

Anti-Bullying Policy

Brooke House College

2023/24 Version

1 Policy statement

- 1.1 This policy applies to all pupils and staff at the College irrespective of their age and whether or not a pupil is in the care of the College when or if bullying behaviour occurs. This policy is provided to all parents, pupils and staff, is available on the College's website and is also available on request from the College Reception.

This policy has been drawn up in accordance with the National Minimum Standards for boarding schools (Department for Education (DfE), September 2022), the Education (Independent School Standards) Regulations 2014, and with assistance from guidance issued by the DfE, Preventing and tackling bullying (July 2017), Cyberbullying: Advice for headteachers and school staff 2014, Sexual violence and sexual harassment between children in schools and colleges May 2018, teaching online safety in school guidance June 2019 and the CPS guidelines on Prejudice Bullying for LGBT+ bullying & Hate Crimes produced for teachers of key stages 3 & 4 (Jan 2020). The policy will be reviewed against any new regulations and guidance both statutory and voluntary that may be issued, from time to time, by the DfE.

- 1.2 Through the operation of this policy, we aim:

- 1.2.1 to maintain and drive a positive and supportive culture among all pupils and staff throughout the College
- 1.2.2 to deter bullying behaviour, detect it when it occurs, and deal with it on a case-by-case basis by counselling and / or disciplinary sanctions and, if necessary, by expulsion. Where applicable, statutory reporting of incidents will be adhered to.
- 1.2.3 to comply with the College's duties under the Equality Act 2010.

- 1.3 Bullying behaviour is always unacceptable and will not be tolerated at the College because:

- 1.3.1 it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide
- 1.3.2 it interferes with a pupil's right to enjoy his / her learning and leisure time free from intimidation
- 1.3.3 it is contrary to all our aims and values, our internal culture and the reputation of the College.

- 1.4 This policy will apply to bullying behaviour outside of the College of which the College becomes aware.

2 Bullying behaviour

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats

- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger, and includes 'upskirting' Sexual Offences Act 2003, [Voyeurism Offences Act] amendment 2019 as well as 'sexting' including the sending of and requesting of 'nude and semi-nude images)

Sexual Violence and Sexual Harassment:

Sexual harassment and sexual violence can be driven by wider societal factors such as everyday sexist stereotypes and everyday sexist language. Therefore we place emphasis on building a preventative culture through the curriculum. It is important that students develop a good understanding of what makes relationships safe and healthy. "Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety." (DfE Guidance, Relationship and Sex Education 2020).

Child-on-Child abuse; Sexual Violence and Harassment:

Child-on-Child sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. We place emphasis on the importance of raising awareness that as a community we have the following expectations:

- Sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up.
- We do not tolerate or dismiss sexual violence or sexual harassment as "banter."
- We will challenge and report behaviour (potentially criminal in nature) that falls short of our Code of Conduct.

The College works collaboratively with external organisations to challenge, sanction, record and report behaviours that are exploitative and unsafe in line with the DfE Keeping Children Safe in Education guidelines. "Schools and colleges should be made aware of making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated."

2.1 Bullying may be:

- 2.1.1 **Physical:** hitting, kicking, pushing people around, spitting; or taking, damaging, hiding possessions or serious sexual assault/harassment.
- 2.1.2 **Verbal:** name-calling, taunting, teasing, insulting or demanding money
- 2.1.3 **Exclusionary Behaviour:** intimidating, isolating or excluding a person from a group
- 2.1.4 **General Unkindness:** spreading rumours or writing unkind notes, mobile phone texts or e-mails; or
- 2.1.5 **Cyberbullying:** using the internet, mobile phones, social networking sites etc to deliberately upset someone else (see section 2.3 below).

2.2 Bullying may also be:

- 2.2.1 **sexual:** talking to or touching someone in a sexually inappropriate way
- 2.2.2 **sexist:** related to a person's gender or gender reassignment

- 2.2.3 sexual: actual sexual assault (rape) or harassment
 - 2.2.4 racist, or regarding someone's religion, belief or culture
 - 2.2.5 related to a person's sexual orientation (homophobic bullying)
 - 2.2.6 related to pregnancy and maternity
 - 2.2.7 related to a person's home circumstances; or
 - 2.2.8 related to a person's disability, special educational needs, learning difficulty, health or appearance.
- 2.3 **Cyberbullying:** Cyberbullying is the use of information and communications technology, particularly mobile electronic devices and the internet, deliberately to upset someone else. An incident of cyberbullying will be dealt with in accordance with the procedures in this policy. The College's separate Policy on the Safe and Acceptable Use of ICT provides guidance for pupils about cyberbullying and online safety.
- 2.4 **Intention:** Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. This might be considered reckless bullying. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. A bully who does not respond appropriately to advice or sanctions would ultimately have to leave the College.
- 2.5 **Responsibility:** It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, gender, sexual orientation, religion, culture or disability, or because they are new in the College, appears to be uncertain or has no friends. They may also become a target because of an irrational decision by a bully.
- 2.6 **Legal aspects:** A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying behaviour may also be regarded as threatening behaviour or harassment which can be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or e-mail) to another person with the intent to cause distress or anxiety.
- 2.7 **Safeguarding:** A bullying incident will be treated as a child protection concern when there is reasonable case to believe that a child is suffering or is likely to suffer significant harm.

3 **Anti-bullying culture**

- 3.1 Our expectation of all members of the College community is that:
- 3.1.1 everyone will uphold the College rules
 - 3.1.2 a pupil or a member of staff who witnesses or hears of an incident of bullying will report it
 - 3.1.3 a complaint of bullying will always be taken seriously
 - 3.1.4 no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

- 3.2 In College, including in the Football Academy, in all boarding houses, in all College Teams and in every academic section:
- 3.2.1 discriminatory words and behaviour are treated as unacceptable
 - 3.2.2 positive attitudes are fostered towards people who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the College; and
 - 3.2.3 positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials.
- 3.3 **Staff:** Through their training, experience and maturity, members of staff are expected to promote an anti-bullying culture by:
- 3.3.1 celebrating achievement among pupils at the College. This is done both formally and informally through the College's Rewards System (See Appendix 1, Behaviour and Discipline Policy) - amended on review August 2022
 - 3.3.2 anticipating problems and providing support
 - 3.3.3 disciplining fairly, consistently and reasonably, considering any special educational needs or disabilities of the pupil and the needs of vulnerable pupils
 - 3.3.4 making opportunities to listen to pupils; and
 - 3.3.5 acting as advocates of pupils.
- 3.4 **Pupils:** Through the College's pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the College. They are encouraged:
- 3.4.1 to celebrate the effort and achievements of others (see again Appendix 1, Behaviour and Discipline Policy)
 - 3.4.2 to hold and promote positive attitudes
 - 3.4.3 to feel able to share problems with staff
 - 3.4.4 to turn to someone they trust, if they have a problem
 - 3.4.5 not to feel guilty about airing complaints
 - 3.4.6 to treat meals as pleasant social occasions.

4 **Anti-bullying systems**

- 4.1 The College's systems for detecting and dealing with bullying are designed to operate vertically (through all academic sections, boarding houses and College Teams) and horizontally (within academic sections, boarding houses, in College Teams, in the classroom and during other activities).
- 4.2 Members of staff are vigilant at all times but particularly:
- 4.2.1 before lessons; in the queue for the dining within the DJW House catering facility
 - 4.2.2 in College corridors, the workroom, common rooms and games rooms.
 - 4.2.3 on College transport.

- 4.2.4 in transit between lessons on the College site
- 4.3 Bullying is regularly discussed in staff meetings. The result of these meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any growing "power base" and any known conflict between pupils so that strategies can be developed to prevent bullying incidents.
- 4.4 **Education:** Measures are taken throughout each academic year to educate pupils about bullying, including cyber-bullying, and this policy. These measures include:
- 4.4.1 The PSHE curriculum includes sessions on bullying.
- 4.4.2 Anti-bullying posters are placed around the College and in all the boarding houses.
- 4.4.3 Anti-bullying messages are given in assemblies.
- 4.4.4 Once a year we hold an Anti-bullying week.
- 4.4.5 The recognition by all members of staff that online safety should be a key aspect of all areas of the curriculum whenever the internet is used by pupils as a resource.
- 4.4.6 Parents and educational guardians are informed about online safety issues and the College's strategies to safeguard pupils through correspondence.
- 4.5 **Staff training:** Appropriate systems for pupil supervision and staff guidance and training in all aspects of care is arranged to ensure that staff have the necessary professional skills, especially:
- 4.5.1 awareness of the risk and indications of child abuse and bullying, and how to deal with cases
- 4.5.2 counselling skills (including bereavement).
- 4.6 **Pupils' responsibilities:** We emphasise with older pupils the role which is expected of them in setting a good example and being helpful to younger pupils and each other. It is the College House system in particular that offers older pupils the opportunity to set good examples, to act as role models and to offer help to younger pupils. Within their College Houses and with the lead taken by older members of the pupil body on the School Council, pupils organise charitable, sporting and cultural events throughout the academic year.
- 4.7 **Record keeping and monitoring:** College staff maintain records of the welfare and development of individual pupils. Every complaint or report of bullying must be passed to the Designated Safeguarding Lead (DSL) who will discuss the incident with the Principal. He in turn records the matter in the Bullying Incident File. The DSL and SLT together with the Principal monitor these records in order to enable patterns to be identified, both in relation to individual pupils and across the College as a whole and to evaluate the effectiveness of the College's approach.
- 4.8 **Why incidents might not be reported**
- 4.8.1 **Victim:** There are many reasons why a pupil who has suffered bullying may be reluctant to report it. They may become demoralised and may say, for example:

- (a) it is telling tales. They won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular
- (b) the things they are saying and doing are too embarrassing to discuss with an adult
- (c) it is all my fault anyway for being overweight / too studious etc
- (d) there are too many of them; there is nothing the staff can do
- (e) it will get back to my parents and they will think less of me
- (f) I will just try and toughen up and grow a thicker skin
- (g) I will lie low and not draw attention to myself.

4.8.2 **Witnesses:** There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may say:

- (a) it is "grassing" and I will become unpopular
- (b) it is not my concern anyway
- (c) I don't like the victim and I would find it embarrassing to be associated with them.

4.9 Any of these responses would be contrary to our culture at the College. When we drive and implement this policy we encourage every pupil to understand that:

4.9.1 every complaint of bullying will be taken seriously

4.9.2 members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received

4.9.3 there is a solution to nearly every problem of bullying

4.9.4 a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis

4.9.5 the primary aim will be for the bullying to cease, not the punishment of the bully.

5 **Procedures**

5.1 **Guidelines:** The following procedures are a guideline except where expressed in the terms "should" or "must". The best guide is the experience and training of the staff.

5.2 **Reporting bullying complaints**

5.2.1 **Pupils:** A pupil who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay and can do so in several ways. He / she can:

- (a) tell his / her parents, guardian, Residential Tutor, Director of Boarding & Director of Pastoral Care, teacher or any member of staff at the College or responsible older pupil.

- (b) contact the the Independent Listener whose details are published in the Student Handbook, for advice.
 - (c) The College recognises that pupils are often reluctant to report concerns about other pupils being bullied (see 4.8.2 above). Therefore, a pupil who is worried about another pupil being bullied may report their concerns anonymously (without revealing their own identity) by sending a letter in the post addressed to any member of staff at the College. Any letter should detail their concerns and identify both the victim(s) and the bully(ies).
- 5.2.2 **Parents:** Parents who are concerned that their child is being bullied should inform their child's Residential Tutor or the Director of Boarding and Director of Pastoral Care, without delay.
- 5.2.3 **Staff:** This policy focuses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying. Staff members who are concerned about being bullied or harassed should refer to the College's Staff Handbook. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above.
- 5.3 **Initial complaint:** A member of staff who learns of alleged bullying behaviour should:
- 5.3.1 firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim, then
 - 5.3.2 report the allegation to the DSL, who in turn will contact the Principal and take the appropriate action.
- 5.4 **Assessment:** An appropriate staff member will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:
- 5.4.1 the nature of the incident(s) - physical? verbal? exclusionary? etc
 - 5.4.2 is it a "one-off" incident involving an individual or a group?
 - 5.4.3 is it part of a pattern of behaviour by an individual or a group?
 - 5.4.4 has physical injury been caused? Who should be informed? Parents? The College's Designated Safeguarding Lead? Children's Social Care? The police?
 - 5.4.5 can the alleged bully be seen on a no-names basis?
 - 5.4.6 what is the likely outcome if the complaint proves to be correct?
- 5.5 At this stage, the possible outcomes for an incident which is not too serious include:
- 5.5.1 there has been a misunderstanding which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
 - 5.5.2 the complaint is justified in whole or in part, and further action will be needed (see Range of Action, below).

- 5.6 **Serious incident:** If the Principal believes serious bullying has occurred, he will then interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. He may decide to ask another senior member of staff to be present.
- 5.7 The Principal will decide on the action to be taken in accordance with the Range of Action set out below. The Principal will notify the parents of the victim and bully giving them details of the case and the action being taken. In serious cases, such action may include further investigation in accordance with the College's Behaviour and Discipline Policy and the Expulsion, Removal and Review Policy.
- 5.8 **Range of Actions:** When a complaint of bullying behaviour is upheld, the range of responses may include one or more of the following:
- 5.8.1 advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate
 - 5.8.2 consideration as to whether the bullying incident should be addressed as a child protection concern and if so, the College's child protection procedures will be followed
 - 5.8.3 advice and support to the bully in trying to change his / her behaviour. This may include clear instructions and a warning or final warning
 - 5.8.4 consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations lead to any concerns that the bully may be at risk of harm, the College's child protection procedures will be followed
 - 5.8.5 a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict
 - 5.8.6 a disciplinary sanction against the bully, in accordance with the College's Behaviour and Discipline Policy. In a very serious case or a case of persistent bullying, a pupil may be required to leave the College permanently in accordance with the College's Expulsion, Removal and Review Policy. Any disciplinary action will be applied fairly, consistently and reasonably, considering any special educational needs or disabilities and the needs of vulnerable pupils
 - 5.8.7 action to break up a "power base"
 - 5.8.8 confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the College's internet and email facilities if cyberbullying (see the College's Policy on the Safe and Acceptable Use of ICT and Appendix 4 of the College policy on Behaviour and Discipline);
 - 5.8.9 moving either the bully or victim to another boarding house after consultation with the pupil, their parents and the relevant staff
 - 5.8.10 involving Children's Social Care or the police
 - 5.8.11 notifying the parents of one or both pupils about the case and the action which has been taken

5.8.12 such other action as may appear to the Principal to be appropriate.

5.9 **Monitoring:** The position should be monitored for as long as necessary thereafter. Action may include:

5.9.1 sharing information with some or all colleagues and with pupils in the House, or class so that they may be alert to the need to monitor certain pupils closely

5.9.2 ongoing counselling and support

5.9.3 vigilance

5.9.4 mentioning the incident at meetings of staff

5.9.5 reviewing vulnerable individuals and areas of the College

5.9.6 liaison between Senior staff and residential staff, the outcome being recorded in the Bullying Incident File.

6 **Review**

6.1 The Principal will review and revise this policy on an annual basis, or more regularly as required taking into account any new regulatory requirements or guidance published by the DfE together with the record of any bullying incidents as set out in 4.7 above.

6.2 The Board of Directors will consider the revisions made as part of its collective responsibility to carry out an annual review of safeguarding.

7 **Useful Links and Supporting Organisations**

The following links may provide additional support to children, staff or families. Additional links can be found in 'Preventing and Tackling Bullying' www.gov.uk/government/publications/preventing-and-tackling-bullying

● Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk ● Childline: www.childline.org.uk ● Family Lives: www.familylives.org.uk ● Kidscape: www.kidscape.org.uk ● MindEd: www.minded.org.uk ● NSPCC: www.nspcc.org.uk ● PSHE Association: www.pshe-association.org.uk ● Restorative Justice Council: www.restorativejustice.org.uk ● The Diana Award: www.diana-award.org.uk ● Victim Support: www.victimsupport.org.uk ● Young Minds: www.youngminds.org.uk ● Young Carers: www.youngcarers.net Cyberbullying ● Childnet: www.childnet.com ● Internet Watch Foundation: www.iwf.org.uk ● Report Harmful Content: <https://reportharmfulcontent.com/> ● UK Safer Internet Centre: www.saferinternet.org.uk ● The UK Council for Internet Safety (UKCIS):

www.gov.uk/government/organisations/uk-council-for-internet-safety

● DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying

● DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

● Changing Faces: www.changingfaces.org.uk ● Mencap: www.mencap.org.uk ● Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability

- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk ● Kick it Out: www.kickitout.org ● Report it: www.report-it.org.uk ● Stop Hate: www.stophateuk.org ● Tell Mama: www.tellmamauk.org

- Educate against Hate: www.educateagainsthate.com ● Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

- Metro Charity: www.metrocentreonline.org ● EACH: www.eachaction.org.uk ● Proud Trust: www.theproudtrust.org ● Schools Out: www.schools-out.org.uk ● Stonewall: www.stonewall.org.uk Sexual Harassment and Sexual Bullying ● NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk ● Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk

- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying

- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>

- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

- KCSIE 2023: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

Authorised by	resolution of the Board of Directors
Signed	
On behalf of the Board of Directors	
Date	August 2023

Schedule of Updates

Date document updated	Document updated by	Summary update/comments	Location of saved file
April 2016	GIW / RP / CL	Updated in response to Inspection Report Feb 2016 and in keeping with terms of Action Plan of March 2016. VWV advice taken.	Dropbox – SMT – Policies Final
May 2017	CL	Updated in response with ISA compliance check on April 2017.	Dropbox – SMT – Policies Final
July 2018	MCO	Updated in response to DfE guidelines. July 2018	Dropbox – SMT – Policies Final
May 2019	MCO	Updated in response to law change Re ‘upskirting’ May 2019	Dropbox – SMT – Policies Final
July 2019	MCO	Updated in response to DfE teaching online guidance June 2019	Dropbox – SMT – Policies Final
Feb 2020	MCO	Updated in response to CPS guidelines on prejudice bullying	Dropbox – SMT – Policies Final
July 2021	MCO	Updated in response to Ofsted review into ‘Everyone’s Invited’	Dropbox – SMT – Policies 2021-2022
Aug 2022	IMS	Updated in response KCSIE (Sept 2022) added as Appendix 1 reference and NMS Boarding Standards revisions as of 5 th Sept 2022 (Guardians and Hosting Families 22-23)	MS Teams
Aug 2023	IMS	KCSIE 2023 New staff role Director of Pastoral Care	

Schedule of Review

Date of document review	Reviewed by	Scheduled date of next review
July 2017	MCO	July 2018
July 2018	MCO	July 2019

July 2019	MCO	July 2020
July 2020	MCO	July 2021
July 2021	MCO	July 2022
July 2022	IMS	August 2023

Appendix 1

Changes to KCSIE for 2023

KCSIE 2023 has been published by the DfE for implementation in September 2023. It is important to note that at present this guidance is 'for information only'. The 2022 version should still be referred to until 31 August 2023.

There are very few changes to the statutory guidance. The major change which educational settings need to be aware of relates to increased expectations and responsibilities regarding the school's filtering and monitoring systems for IT. This is in response to the recently published standards for filtering and monitoring, which can be found [here](#).

We will now look at what the standards mean for education settings in more detail.

- The DSL is expected to take lead responsibility for this, and this should be explicit in the role holder's job description
- All staff should receive appropriate safeguarding and child protection training which now includes an understanding of expectations, applicable roles, and responsibilities in relation to filtering and monitoring
- Reiteration that all educational settings should follow the recently published guidance on filtering and monitoring
- Governing bodies and proprietors should receive safeguarding training which includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. Paragraph 141 of the guidance now states the following: 'Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.'
- Furthermore, there is a new section in paragraph 142 relating to the filtering and monitoring standards 'which set out that schools and colleges should:
- *identify and assign roles and responsibilities to manage filtering and monitoring systems*
- *review filtering and monitoring provision at least annually*
- *block harmful and inappropriate content without unreasonably impacting teaching and learning*
- *have effective monitoring strategies in place that meet their safeguarding needs*

Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.'

- Schools and colleges should consider meeting the Cyber security standards.
- The safeguarding and child protection policy should reflect the individual educational setting's approach to filtering and monitoring on school devices and networks.

KCSIE Sept 2022 updates and guidance to schools and colleges

- Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. DSLs should liaise with the headteacher or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.
- As part of the shortlisting process, schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.
- Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- Domestic abuse...can [be] psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.
- Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment...These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
- Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010²², (including the Public Sector Equality Duty²³), and their local multi-agency safeguarding arrangements.