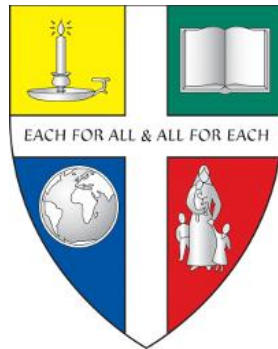


Child Protection Policy

Chesham Preparatory School

This policy applies to the Early Years Foundation Stage as well as to the whole school.



Policy reviewed: October 2017

Next review: October 2018

Person responsible: The Headmaster and the Designated Safeguarding Lead

Governor responsible: Dr Rajashi Banerjee

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1. Contacts

1.1 School contacts

- Headmaster: Mr Jonathan Beale
- Designated Safeguarding Lead (DSL):
Mrs Alison Bush, Deputy Head and Head of Junior School
(01494 782619)
- Additional/Deputy Designated Safeguarding Leads:
Mr Nick Vincent, Deputy Head and Head of Senior School
Miss Hilary O'Connell, Head of EYFS
- Nominated Governor: Dr. Rajashi Banerjee
- Chair of Governors: Mr Nick Baker

1.2 Contacts in Buckinghamshire

- Education Safeguarding Advisory Service: 01296 382912
- Education Safeguarding Advisor: 01296 382732
- Local Authority Designated Officer (LADO): 01296 382070
- First Response Team: 0845 460 0001
- (including Early Help, Channel referrals):
- Social Care, out of hours: 0800 999 7677
- Email: cypfirstresponse@buckscc.gov.uk
or secure: cypfirstresponse@buckscc.gcsx.gov.uk
- Thames Valley Police: 101
(999 in case of emergency)
- Local Safeguarding Children Board
- for procedures, policies and practice guidelines [Bucks LSCB](#)
- Family Information Service: 0845 688 4944

1.3. Local contact details out of Buckinghamshire, determined by home address of pupil

Hertfordshire

Children's Services (including out of hours): 0300 123 4043

Bedfordshire

Central Bedfordshire Council Access and Referral Hub: 0300 300 8585 (office hours)
Out of hours emergency number: 0300 300 8123

1.4 Other contacts

If you are concerned about the safety of a child you know and need to talk to someone then contact your local Social Services, the Police or the NSPCC.

- NSPCC 0808 800 5000
- Childline 0800 1111
- Kidscape Parents Anti-bullying Helpline 0845 1205 204
- Female Genital Mutilation (NSPCC) 0800 028 3550
Email: fgmhelp@nspcc.org.uk
- Samaritans 116 123
- CEOP (Child Exploitation and Online Protection) <https://ceop.police.uk/safety-centre/>
- Foreign and Commonwealth Office (Forced Marriages Section) 0207 008 0151
- Crimestoppers 0800 555 111

The following organisations may also be of use:

Parentline

A 24-hour confidential helpline for parents and guardians wanting help and support in caring for children: 1890 927277 or 01873 3500

Family Rights Group

Helpline providing advice for families involved with local authority children's services or needing help from these services: 0808 801 0366

2. Introduction

- 2.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following Statutory Guidance and Legislation:

“Working Together to Safeguard Children March 2015”

The Education Act 2002

“Keeping Children Safe in Education”- statutory guidance for schools and further education colleges, September 2016

Prevent Duty Guidance: For England and Wales, July 2015

Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015

Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

- 2.2 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard¹ and promote the welfare of children and to ensure staff work together with other agencies to make certain adequate arrangements are in place to identify, assess and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1 of Keeping Children Safe in Education 2016 (together with Annex A).
- 2.3 We believe safeguarding and promoting the welfare of our pupils to be **everyone’s responsibility**.
- 2.4 Governors and the Senior Management Team at the school will ensure staff receive training and support to help them exercise this responsibility effectively.
- 2.5 We will have mechanisms in place to support staff to strengthen their understanding of safeguarding and child protection issues, both locally and nationally. Ensuring staff are able to apply this to risks and vulnerabilities faced by pupils, helping them to feel confident to act in order to promote the wellbeing of our pupils and protect them from harm.
- 2.6 We recognise that all staff² and governors have a full and active part to play in protecting and promoting our pupils’ wellbeing. Our pupils’ welfare is our paramount concern.
- 2.7 We believe our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

¹ Safeguarding (as defined in the Joint Inspector’s Safeguarding report is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies”

² “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children.

2.8 The aims of this policy are:

- a. To support the development of an environment which fosters feelings of security, confidence and resilience in our pupils.
- b. To underpin a culture of safeguarding within our school. Supporting staff and volunteers to understand the role they play in safeguarding and promoting the welfare of pupils and to feel confident in knowing what to do if they are concerned about abuse, including exposure to radicalisation or to terrorism.
- c. To ensure we take a child-centred approach to safeguarding which supports the voice of the child to be heard and enables staff to always act in the child's best interest.
- d. To support an environment where staff are professionally curious and feel confident to question behaviours and reflect on what meaning this may have for a child's care or welfare. Taking action to address issues in a timely manner.
- e. To afford structure to our procedures for safeguarding which are known to and followed by all members of our school community. One which offers a systematic means of monitoring children known or thought to be at risk of harm, or whose welfare may require support to enable the child to reach his/her full potential.
- f. To support all staff to understand the need for effective working relationships with partner agencies, guided by the Threshold document, to safeguard and promote the needs of children at our school.
- g. To ensure all staff are aware of the risks adults working with children may pose, supporting staff to be vigilant and know what to do if they are concerned about the behaviours of colleagues, visitors or other adults working with children.
- h. To provide structure in our whole school approach to safeguarding, which begins with safer recruitment, strengthened by our Code of Conduct and ensures those who potentially pose a risk to children are identified and prompt action is taken to protect pupils from harm. We apply the same standards to include other community users of our facilities.
- i. To provide an environment and foster a school community supportive of the aims of Chesham Preparatory School.

3. Responsibilities

- 3.1 All staff at our school understand that safeguarding children is **everyone's** responsibility. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the Designated Safeguarding Lead (DSL) ([see contacts sheet](#)) or, in their absence, to the Deputy DSL (see contacts sheet), using the systems and processes our school has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. **Any** member of staff however can make contact with social care if they feel a child is at risk of harm.
- 3.2 All children will be regularly made aware that they can speak about any worries with any member of the school's staff community.

- 3.3 The Governing Body understands and fulfils its safeguarding responsibilities. It will:
- 3.3.1 Ensure the school has a robust Child Protection Policy, which reflects local and national safeguarding issues which may affect our pupils. This is reviewed at least annually.
 - 3.3.2 Keep under review the induction arrangements for new staff and volunteers, enabling both to actively engage with safeguarding and promote the wellbeing of pupils, thereby creating a culture of safeguarding.
 - 3.3.3 Monitor and evaluate the effectiveness of the Child Protection Policy and procedures to ensure compliancy.
 - 3.3.4 Ensure a Designated Safeguarding Lead (DSL) is appointed who has the required level of authority to act to safeguard pupils. This person will have **lead** responsibility. The LSCB requires all schools to have a Deputy DSL whom the lead may delegate tasks to whilst retaining lead responsibility.
 - 3.3.5 Ensure the DSL and Deputy DSLs have the required level of training and have utilised local resources to remain updated on both local and national issues concerning safeguarding, which may impact on our school community. The roles and responsibilities of the DSL and Deputy DSLs will be made explicit in the post-holders' job descriptions.
 - 3.3.6 Appoint a Nominated Governor for safeguarding and child protection. The DSL and Nominated Governor will meet regularly (minimum of once a term) to monitor the school's delivery on its safeguarding responsibilities.
 - 3.3.7 Recognise the importance of the role and support the DSL, ensuring the required training, necessary to be effective, is undertaken. Governors will keep under review both the capacity and competency of the DSL to fulfil their responsibilities.
 - 3.3.8 Ensure arrangements are in place during school and term time for the DSL to be available for consultation and advice to staff and partner agencies.
 - 3.3.9 Recognise the contribution the school can make to helping children and young people keep safe, ensuring the school curriculum affords students the opportunity to consider a range of safeguarding issues and how to keep themselves safe.
 - 3.3.10 Ensure robust recruitment policies and disciplinary procedures are in place, which adhere to *Keeping Children Safe in Education (KCSiE) 2016*, legislation referred to therein and reflects the standards agreed by the Buckinghamshire Safeguarding Children's Board (BSCB).
 - 3.3.11 Ensure the safeguarding needs of pupils, their families and the school are fully understood and resources allocated to meet identified needs.
 - 3.3.12 Ensure there is an auditable system in place to evidence **ALL** staff have read and understood their roles and responsibilities as laid out in Part 1 of KCSiE 2016 and staff have also read Annex A as a minimum standard.

- 3.3.13 Governors will ensure the school remains a safe place for pupils to learn both onsite and online. Ensuring filters and monitoring are in place to support pupils' e-safety.
- 3.4 It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher.
- 3.5 The Nominated Governor for child protection will be familiar with Buckinghamshire LSCB procedures, Local Authority procedures and guidance issued by the Department for Education.
- 3.6 The Nominated Governor will:
 - 3.6.1 Work with the DSL to produce the Child Protection Policy.
 - 3.6.2 Undertake the training available for Nominated Governors.
 - 3.6.3 Ensure safeguarding is firmly on the agenda for both staff at team meetings and discussed termly with governors to support understanding and a whole school approach.
 - 3.6.4 Meet regularly, once a term, with the DSL to review and monitor the school's delivery on its safeguarding responsibilities, identifying strengths and weaknesses. Develop plans to address any deficits in a timely manner.
- 3.7 The Designated Safeguarding Lead is responsible for:
 - 3.7.1 Referring a child if there are concerns about a child's care or welfare (abuse or neglect) to Social Care (First Response Team). Making a telephone referral in the first instance and following up with a written referral using the Multi-agency Referral Form which will be securely emailed to the team within the same school day or, if this is impossible, within 24 hours.
 - 3.7.2 Seeking advice and referring cases to the First Response Team to enable consideration at the Channel Panel where there is a radicalisation concern.
 - 3.7.3 Promoting the welfare of children through partnership, working with Early Help providers using the Threshold document for guidance. Working collaboratively to ensure the right help is offered at the right time.
 - 3.7.4 Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral and that any such records clearly differentiate between fact and opinion. The DSL will have a system in place to review records, to support follow-up or to press for reconsideration if action taken does not achieve the required change needed for the child.
 - 3.7.5 Ensuring all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.

- 3.7.6 Ensuring if a pupil, about whom there have been child protection concerns, leaves the school, records of concerns and school medical records are forwarded under confidential cover to the DSL at the pupil's new school, as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above. Evidence of transfer of records will be maintained.
- 3.7.7 Creating a culture of safeguarding which is child-focused and one which listens to children. Supporting vigilance within the school, beginning with ensuring that all staff receive an appropriate level of induction and training to support them in their understanding. Establishing mechanisms to support staff in developing and strengthening their understanding of safeguarding, both locally and nationally. Underlining the fact that safeguarding is everyone's responsibility.
- 3.7.8 Maintaining a record of **all** training received by staff and opportunities to explore their understanding, either during team meetings or inset days, to be retained and regularly reviewed and updated.
- 3.7.9 Ensuring that all school staff are aware of the school's Child Protection Policy and procedures and know how to recognise and refer any concerns. Evidence is in place to ensure any changes to policies and procedures are communicated to staff (and when appropriate pupils and their carers).
- 3.7.10 Having a robust system in place for monitoring absences and addressing this quickly with parents and pupils to affect change. In addition systems will also support early identification of patterns of non-schools attendance and these are seen under the banner of safeguarding in recognition of the NSPCC's comment on absenteeism being "the single biggest indicator that something is going wrong for the child".
- 3.7.11 Acting as a focal point for advice and guidance for staff and liaising with other agencies and professionals, including any concerns raised for the conduct and behaviours of other staff members.
- 3.7.12 Making known to staff contact arrangements during school and term time should safeguarding concerns arise or support be needed.
- 3.7.13 Ensuring school is able to contribute effectively to the Child Protection process, making certain either they or another appropriately informed member of staff attends the Case Conferences, providing a report which is shared with the parents in advance. Attending family support meetings, core groups, or other multi-agency planning meetings and contributing to the Framework for Assessments process.
- 3.7.14 Putting arrangements in place to facilitate schools involvement in these processes during the holiday period, including making contact with the Education Safeguarding Advisory Service for delegation of this task.
- 3.7.15 Ensuring any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- 3.7.16 Working in partnership, the DSL and the Nominated Governor for safeguarding, will meet regularly to review the safeguarding arrangements of the school. The DSL and the designated governor report each term to the Education and Pastoral Committee. This work will inform the annual report for the Governing

Body, detailing how school has delivered on its safeguarding responsibilities over the academic year. The BSCB agreed format will be used. The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures. A copy of the Annual Report should then be sent to ESAS.

- 3.7.17 Meeting regularly (suggest once a term) with the Nominated Governor, the DSL should share oversight of safeguarding provision within the school, monitoring performance and developing plans to rectify any gaps in delivery noted.
- 3.7.18 Managing their own learning needs, undertaking the required training as agreed by the Local Safeguarding Children's Board, ensuring they have the required level of knowledge and skills for the role.
- 3.7.19 Ensuring that a referral is made in all cases where a staff member has been dismissed or has left the school due to the risk/ harm to the Disclosure and Barring Service as required.
- 3.7.20 Referring to the Police any cases where a criminal offence may have been committed.
- 3.7.21 Ensuring that the Headmaster is kept fully informed of any concerns.
- 3.7.22 Meeting weekly with the school counsellor/s to discuss any concerns raised by the children.

4. Procedures

Our school procedures for safeguarding children will be in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board's Child Protection Procedures, current legislation and Statutory Guidance.

4.1 We will ensure that:

- 4.1.1 We have a Designated Member of the Senior Management Team who has undertaken appropriate training for the role, as recommended by BSCB. Our Designated Safeguarding Lead (DSL) will update their training following the agreed Learning Pathway approved by the LSCB.
- 4.1.2 We have two members of staff who will act as additional/deputy DSLs and will receive the same level of training for the role and who will work with the Lead. In the absence of an appropriately trained member of staff, responsibility for this role will automatically be devolved to the Headmaster.
- 4.1.3 All adults (including supply teachers and volunteers) new to the school will be made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, and their role and responsibilities under Keeping Children Safe in Education 2016.
- 4.1.4 All members of staff will receive safeguarding training, a minimum of every three years. This will be arranged or delivered by the DSL. In addition, staff will be provided with opportunities, via email, team meetings and inset days at least annually, to strengthen and develop their understanding of the signs and

indicators of vulnerability and abuse, how to respond to disclosure and the procedure to be followed in appropriately sharing a concern. Updates will include local and national safeguarding issues and how these may relate to our school community.

- 4.1.5 The school has a robust and universally understood system in place for noting and monitoring welfare concerns and any issues relating to the safeguarding of pupils. Support is in place for staff to understand the need for accurate records of events to be kept and appropriately stored. Ensure these records are of a good standard, clearly differentiating between fact and opinion.
- 4.1.6 A system for reviewing safeguarding records is in place enabling overview, supporting the DSL to press for reconsideration or escalate concerns in a timely manner where the required level of change has not been affected for the child.
- 4.1.7 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, our safeguarding statement and reference to it in our prospectus/brochure and home school agreement.
- 4.1.8 All staff, parents/carers and children are aware of the school's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. An individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL, as information will only be shared on a need-to-know basis.
- 4.1.9 Our lettings policy will seek to reflect the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. This includes the purpose of the letting for religious or political reasons.
- 4.1.10 Community users, organising activities for children, are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- 4.1.11 The school operates Safe Recruitment practices including approved training of panel members as well as ascertaining the suitability of employed staff and volunteers in regulated activities. These will always be strictly adhered to. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.
- 4.1.12 The school will maintain a single Central Record of staff at the school and the checks that have been carried out.
- 4.1.13 Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence. As an independent school we are also aware that we are under a duty to consider making a referral to the NCTL where a teacher has been dismissed or would have been dismissed had she/he not resigned, and a prohibition order may be appropriate.

- 4.1.14 All staff working in a regulated activity are required to give an undertaking that they are not disqualified by association from working with children under the age of 8 yrs. Staff must inform the Headmaster if events arise which may impact on their capacity to give this undertaking.
- 4.1.15 Our procedures will be annually reviewed and updated.
- 4.1.16 **Early Years Foundation Stage (EYFS):** The DSL for the EYFS is Mrs Alison Bush, the DDSL with special responsibility for EYFS is Miss Hilary O'Connell who has received the required level of training. Procedures are in place in the EYFS that should a child soil themselves, two members of staff will deal with changing the child.
- 4.1.17 The name of the DSL will be clearly shown in the school in appropriate locations, including the calendar card and the website.

4.2 Dealing with a disclosure

Guidelines for all staff and volunteers on how to respond to a child wanting to disclose.

If a child starts to disclose that he or she has been abused in some way, it is important that the member of staff or volunteer follows certain procedures:

DO	DON'T
<ul style="list-style-type: none"> ▪ Allow the child to talk freely (nodding your head and looking directly at the child may encourage them to keep talking to you). ▪ Keep calm and listen to what is being said without displaying shock or disbelief. ▪ Listen and avoid asking investigative questions (such as who, when, why or where) or other leading questions. ▪ Show acceptance of what the child says (however unlikely the story may sound). Do not take a decision as to whether or not the abuse has taken place. ▪ Give reassurance or words of comfort such as 'I am so sorry that this has happened' and 'I want to help'. ▪ Reassure the child that what has happened is not his or her fault. ▪ Stress that it was the right thing to tell. ▪ Be aware that the child may have been threatened or bribed not to tell. ▪ At an appropriate time, explain to the child what 	<ul style="list-style-type: none"> ▪ Admonish the child by saying 'Why didn't you tell anyone before?', 'I can't believe it' or 'Are you sure this is true?' as it may be interpreted by the child to mean that they have done something wrong. ▪ Promise confidentiality or make false promises which may be impossible to keep. It may be necessary for the Local Safeguarding Children Board to be contacted. ▪ Make statements such as "I am shocked" or "Don't tell anyone else". ▪ Criticise the alleged perpetrator. ▪ Interview the child for a second time.

<p>has to be done next so that the correct action can be taken.</p> <ul style="list-style-type: none"> ▪ Speak to the DSL (or if a volunteer to the teacher you are working with). ▪ Make a handwritten record (see Record keeping). ▪ Consider your own feelings and seek pastoral support if needed. 	
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For further information see

Appendix 1: Procedure where the school has concerns, or has been given information, about possible abuse by someone other than a member of staff, and

Appendix 2: Procedure where a complaint has been made about possible abuse by a member of the school's staff

4.3. Record keeping following a disclosure

When a child has made a disclosure, the member of staff should:

- Where possible use the form for concerns in the Staff shared area as soon as possible.
- Record the date, time, place and any noticeable non-verbal behaviour used by the child.
- Draw a diagram to indicate the position of any bruising or other injury if appropriate.
- Make clear what is assumption and what is fact.
- Print off, date, time and sign and hand over to the DSL promptly. Email the form to the DSL. Do not keep any copies.

5. Prevention

5.1 We recognise school plays a significant part in the prevention of harm to our pupils by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We work hard in supporting pupils to feel safe, with adults available to offer support as/when necessary. We will always seek to be child-focused in our response and to facilitate an environment where children believe their voices will be heard. We include within this the emotional wellbeing of our students and recognise the role school plays in recognising and preventing the political indoctrination of pupils, either by self-radicalisation or through exposure to extremist views/ideologies.

5.1.1 All staff will receive training to support their understanding of radicalisation and how to identify those who may be vulnerable.

5.1.2 As a school, we ensure our curriculum reflects the central tenant of values we hold as important, as part of the ethos of our school community.

- 5.1.3 We will ensure our systems are sufficiently robust to avoid students accessing materials which may be detrimental to their wellbeing, without over-blocking which may impair learning opportunities.
- 5.1.4 Students will be supported to stay safe online, affording them the opportunities to transfer these safety elements to a range of materials they may be exposed to in the wider world.
- 5.1.5 We will provide filters and monitor students' use of online materials as a safeguard.
- 5.1.6 We will provide opportunities, through the curriculum, to support students in developing critical thinking skills as part of a range of safeguarding measures. Students will be provided with a range of mediums to support them to consider their own safeguarding, what might impact on them and how to access the support they might need.
- 5.1.7 Exposure to radicalisation and terrorism:** Schools and colleges are now required to be on the lookout for children and young people exposed to radicalisation. The school is determined to be alert to the need to safeguard its pupils from the risk of being drawn into terrorism - this 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.

Potential warning signs of extremism/radicalisation are, but not limited to:

- Being in contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites, especially those with a social networking element.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Displaying significant changes to appearance and/or behaviour.

In order to assist in fulfilling our duty of care to safeguard children from potential radicalisation, a record will be kept of the onward address of any pupils who relocate abroad from the UK upon leaving the school. The details of such addresses will be noted in the school's admissions register so that they can be referred to in any cases where there is concern of potential radicalisation of children which would give rise to safeguarding concerns.

5.2 The school community will:

- 5.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk, knowing that they will be listened to.
- 5.2.2 Receive focused training to support learning and have an understanding about the changing landscape of safeguarding, which is underpinned by legislation

and includes issues such as FGM and radicalisation. Support staff to be vigilant and able to recognise and act on assessed vulnerabilities.

- 5.2.3 Ensure all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 5.2.4 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn to for help. Ensure appropriate teaching for children about safeguarding takes place through the teaching of PSHE, school assemblies and the school's pastoral system. The risk of radicalisation online and exposure to terrorism will also be covered for the senior pupils in PSHE.
- 5.2.5 Ensure that staff work effectively with partner agencies to seek advice, support and guidance, drawing on multi-agency expertise, knowledge and experience to support students at risk of harm, including emotional and intellectual harm via social media and use of the internet.
- 5.2.6 For further information see
Appendix 3: Prevent leads for Buckinghamshire and How to report concerns to Prevent regarding radicalisation of an adult or child to First Response safeguarding

6. Supporting children

- 6.1 We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment may feel helpless and humiliated, may blame him/herself and find it difficult to develop and maintain a sense of self-worth.
- 6.2 We recognise the young minds of our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism or indoctrination.
- 6.3 We recognise the school may provide the only stability in the lives of students who have been abused or who are at risk of harm.
- 6.4 We accept research which shows the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.5 Staff recognise the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of students which may indicate they are at risk of radicalisation.
- 6.6 Our school will support all pupils by:
 - 6.6.1 Encouraging the development of self-esteem, resilience and critical thinking in every aspect of school life including through the curriculum.
 - 6.6.2 Promoting a caring, safe and positive environment within the school.

- 6.6.3 Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.
- 6.6.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children. Using the expertise and resources of colleagues in other service areas to promote the welfare of students.
- 6.6.5 Ensuring that if a student is thought to be vulnerable to, or espousing radical political ideologies, staff will work with Prevent officers and the Channel panel to support and safeguard.
- 6.6.6 Ensuring that if a pupil has medical needs, we will liaise with the parent/carer, GP and/or school Matron to ensure that an appropriate care plan is in place.
- 6.6.7 Developing a good working knowledge of the Threshold Document and how it can be used to safeguard and promote the wellbeing of students. Informing the notification to Social Care (First Response) as soon as there is a significant concern.
- 6.6.8 Ensuring a named teacher is designated for Looked After Children (LAC) when required. An up-to-date list of children who are subject to a Care Order or are accommodated by the County Council, under a voluntary arrangement, will be regularly reviewed and updated. We will work closely with the Virtual School's Head in these events to promote the educational attainment of students "looked after".
- 6.6.9 Notifying Social Care (First Response) when a child attending the school is privately fostered, ie when a child lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 consecutive days.
- 6.6.10 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns and to act on them appropriately.
- 6.6.11 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring safeguarding and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil's new school as a matter of urgency/within the first term. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

7. When to be concerned

All staff and volunteers should be concerned about a child if he or she:

- Has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury.
- Regularly has unexplained injuries, or injuries with apparently reasonable explanations.
- Gives confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.

- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age/stage of development.
- Discloses an experience in which he or she may have been significantly harmed.
- Any other cause to believe that a child may be suffering harm.

For further information see Appendix 4 'Safeguarding and Child Protection'.

8. Confidentiality

- 8.1 We recognise that all matters relating to child protection are confidential.
- 8.2 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need-to-know basis only. This will be governed by BSCB Information Sharing Protocols.
- 8.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children, particularly when vulnerabilities are identified relating to radicalisation or sexual exploitation.
- 8.4 Staff will not keep a duplicate of personal records regarding child protection concerns. All information will be reported to the DSL and securely stored only in the designated location within the school, separate from the pupil educational record.
- 8.5 Provision is in place for the information to be accessed in the absence of the DSL in an emergency.
- 8.6 All staff must be aware they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing or that of another.
- 8.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents/carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.

9. Supporting staff

- 9.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 9.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Headmaster or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 9.3 In consultation with all staff, we have adopted a Code of Conduct for staff at our school. This forms part of staff induction and is in the Staff Handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.

- 9.4 We recognise that our DSL and DDSLs should have access to support and to appropriate workshops, courses or meetings as organised by the LA.

10. Allegations against staff

- 10.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 10.2 Staff should be aware of the school's Behaviour, Discipline and Exclusions Policy. This can be found on the school website.
- 10.3 We understand that a pupil may make a disclosure about, or an allegation against, a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headmaster or, in his absence, the most senior member of staff.
- 10.4 The Headmaster/senior member of staff should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.
- 10.5 If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors, who will consult the LADO without notifying the Headmaster first.
- 10.6 The school will follow the procedures for managing allegations against staff, a copy of which can be found in the Staff Handbook.
- 10.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration and we will consult in making this decision, as well as being guided by HR. Suspension is a safeguard for both the student and the member of staff whilst the matter is investigated.
- 10.8 If a suspension is made, following Local Authority procedures, restrictions will apply to all staff regarding contact whilst suspended, including texting and the use of social media such as Facebook and Twitter.
- 10.9 Our lettings agreement for other users of our school site, requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

11. Whistleblowing

- 11.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 11.2 All staff are aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Headmaster or Chairman of Governors.

12. Physical intervention/positive handling and restraint

- 12.1 The school has a separate policy on physical intervention and positive handling known as the Restraint Policy and Guidelines. It acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 12.2 The Headmaster and authorised staff can use such force as is reasonable under the circumstances if there is a need to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 12.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 12.4 Any use of force or restraint will be recorded and signed by a witness. Parents/carers will be informed of the incident by the end of the school day and offered an opportunity to discuss the event. Parents/carers are expected to participate in the planning to support the student.
- 12.5 Staff who are likely to need to use physical intervention must be appropriately trained.
- 12.6 Staff understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

13. Areas of particular risk

- 13.1 A risk assessment of our school site will be carried out to identify areas and situations of high risk. In the case of safeguarding and child protection, this might identify areas where supervision is difficult and areas where the children may be more vulnerable, such as changing for PE and swimming. We will carry out a risk assessment of these areas and have a plan in place to mitigate against identified risk. This will be shared with staff operating in these areas and will be kept under regular review to ensure it remains fit for purpose. We will link with the County Health and Safety Team to ensure we comply consistently with best practice.
- 13.2 In the case of children staying with host families, including families overseas, the school will follow the guidance in Annexe E as part of the KCSiE, July 2016.

14. Anti-bullying

Our policy on the prevention and management of bullying is set out in the school's Anti-bullying Policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is regarded as a form of abuse by one or more pupils against another pupil. The school undertakes to support and investigate any raised concerns of bullying.

15. Peer on peer abuse

- 15.1 Staff should be aware children can abuse other children. All staff should therefore be aware and consider peer on peer abuse as a safeguarding issue and explore this with the DSL. Consulting with other agencies such as ESAS or the First Response Team should support schools in their thinking, enabling a safe environment for all to be maintained.
- 15.2 Behaviours should always be reported to the DSL and a welfare form completed as per the school's record keeping policy. Staff will need support to ensure they are mindful of language used. Terms such as 'perpetrator' and 'victim' should be avoided.
- 15.3 All schools and colleges should have systems in place to support the young people involved. Any referrals made to social care will require a separate referral to be made for each child involved. Together with social care, school should carry out a risk assessment as part of the support plan.

16. Discriminatory incidents

Our policy on racist and other discriminatory incidents is set out in a separate policy and acknowledges that repeated incidents or a single serious incident may lead to consideration under child protection procedures.

17. Health and safety

Our policy on health and safety, set out in a separate document, reflects the consideration we give to providing a safe environment for our pupils. We always strive to protect pupils, both physically within the school environment and in the online world familiar to many of our pupils. This extends to occasions away from the school when undertaking off-site school trips and visits.

18. E-safety

- 18.1 All staff should be aware of the school policy on e-safety which sets out our expectations relating to:
- Creating a safer online environment and our need to monitor our students' use of on line resources.
 - Equipping staff with the skills, knowledge and understanding in order to help students to stay safe online, question the information they are accessing and support the development of critical thinking.
 - Inspiring safe and responsible use and behaviour, this includes use of mobile phones both within school and on school trips/outings, along with use of camera equipment/camera phones.
 - What steps to take if staff have concerns and where to go for help.
 - Ensuring that staff use of social media is included within this as set out in the Staff Code of Conduct.

- 18.2 All staff have a duty to support students in staying safe online. This is extended to students' use of mobile technology. The issue of cyberbullying is covered in the schools Anti-bullying Policy which all staff are expected to be familiar with.
- 18.3 All staff are expected to understand the risk associated with young people sharing indecent images via their mobile phones. For the purpose of this element of safeguarding we refer to this as "sexting". In the event of an incident:
- The incident should be referred to the DSL as soon as possible.
 - The DSL will hold an initial review meeting with the appropriate school staff to clarify who was involved and the images believed to be held by students.
 - The DSL/Headmaster will meet with the young people involved (if appropriate). Devices will be secured until the contract owner is contacted – usually the parents. At no time will the school copy, forward, keep or store images.
 - Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
 - At any point in the process if there is a concern a young person has been harmed, is at risk of harm or may have used the images to extort or exploit others, a referral will be made to the First Response Team and/or the Police immediately.

19. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively in addressing the unique culture of our students and their families in relation to safeguarding. However, all staff recognise their mandatory duty to report to the Police any disclosure made that a child has undergone FGM,

20. Missing Child and Uncollected Child Policy and Procedure

Policy and procedure to be followed in the event of discovering that a child is missing or has absconded. (This document does not cover normal absences through illness etc.)

Staff should always be aware of which children should be in a lesson so that absences are discovered at the start of each lesson. Speak first with the other class members. If the absence remains unexplained the following procedure should be followed:

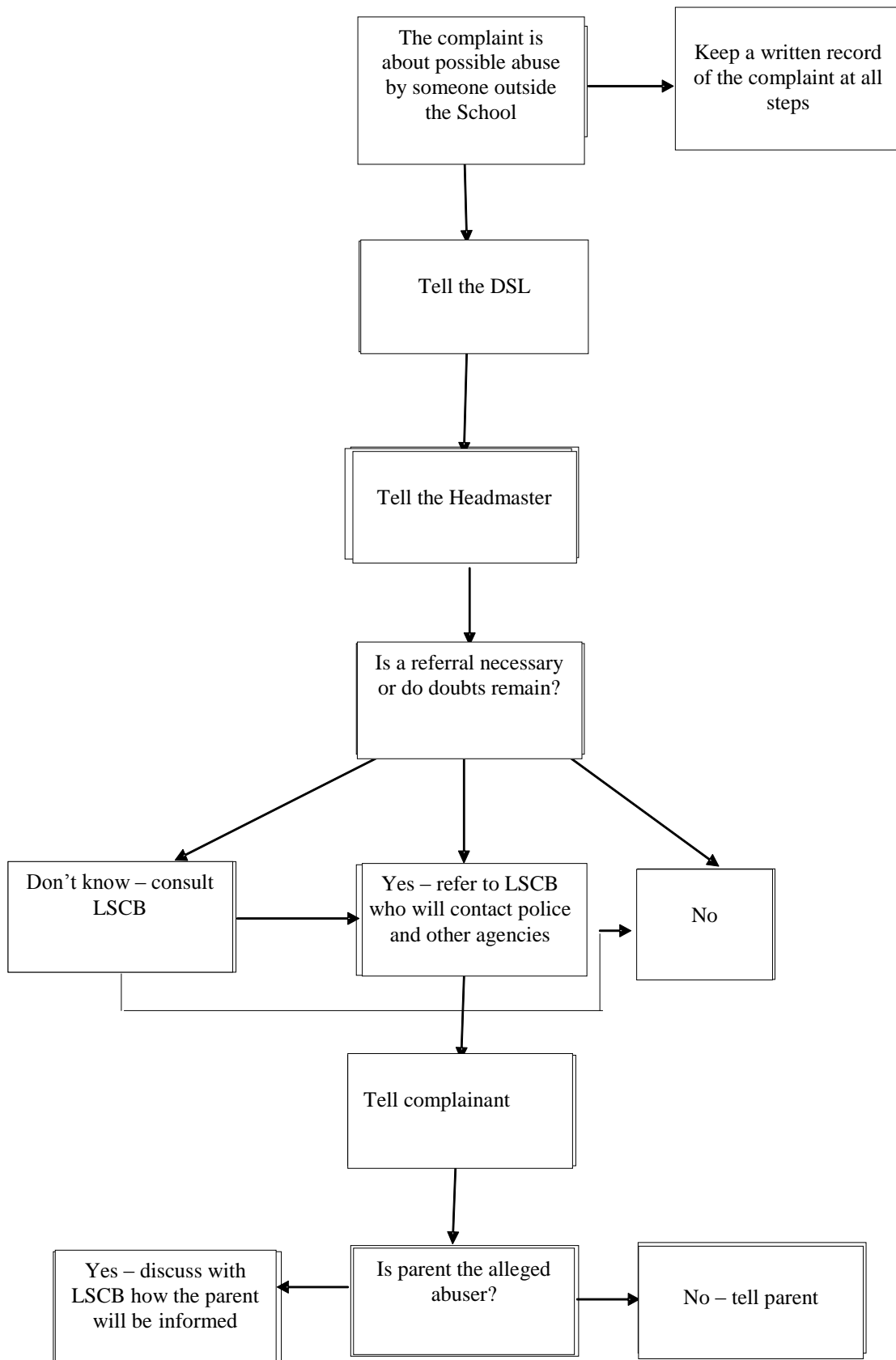
1. Check the register and signing-out book to ensure that the child should be in school.
2. Check that the child is not receiving first aid.
3. Check that the child is not attending a music lesson or learning support lesson.
4. Check the toilets.
5. Check the immediate surrounding areas.
6. Inform the school office, Headmaster or Deputy Head.
7. Email all staff.
8. Ask all available staff to check school and immediate roads.
9. Ring the fire alarm and during a roll call search the following areas:
 - School field and edges of field - caretaker and maintenance manager
 - Sports hall and changing rooms - gap students
 - LRC and Learning Support areas - learning support staff
 - Music block - Director of Music
 - Top corridor - Year 1 teaching assistants

- Reception garden - Year 2 teaching assistants
10. A senior member of staff should telephone the parents to inform them and to ascertain:
 - Whether the child is at home
 - Whether the parents know of any reason why the child may have absconded
 - Whether the parents have any idea where the child may choose to go
 11. Ask the parents whether they wish the Police to be notified

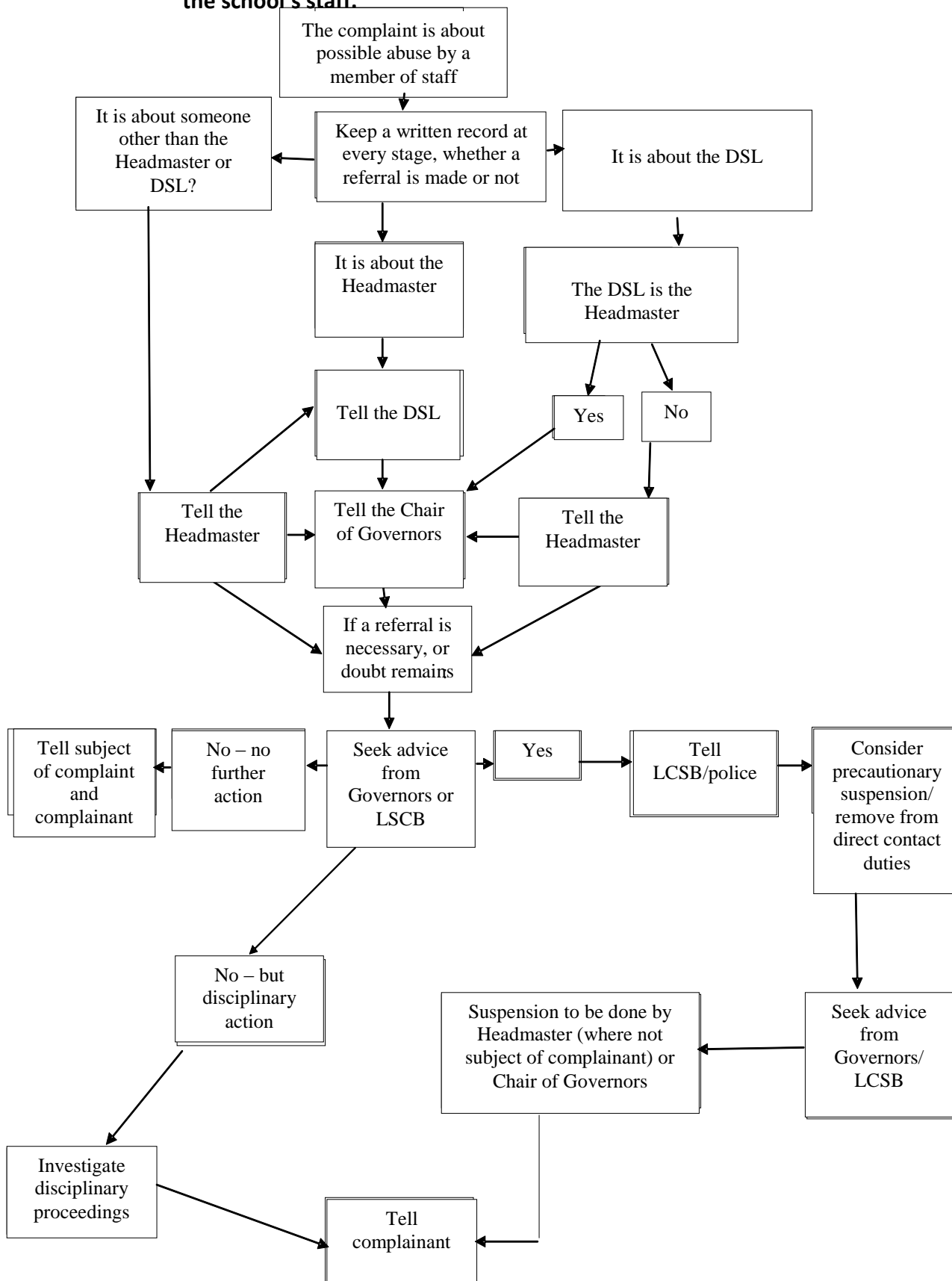
21. Policy review

The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority. The date the next review is due is on the front cover

APPENDIX 1: Procedure where the school has concerns, or has been given information, about possible abuse by someone other than a member of staff.



APPENDIX 2: Procedure where a complaint has been made about possible abuse by a member of the school's staff.



APPENDIX 3:

PREVENT LEADS FOR BUCKINGHAMSHIRE (Excl. Milton Keynes)

If you would like to discuss your concerns about a child or adult at risk of radicalisation, find out more about what the Channel Panel does, discuss other issues in relation to the Prevent Duty (including finding out what training is available) please contact the most relevant Prevent lead for your organisation/area. If you would like to make a referral direct to the police or discuss concerns about an individual with the police, please contact Thames Valley Police (details below).

Aylesbury Vale District Council

Adam Cheyo	ACheyo@aylesburyvaledc.gov.uk
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Buckinghamshire County Council

Angie Sarchet	asarchet@buckscc.gov.uk
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Yvette Thomas (Children & Young People)	ythomas@buckscc.gov.uk
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Therese McAlorum (Children & Young People)	tmcalorum@buckscc.gov.uk
--	--

Joy Shakespeare	eshakespeare@buckscc.gov.uk
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Chiltern District Council

Katie Galvin	KGalvin@chiltern.gov.uk
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South Buckinghamshire District Council

Katie Galvin	KGalvin@chiltern.gov.uk
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Wycombe District Council

Daniel Sullivan	dsullivangcsx@wycombe.gcsx.gov.uk
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Thames Valley Police

Prevent Team at Thames Valley Police	Preventreferrals@thamesvalley.pnn.police.uk
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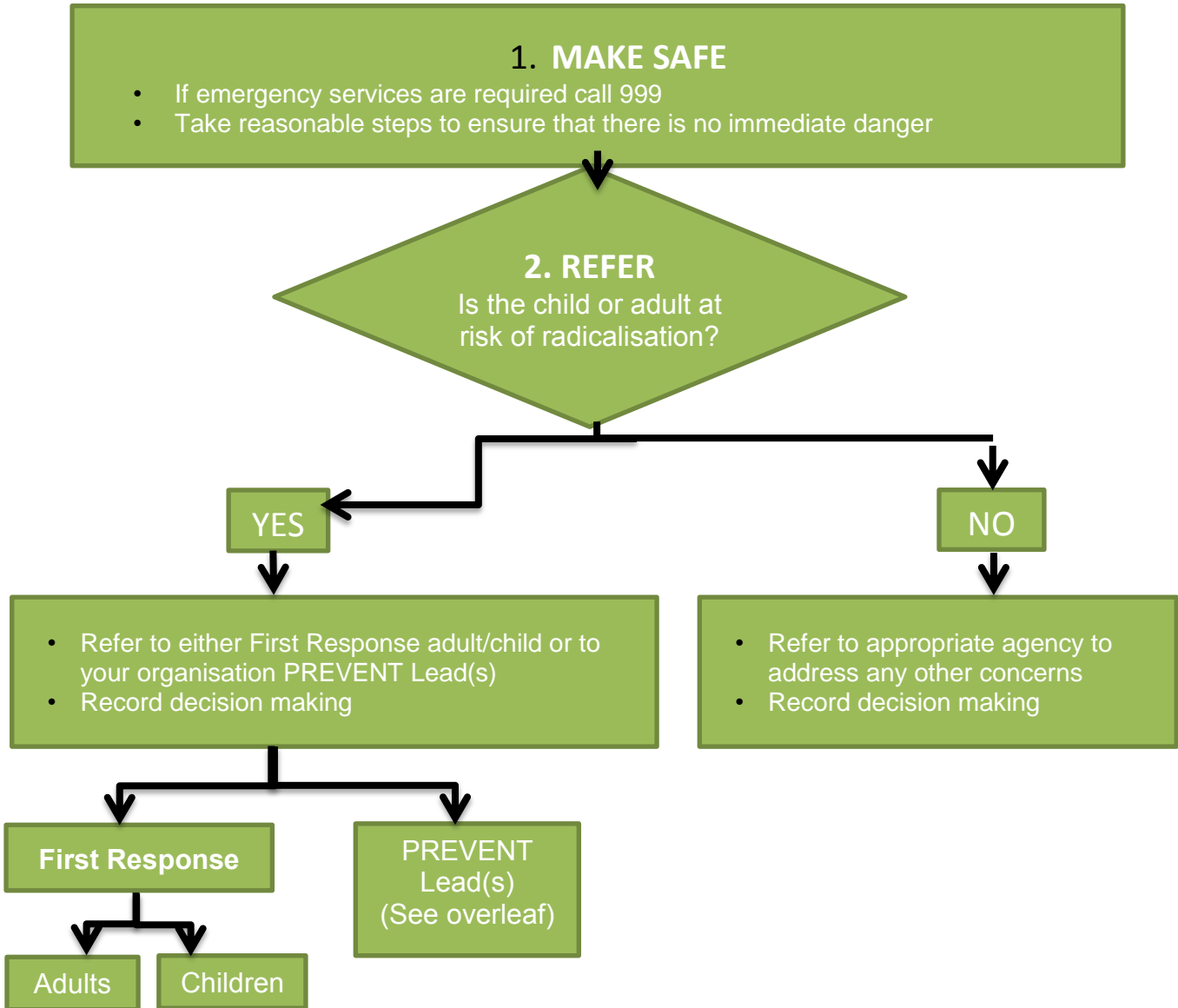
Jeff Singleton (Wycombe)	jeffrey.singleton@thamesvalley.pnn.police.uk Tel: 07980 905203
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Praveen Liyanage (Wycombe)	prav.liyanage@thamesvalley.pnn.police.uk Tel: 07800 702037
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Kat Henn (Aylesbury Vale)	katarzyna.henn@thamesvalley.pnn.police.uk Tel: 07800 702680
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Out of office hours	Call 101 and ask for the on call Special Branch Sergeant
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How to report concerns to PREVENT regarding radicalisation of an adult or child to First Response safeguarding



Who to contact for advice or to make a referral

Concerns about an Adult	Safeguarding Adults First Response safeguardingadults@buckscc.gov.uk	0800 137 915
Concerns about a Child	First Response cypfirstresponse@buckscc.gov.uk	0845 460 0001
Concerns out of hours Adult/ Child	Out of hours, emergency duty team	0800 999 7677

Safeguarding and Child Protection

Everyone who works with children has a duty to **safeguard and promote** the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and who to speak to if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified –

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority.
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers).
- ensure access to appropriate medical care or treatment.

It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued, only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 to feel frightened and in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur in isolation.

Domestic violence is very damaging to a child's emotional development; where a child is living with domestic violence, schools should consider making a referral to Social Care if the child shows any indicators of significant harm.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may

involve physical contact, including penetrative (eg rape, buggery or oral sex) or non-penetrative acts (eg masturbation, kissing, rubbing and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including online images), watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and wellbeing of the child.

Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.

Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.

Victoria Climbié Inquiry Report. (Jan 2003)

Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- Young women subject to honour-based violence (where for instance they have transgressed the expectations of them as young women in their family and community).
- Young people whose cultural background are at odds with their behaviours such as homosexuality, under-aged sex, relationships or life style choices.
- Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
- Girls at risk of genital mutilation (usually being taken back to their country of family origin for this procedure to be carried out).
- Children being trafficked from abroad.
- Girls and/or boys at risk of being forced into marriage.