms part of that.

As the Governor with responsibility for safeguarding, the Prep School and College safeguarding team have kept me updated on incidences as they occur throughout the year and I am confident they are following current guidance whether that is after reporting a historic situation or a current issue. The team are well qualified, knowledgeable, compassionate and diligent in their approach at all times and I continue to be impressed by their handling of some complex and challenging situations. This, set against the backdrop of external services lacking the capacity to support fully alongside an often, varied approach from the individual local safeguarding authorities, can at times add an unnecessary degree of complexity and frustration.

To meet the growing needs and challenges the DSL team is being expanded for 24-25 to include ESafety experts for both schools. The team as a whole are well informed and able to provide clear guidance and explanation when questioned by governors. Reports to the Welfare and Safeguarding committee are timely and comprehensive. Of particular note is the increase in numbers of prep pupils where issues at home are affecting the emotional resilience of the children involved alongside increases in behaviour issues due in a large part to inadequate parenting. At College we are seeing an increase in pupils with mental health issues that can impact their ability to board.

As part of this annual audit, I have contacted the Gloucestershire LADO, Nigel Hatten, to receive his comments on how the School and College interact with their local children's services. We must recognise the increased levels of support required for pupils at both the Prep School and College against a national backdrop of poor mental health amongst adolescents continuing to be a concern. I am appreciative of the attention and care taken by the safeguarding team who are dealing with a range of complex issues without the level of external agency support that would have been available to them in the past.

5.0 Keeping Children Safe in Education Draft Guidance 2024/25

The draft version of [Keeping Children Safe in Education 2024](#) was published at the end of May. The consultation period ends in June. The final version will come into effect in September and staff will be updated during INSET for the new academic year. Key changes are listed below:

Revised Definition of Safeguarding (Paragraph 3):

The definition now aligns with "Working Together to Safeguard Children," emphasising early intervention, protection from harm (both online and offline), and promoting the best outcomes for all children.

'No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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
- taking action to enable all children to have the best outcomes.'

Strengthened Early Help (Paragraph 18 and 497):

The guidance broadens the focus of early help to encompass a wider range of vulnerabilities, including mental health concerns, young carers, risk of exploitation, and the impact of parental circumstances.

‘Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child. ‘

Further Amendments:

- **Preventing Radicalisation (Annex B):** This section is under review following the March 2024 definition of extremism. Further guidance clarifies that potential indicators of radicalisation should be considered alongside other factors and the overall context.
- **Data Protection (Paragraph 92):** KCSIE 2024 reinforces the importance of compliance with the Data Protection Act 2018 and the UK GDPR when handling personal information.
- **Alternative Provision and SEND (Paragraph 171):** Schools remain responsible for the safeguarding of pupils in alternative provision, with an emphasis on providing additional pastoral support for children with special educational needs and disabilities (SEND).
- **Supporting LGBTQ+ Children (Paragraph 205-209):** This section is under review pending the outcome of the gender questioning children guidance consultation. The guidance advises caution when supporting gender questioning children and stresses the importance of involving parents in decision-making.

Additional Changes

- **Terminology:** "Unexplained and/or persistent absences from education" replaces "deliberately missing education" (Paragraph 31). Headings have been updated to reflect the potential for "abuse, neglect and exploitation" rather than just "abuse and neglect" (Paragraph 19).
- **Definition of Abuse:** The definition of abuse has been expanded to highlight that witnessing ill treatment of others is harmful to children, particularly in the context of domestic abuse (Paragraph 24).

6. Single Central Register:

The Single Central Record is managed via our HR software Cascade. Reports from Cascade are downloaded, transferred to the Inspection checker format in excel, and reviewed by the HR Director every month. A live report can also be produced on demand. Reports, and sample files are inspected regularly by the President of Council, appropriate Council member and internal compliance managers. Notes are added to the SCR as necessary (eg if a member of staff starts under supervision where a DBS check is delayed). Our external advisor recently reviewed our SCR and found it to be compliant though he advised us to ensure that comments were supplemented to give closure, for example to note when supervision ceased. This recommendation has been implemented.

7. Observations from Prep and College

7.1 Prep

We have continued to deal with a relatively large number of parents who have separated (or in the process of separating) and have struggled to avoid using their children as points of leverage, resulting in a number of safeguarding and child protection concerns. We have also seen an increasing pattern of parents being unwilling or unable to set effective boundaries for their children and all too often, it has fallen to the school to set out the expected parameters for their interactions, particularly online.

We have attempted to adopt a proactive approach in this respect and produced the following [video](#), which we have shared with all parents. We will also welcome Dr Aric Sigman to come and talk to Prep pupils about online safety and Prep parents about *"Parenting the Demanding Generation"* at the very start of the new academic year. Other initiatives to address these issues next year are listed in the Areas of Focus section later in this report. The table below aims to give an overview of the most significant safeguarding and child protection-related issues at The Prep over the course of this academic year.

Type	Number	Key details
Cases meeting threshold and / or referred to GSCP	5	▫ Year 8 pupil witness to domestic abuse within her father's home.

		▫ Allegation of child on child sexual abuse made against Year 7 pupil (see final category). ▫ Year 2 pupil made disclosure of parental physical / emotional abuse. ▫ Nursery pupil witness to domestic abuse between parents. ▫ Nursery pupil victim of physical abuse from adoptive father who is currently subject to a non-molestation order.
Suspensions	7	▫ Four Year 8 pupils suspended for consumption of alcohol in the Boarding House. ▫ Year 7 pupil suspended for online bullying incident. ▫ Two Year 6 pupils suspended for online bullying incident.
Exclusions / Withdrawals	3	▫ Pupil's parents withdrew Year 8 child from school after consuming and supplying alcohol in the Boarding House. ▫ Year 7 pupil excluded after investigation into child on child sexual abuse in school.
Level 3+ (Pupil not considered well enough to board or attend school on a full-time basis)		▫ Year 8 pupil withdrawn by parents in December to due to extreme anxiety. Currently being home educated and expected to return and repeat Year 8 in September.

7.2 College

7.2.1 Cases involving the LADO

An allegation of historic abuse from 2006 is currently being processed through the courts with a potential trial date in March next year.

One member of peripatetic staff has been suspended following an allegation of abuse at another school.

A member of support staff has been withdrawn from College employment following a police investigation into child imagery offences. There was no associated risk to pupils at College.

7.2.2 Vulnerable Pupils.

We have seen an increase in the number of pupils who have specific needs who have found boarding challenging. We are therefore implementing a new policy, the 'Suitability to Board' policy, which will link with the Mental Health Assessment policy. This will lessen the opportunity for ambiguity when pupils are assessed at level 3. Currently, whilst we have an assessment process outlined in our Mental Health Assessment Policy, we don't go into enough detail about other factors that could limit a pupil's ability to board successfully, such as Health and behaviour.

It will be important that this policy recognises the Equality Act, and the need to make reasonable adjustments for those pupils with protected characteristics. However, the policy will also outline the limit of those adjustments within our setting.

In creating this policy we also want to strengthen our interview procedures with international pupils, as we are finding that many pupils who are not suitable to board come from overseas, and this becomes especially problematic when we have to stop them from boarding as it means that, unless parents are willing to live in the UK for a period of time, those students effectively become Level 4 (unable to board) and need to travel home. Understandably, this also has a significant impact on those pupils who hold a Tier 4 Visa.

7.3 Pupils with persistent absences from College

We have been working with four families this year whose children have had long periods of absence from school. Two of these pupils are now attending more regularly with a targeted support plan in place. One Lower Sixth pupil has left College and one 3rd Form pupil's attendance is still very poor although there has been some improvement recently. Paul Hayes DDSL has taken responsibility for case managing prolonged absence pupils. He liaises with parents and co-ordinates support plans. In all of the above cases requests for 'Early Help' were denied.

Type	Number	Key details
Cases meeting threshold and / or referred to GSCP	3	• Witness to domestic abuse (Year 10 pupil) • Domestic abuse – concern about

		estranged father, who has history of violence, moving back into family home. • Pupil absence and concern about online grooming.
Suspensions	9	○ U6 student physically aggressive towards another pupil ○ Two 4F students involved in bullying incident • A 4F student for series of poor behaviour including racist comment to another pupil • A U6 student brought spirits into College • A U6 student for targeted unkindness including racial slurs • A L6 student for filming and sharing a explicit video of another pupil under the influence of alcohol • A U6 student for unacceptable conduct in house • A U6 student for being intoxicated at school
Exclusions / Withdrawals	0	
Level 3 + (Pupil not considered well enough to board or attend school on a full-time basis)	5	There are 5 pupils who have been deemed unfit to attend school/board for welfare reasons. These range from suicidal ideation, eating disorder and depression/self harm. 1 pupil has left College as a result. The other 4 are back in College and have support plans in place.

8.0 Areas of Focus 2024/25

College

- With an increasing number of pupils exhibiting ASD traits, College will be writing a 'Suitability to Board' policy. This will sit alongside other welfare and admissions policies. In addition, as the majority of our pupils who exhibit extreme anxiety and related issues, come from overseas, the interview form will be revised.
- Implement actions from the Smoothwall annual review.
- Develop an E Safety strategy that augments with our Floreat programme and considers the impact of AI.

Prep

- We will be running [parenting courses](#) to help improve family relationships and the emotional health of both parents and their children. It is anticipated that training to run these courses will take place in the Autumn Term with the ten week sessions running for parents from January 2025.
- We will also be introducing [assessments](#) to gauge our pupils' social and emotional wellbeing. Crucially, this tool is already set up for independent schools, the data is quick and easy to interpret and is part of the same package that we already use for a regular Cognitive Ability Testing.

9.0 Policy Reviews

Key policies around safeguarding were reviewed by the DSL teams in both schools. The recommendations from these reviews are listed below and these will form the basis of the Annual Action Plan. As usual, each action point will be allocated to member of staff and given RAG status. Anna Cutts and Noll Jenkins will update the Welfare and Safeguarding Committee on the Action Plan at each meeting over the course of the coming year.

Should anyone wish to check the references to certain pages or points within a policy below, please use this [link](#) to access the Policy Portal.

Anti Bullying (Prep)

- Page 3: remove link to 'getconnected' website (gives advice on addiction and mental health – not right place for this).
- Page 4: small alteration to reflect our practice - central log of incidents kept by Head of Wellbeing but way in which dealt with is recorded on CPOMS
- Page 4: alter Level 2 description: Alter both mentions of DHP to Senior DH.
- Page 5: hyperlink not working - remove / update link 'advice for parents and carers on cyberbullying' - this link does work...
- Page 5: second bullet point - Smoothwall not named but referred to as our filtering system. Could name.

- Page 5: change 'this will be confidential' to 'key information may be shared with relevant parties'.
- Pg 5 Assign an SLT member with responsibility for Digital Technology (Source VWV)

Anti-Bullying (College)

- Point 3 - clearer definition of age and power balance (child development)
- More assemblies on Whisper – to be in the calendar in advance. Talk to parents about it, especially at the start of term and all new parents.
- Include a statement where appropriate to reparation meetings
- Section 7 - change to e-safety lead and reference to mobile phones
- Need to include a clearers statement about what could happen. - Outcomes - and the fact that we will consider contextual factors
- A pupils' Guide to Bullying and Cyberbullying added to list of documents should be read in conjunction with this policy.
- Another category added to types of bullying focusing on unwanted sexual behaviour In reference to new guidance in KCSIE para 157
- Hazing added next to the word, initiation.
- A subtle change to para 5.5.3 about the use of pupils surveys
- Reference in 5.5.2 to the fact that we encourage pupils to read and be familiar with A pupil's Guide to Dealing with Bullying & Cyber-bullying
- Addition to para 5.3.4 about the use of reasonable force for physical restraint in response to new KCSIE para 163-165.

Attendance Policy

- Take out obvious parts that we don't do.
- We need to stipulate that 15 days in a row will automatically initiate a referral to the Early help team and/or TALC.
- Further review of this policy required

Behaviour (College)

- Need a statement about age/power appropriateness governs sanction decisions.
- Changes to the names of Policies on Page 1. eg. Smoking and Vaping Policy. Document must match the names of those documents.
- Future change to sanctions. eg. 'standards'.
- Addition of SLT in charge of digital technology
- Repetition in sanctions policy of linked policies and paragraphs relation to expected behaviour.
- 9.0 Mobile phone rules overhauled and should include reference to search and confiscation policy (as above)

Behaviour (Prep)

- Page 2: General Principles: First sentence of third paragraph needs removing as similar statement has already been made earlier. The remainder of this paragraph needs to sit immediately below the section titled "Preexpectations."
- Addition of revised Lower School sanctions to be added under Privilege Time (Lower School)
- Nick Drake to become reviewer and Noll Jenkins to become approver as Nick is in charge of discipline and is currently reviewing behaviour systems.
- Read in conjunction with Controlled Drugs and Exclusion Policies
- Prohibited items – list of those which are not allowed in school:
- Need a statement about age/power appropriateness

Child Protection and Safeguarding

- All references to Working Together should cite December 23 update
- All references to Prevent should cite March 24 update
- The DfE has updated the non-statutory guidance for providers of after school clubs, community activities and tuition. Whilst the guidance is aimed primarily at OOSS, the DfE made clear that where school facilities or premises are being made available for third party organisations, in para 167 there is specific reference for reference to the safeguarding arrangements that schools should expect hirers to have in place. We do not have any real reference to this in our policy. In other schools (CLC, DC) this is a separate appendix.
- Update pages 27 & 28 to reflect changes in the prevent duty guidance as set out in the VWV briefing in Oct 23.
- Page 2: update details for confirmed changes to DSL Teams
- Page 3: NSPCC link to whistleblowing needs updating
- Page 10: 4.52. (e) Nominated Safeguarding Council Member and the President of Council will receive appropriate training to enable them to fulfil their safeguarding role and duties, as set out in Appendix 5. It is a requirement that ALL governors receive safeguarding training, so we need a second sentence to make it clear that all governors receive annual training from the DSLs.
- Page 10: Move Levels of Intervention to 5.2.2, where it is first mentioned
- Page 14: Addition to 5.3.3 to make expectations absolutely clear to those involved in EYFS: Personal devices must not be used to take photos of the children with the EYFS or Pre-Prep on School Trips. Personal devices can be carried by staff members on school trips to make contact with each other in an emergency only.
- Page 13: 5.5 Des Dunne said: KCSIE 2023 has some subtle differences between Children missing and children Absent – Does the policy make these clear. NSPCC update says: being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation. Our policy says: being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation. Change subheading.
- Page 17: Working with Others: change second bullet point to "Nominated Safeguarding Council Member" so reference is consistent throughout policy

- Page 25: Line 5 refers to “Multi Agency Practice Guidelines.” Either explain this and provide a link or remove.
- Page 27: link needs updating
- Page 35: Low level concern definition is repeated: remove second one.
- Page 41: Statutory Guidance refers to KCSiE 22: update to 23
- Page 44: Emma Hattersley needs to be referred to as she.
- Advice from VVV is that we need to any lettings policies and hire agreements to ensure appropriate due diligence and safeguarding arrangements are in place.
- Up-skirting, down-blousing and cyber-flashing are crimes – as referenced in 6.2 child on child abuse policy

Child on Child Abuse

- 5.0 - Ref to physical abuse. - always taking in account the developmental age of the child.
- 5.0 change perpetrator is likely to to ‘may have’....
- 6.1 , including accidentally and a child’s developmental stage
- 6.2 link doesn’t work. Check we have the harmful behaviours windscreen.
- Correct link - <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- 6.4 + 6.5 Need to include reference to creating and sharing “deep fake images / videos”
- 6.4 Sextortion – add to bullying policy.
- 6.9 Needs updating
- 8.1 Taking action – add something when they can’t advocate for themselves – should the pupil be unable to verbalise their experience, advice should be sought as to the best means to gain a record of what has occurred (eg role play, drawing, sand play)
- 9.4 - reference to criminal investigation add school investigation.
- 10.1 - Add in a ‘My Plan?’
- Appendix 1 – Include reference to deep fake imagery
- Dates need to be updated (KCSiE + WTTSC)
- 11.0 Peer on Peer needs to be changed to “child on child” and insert reference to Cheltonian Charter and Preexpectations
- Change reference to Sanctions policy to Behaviour policy
- Add in reference to AUP policy.

Code of Conduct (Staff)

- Social media contact - Change to a year after departure (must also include age minimum of 18)
- Reference trips management policy re alcohol - Appendix 1 Guidance on Alcohol - “Away from College” conflicts with guidance in Trips Management Policy (College). Remove the line saying “the above guidance should be followed” and reference “must read Trips Management Policy (College)” instead.
- External tutor meals - must stipulate no alcohol (staff and pupils)
- Consistencies across policies regarding staff alcohol consumption when on a school trip.
- Change use of reasonable force to 'use of reasonable force and restraint policy'

- LLCs is not in the staff handbook - add this to the staff handbook so this is an accessible document.
- Reference welfare on trips as a policy - need to change name of policy to be more specific.
- Reference to wearing branded clothing. Include "If you wear Cheltenham College branded clothing please be mindful that you are acting as an ambassador for the School as referenced in "Working at Cheltenham College"
- GDPR consent issues with posting video footage on social media - need to reference clearly.
- Appendix 1 – guidance on alcohol – food / snacks change to MUST - check other wording - should to must.
- Policies referenced must be correctly titled.
- Ref to social gatherings must align to 2010 NMS standards.
- Need to include reference to setting up of social media accounts and compliance with GDPR regs

E-Safety

- Take out "assess" in line "assess and monitor"
- Say what we do when we have a concerning search
- Make AUP part of the e-safety policy - to be discussed. AUP speaks to pupils and E Safety to staff.
- Use of AI - rules around use of this needs to be referenced, and include reference to 'deep fake' images/videos.
- 2. Put in additional updated content around the E safety focus areas.
- Statement about how college responds to incidents of online abuse needed
- Statement needed about how concerning online search from vulnerable pupils raises level of alert.
- Annual Review to be completed of the F&M system each Summer term by the Head of I.T (David Martin)

Whistleblowing

- Change template points - 4 & 5
- Ensure the relevant documentation issued to commercial hirers/activity leaders, details the process College would require them to follow if they were to see or witness anything that made them question the integrity of any individual/s working at Cheltenham College, this could be a member of staff, a contractor or a user of our premises, we would ask them to make us aware by informing the College Bursar at Bursar@cheltenhamcollege.org
- Create a 'Hirers Policy' to go alongside our working in partnership documentation
- "The name of the President of Council and Deputy President and their addresses may be obtained in complete confidence from the Secretary to the Council".
- In section 4.4 insert (LADO) after Local Authority Designated Officer to complete reference made in 4.1 para 4

Link to implementation plan can be found [here](#)

Appendix:

- Working Together to Safeguard Children December 2023
- Keeping Children Safe in Education September 2023
- Prevent Guidance March 2024
- Promoting and Supporting Mental Health and Wellbeing in Colleges and Schools May 2024
- The Education (Independent Schools Standards) Regulations 2014
- Boarding Schools National Minimum Standards 2022
- Children's Act 2004
- Sec 94 (1) and (2) Education and Skills Act 2008
- Children's Act 1989
- Procedures prescribed by the LCSB including levels of intervention guidance
- Statutory Framework for Early Years Foundation Stage
- Statutory and non-Statutory Guidance referred to in any of the above
- Further sources of information and Department for Education guidance as detailed in appendix C of Working Together to Safeguard Children
- Regulatory handbooks, guidance and updates issued by the Independent Schools Inspectorate
- Notifications and updates from professional advisors and the Veale Wasborough Vizards compliance toolkit

Glossary

GSCP	Gloucestershire Safeguarding Children Partnership
MASH	Multi Agency Safeguarding Hub
MARF	Multi Agency Referral Form
NMS	National Minimum Standards
EYFS	Early Years Foundation Stage
HsMs	Housemaster /Housemistress
CPOMS	Child Protection Online Management System
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Laed
ASD	Autistic Spectrum Disorder
CEC	Christina Conner (Prep SENCo)
AVC	Anna Cutts (College Deputy Head & Designated Safeguarding Lead)
RH-N	Rebecca Hughes-Noon (Head of Pre-Prep)
CFS	Catherine Solomon (Prep Head of Wellbeing)
OAJ	Noll Jenkins (Deputy Head Pastoral Prep)

PRH	Paul Hayes (Housemaster, Deputy Designated Safeguarding Lead)
MLH	Michelle Lucas Halliwell (Director Pupil Welfare, Deputy Designated Safeguarding Lead)
CAMHS	Children Adolescent Mental Health Service
JCQ	Joint Council Qualification
LLC	Low Level Concerns
MHFA	Mental Health First Aid
MPP	Dr Mary Plint
SSS	Student Support Services
RSE	Relationships and Sex Education
SH	Stuart Hannah (SSS)
TALC	Team Around Locality Cluster
RM-T	Rachel Melville-Thomas (SSS)