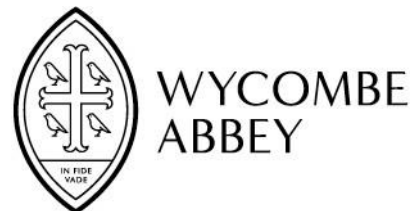


Safeguarding and Child Protection Policy

September 2024v1



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Key School Contact Details

Safeguarding Role	Name	Position at the School	Contact Details
Designated Safeguarding Lead (DSL)	Sophie Blunt	Director of Safeguarding and Pupil Welfare	01494 896306 07515 063828 blunts@wycombeabbey.com
Deputy DSLs	Vicky Fawkes	Deputy Head (Pastoral)	07930 489270 fawkesv@wycombeabbey.com
	Cat Hoyle	Rubens Housemistress	07515 063830 hoylec@wycombeabbey.com
	Jess Woodward	Wendover Housemistress	07515 063833 woodwardj@wycombeabbey.com
	Nick Woods	Deputy Head (Strategy & Operations)	07715 813107 woodsn@wycombeabbey.com
	Rebecca Sparks	Clarence Housemistress	07799 471514 sparksr@wycombeabbey.com
Headmistress	Jo Duncan	Headmistress	01494 897026 (EA to the Headmistress) headmistress@wycombeabbey.com
Chair of Council	Peter Warren	Governor	Via Clerk to Council stanleyj@wycombeabbey.com
Safeguarding Governor	Diana Rose	Governor	Via Clerk to Council clerktocouncil@wycombeabbey.com

Key External Contact Details

Buckinghamshire First Response Team (BFRT)	01296 383962 Out of Hours: 0800 999 7677 secure-cypfirstresponse@buckscc.gov.uk
Education Safeguarding Advisory Service (ESAS), Buckinghamshire	01296 382912 07590 461231 julwhite@buckscc.gov.uk
Buckinghamshire Local Authority Designated Officer (LADO)	01296 382070 Secure-lado@buckinghamshire.gov.uk
Thames Valley Police (TVP)	Non-emergency: 101 Emergency: 999 wymbesafeguarding@thamesvalley.pnn.police.uk
NSPCC Whistleblowing Advice	0800 028 0285 help@nspcc.org.uk
'Prevent' Contacts	BCC Prevent Coordinator: 01296 674784 Out of Hours: 0800 999 7677 Alisonwatts1@buckinghamshire.gov.uk To discuss concerns about a child at risk of radicalisation contact one of the following: Prevent Team at Thames Valley Police: preventreferrals@thamesvalley.pnn.police.uk Out of Hours: Call 101 and ask for the on call Special Branch Sergeant National Anti-Terrorist Hotline: 0800 789 321
BCC Equalities and School Improvement Manager	01296 382461 Yvette.thomas@buckinghamshire.gov.uk
Bucks Family Information Service	01296 383065

Terminology and Abbreviations

BCC	Buckinghamshire County Council
BFRT	Buckinghamshire First Response Team
BSCP	Buckinghamshire Safeguarding Children Partnership
CAF	Common Assessment Framework
DBS	Disclosure and Barring Service
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
ESAS	Education Safeguarding Advisory Services
FGM	Female Genital Mutilation
KCSIE	<i>Keeping Children Safe in Education</i> (September 2024)
LADO	Local Authority Designated Officer
MASH	Multi Agency Safeguarding Hub
MARF	Multi Agency Referral Form
TAC	Team Around the Child
TRA	Teacher Regulation Agency
WTSC	<i>Working Together to Safeguard Children</i> (December 2023)

School refers to Wycombe Abbey.

Staff covers ALL staff on site, including ancillary supply and self-employed staff, contractors, Governing Council, and volunteers working with children. For the benefit of any doubt that also includes part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, whether employed directly by the School or for services.

Child Protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Abuse is defined as a form of maltreatment of a child. Abuse may take the form of physical, emotional, or sexual abuse and includes neglect. This may involve inflicting harm or failing to act to prevent harm. Children may be abused by an adult or another child/children.

1. Introduction and Context

Safeguarding and promoting the welfare of children is everyone's responsibility.

- 1.1 In order to fulfil this responsibility effectively, all staff should consider, at all times, what is in the best interests of the child.

Everyone should maintain an attitude of **'it can happen here'** and **'see something, say something'**

The Teacher Standards (2012) state that teachers, including Headteachers, should safeguard all children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- 1.2 Safeguarding children is the action taken to promote the mental and physical welfare of children and protect them from harm. Every adult who comes into contact with pupils has a role to play. All staff must remember that safeguarding incidents or behaviour that gives rise to safeguarding concerns can be associated with factors outside of School, or in situations outside of their families. The School will consider the context within which such incidents and/or behaviours occur, known as Contextual Safeguarding.

- 1.3 This policy is reviewed and updated annually, and applies to all staff, wherever they are with pupils whether on or off the School site. The School recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. The School encourages all staff to contribute to the safeguarding culture through Drop-In Sessions and by providing material for Staff Briefings and Bulletins. Parents are informed of the policy and procedures, and is available on the School website.

- 1.4 In order to safeguard and promote the welfare of children, the School will have regard for and act in accordance with legislation and guidance issued by the Secretary of State, and in accordance with the Buckinghamshire Safeguarding Children Partnership (BSCP), Multi Agency Safeguarding Hub (MASH) and Education Safeguarding Advisory Service (ESAS).

This policy has regard for:

- Education (Independent School Standards) regulations 2014 and Independent School Standards (Amendments) 2018
- Keeping Children Safe in Education (Sept 2024)
 - What to do if you are worried a child is being abused (March 2015)
 - Teaching online safety in School (July 2019, Updated January 2023)
 - Children Missing Education: Statutory Guidance for Local Authorities (Sept 2016)
 - Multi-agency statutory guidance on Female Genital Mutilation (July 2020)
 - Criminal exploitation of children, young people and vulnerable adults (County Lines) October 2023
- Working Together to Safeguard Children (December 2023)
 - Information sharing: advice for practitioners providing safeguarding services (July 2018)
 - Multi Agency Practice Guidelines Female Genital Mutilation (2014)
- Buckinghamshire Multi-Agency Information Sharing for Children, Young People and Families – Code of Practice for sharing personal information (Sept 2017)
- National Minimum Standards for Boarding School (September 2022)
- Revised Prevent Duty Guidance: for England and Wales (December 2023)
 - The Use of Social Media for Online Radicalisation (July 2015)
 - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

(March 2024)

- Relationships education, relationships and sex education (RSE) and health education (Sept 2021)
- Children's Social Care National Framework (December 2023)
- Searching, screening and confiscation at School (Sept 2022)
- The Equality Act (2010)
- Behaviour in schools (February 2024)
- Working together to improve school attendance (February/August 2024)
- Digital technology standards in schools and colleges (March 2023)
- Mobile phones in schools: guidance (February 2024)
- Data protection in schools (April 2024)
- Information Sharing (May 2024)
- Gender Questioning Children [Subject to consultation]
- When to call the police (npcc.police.uk)
- Keeping children safe in out of school settings (April 2022)
- After school clubs, community activities, and tuition (safeguarding for providers) (September 2023)
- The Charity Commission guidance-Safeguarding and protecting people for charities and trustees (June 2022)

1.5 The Safeguarding and Child Protection Policy forms part of a set of documents and policies which relate to our safeguarding responsibilities and therefore should be read in conjunction with the following policies:

- Acceptable Use of ICT – Staff
- Access to Site and Premises including Checks and Supervision of Contractors, Lettings and Residents' Guests
- Accommodation – Adults Living or Guests Visiting on Site with Resident Staff
- Anti-Bullying Strategy
- Appointment, Induction and Retirement of Governors
- Attendance Registration and School Roll Procedure
- Behaviour, Rewards and Sanctions
- Boarders Access to staff accommodation (NMS20)
- Codes of Practice for Confidentiality
- Complaints Procedure
- Data Protection and Data Retention Policy
- Disclosure of Circumstances - Staff
- Emergency Response Procedures
- Event Safety Policy and Procedures
- Equal Opportunities for Pupils
- First Aid Policy
- Health and Safety – Organisation and Arrangements including Letting management
- Health Centre Handbook – including managing children with medical needs
- Missing Pupils Procedures
- Online Safety including Responsible Digital Device Use – for Pupils
- Physical Restraint
- Preventing Extremism and Radicalisation
- Pupil Support and Outside Listener
- Pupils Travelling in cars/taxis
- Relationships and Sex Education
- Safer Recruitment – Policy and Procedure
- Search Policy

- Social Media Policy
- Staff Code of Conduct
- Staff Disciplinary and Grievance
- Staff Training and Development
- Special Educational Needs and Disability
- Supervision of Pupils
- Taking, Using and Storing Images of Pupils Policy
- Teacher Training and ECTS
- Trips and Educational Visits
- Visiting Speaker Procedures
- Wellbeing and Mental Health Policy and Procedures
- Whistleblowing

2 Policy Aims

- 2.1 To ensure the best interests of the child are paramount to enable children to have the best outcomes.
- 2.2 To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children and to ensure the welfare of children is understood as everyone's responsibility.
- 2.3 To ensure consistent good practice across the School as a whole School approach to safeguarding.
- 2.4 To demonstrate the School's commitment with regard to safeguarding children.
- 2.5 To prevent harm by raising awareness, education to pupils, and promoting an ethos where pupils feel able to talk.
- 2.6 To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases, or supposed cases, of abuse, neglect and exploitation, including radicalisation and online grooming.
- 2.7 To emphasise the need for good levels of communication between all members of staff.

3 The Difference between Safeguarding and Child Protection

- 3.1 Safeguarding is a broader term than child protection. It encompasses all the elements set out within this document and is what a School should do for all children; Child Protection is part of this definition and refers to activities undertaken to protect children who have been harmed or at significant risk of being harmed.
- 3.2 Safeguarding and promoting the welfare of children is defined 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 impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

4 Raising Awareness with Pupils

- 4.1 The School prides itself on its culture of open and effective communication between staff and pupils, where

children are listened to and on its excellent pastoral support structures. The School prepares all pupils to make reasoned, informed choices, judgements, and decisions. Time is allocated through PHSE in Wellbeing, General Studies, Carrington Award and tutor/House time for discussion of safeguarding issues, relationships and sex, online safety including radicalisation and in developing in pupil confidence in recognising abuse and staying safe from online abuse and bullying.

- 4.2 All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking with the DSL or DDSs if they have a concern about a child.
- 4.3 The School recognises that a “one size fits all” approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- 4.4 **Online Safety Training:** Pupils are taught about how to stay safe online in their Wellbeing lessons, through General Studies, age-appropriate year group talks and in their Computing lessons. All pupils sign a Responsible Digital Device Use statement annually which reminds them, among other things, about the importance of protecting their identity online, and what to do if they come across harmful or inappropriate material.
- 4.5 **Filtering and Monitoring:** The School recognises its responsibility to do all it can to prevent pupils coming to harm through their use of technology but are also aware of the importance of not over-blocking. There are robust filters on the School Internet, as outlined in the *Online Safety Policy*, and pupils who have a School-managed device have Smoothwall (<https://www.smoothwall.com/education/why-smoothwall/>) uploaded to add greater support to pupils.
- 4.6 **Listening to Pupils:** All pupils know who to turn to if they are worried, including the School Counsellors, Peer Listeners, the Chaplain, the Health Centre or the Independent Listener. All pupils have the opportunity to express views and feedback.
- 4.7 Pupils are provided with appropriate external helpline(s) to ring in case of problems or distress. The inclusive ethos and emphasis on the School’s values of trust, encouragement and mutual respect, alongside training for Heads of Houses, prefects and all members of the UV and LVI, protect against peer on peer abuse, but vigilance is maintained.

All pupils know how to find information on where to seek help (Appendix One).

- 4.8 Where pupils are asked to learn online at home, the School follows government guidance on how to do so safely.

5 Policy Details

5.1 Statement of Intent

- 5.1.1 The safety and welfare of all pupils is the highest priority. Staff know all pupils as individuals and provide a secure and caring environment in which each pupil can learn safely. In all matters relating to child protection, the School will follow the procedures laid down by statutory guidance with particular reference to Keeping Children Safe in Education (Sept 2024).
- 5.1.2 Where there is a safeguarding concern, the School will ensure the pupils’ wishes and feelings are taken into account when determining what action to take and what services to provide. Staff members should always act

in the best interests of the pupil and implements a child-centred approach to safeguarding. Whilst the School is committed to working collaboratively and in partnership, with parents and carers as far as possible the wishes and feelings of the child and what in their best interest is always central to the School's decision-making process.

- 5.1.3 The School does not distinguish between pupils on grounds of age, and therefore child protection responsibilities do not end once a pupil attains the age of 18. Any reference to 'child' or 'pupil' in this policy includes any pupil aged 18 years or over.
- 5.1.4 Abuse, neglect, exploitation, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- 5.1.5 Safeguarding is a priority across all aspects of the School. The School strives to create an environment where pupils feel supported to share worries and concerns, know how to approach adults if they are in difficulties and where support is both readily available and accessible.
- 5.1.6 The School understands and recognises its obligations under the Equality Act and that the School must not discriminate against pupils because of a protected characteristic including sex, race, disability, religion or belief, gender reassignment, pregnancy, maternity, or sexual orientation.

In the context of safeguarding, the School will consider how to support pupils with regard to particular protected characteristics in order to meet their specific needs. The School will also consider their duty to make reasonable adjustments for disabled pupils.

The School also complies with its legal duties under the Equality Act 2010, including putting special provision in place to support dialogue with children who may not be able to convey their wishes and feelings as they may want to. This might include, for example, those who have communication difficulties and those who do not speak English or for whom English is not their first language.

5.2 Identifying Abuse

- 5.2.1 Abuse is a form of maltreatment. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be relevant in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused or exploited in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. A child may be abused by an adult(s) or another child/children.
- 5.2.2 Some of the following signs and types of behaviour might be indicators of abuse, neglect or exploitation. They are not evidence of abuse and there can be other explanations for a child showing these signs of behaving in these ways:
 - Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed.
 - Children with clothes which are ill-fitting and/or dirty.
 - Children with consistently poor hygiene.
 - Children who make strong efforts to avoid specific family members or friends without an obvious reason.

- Children who do not want to change clothes in front of others or participate in physical activities.
- Children who are having problems at school, e.g. a sudden lack of concentration and learning, or they appear to be tired and/or hungry.
- Children who talk about being left home alone, with inappropriate carers or with strangers.
- Children who with no medical reason are late to reach developmental milestones, such as learning to speak or walk.
- Children who are unexplainably or persistently absent from School or education, or who have poor School attendance and/or punctuality.
- Children who are reluctant to go home after School.
- Parents who are dismissive and non-responsive to practitioners' concerns.
- Parents who collect their children from School when under the influence of drugs or alcohol.
- Children who drink alcohol regularly from an early age.
- Children who are concerned for younger siblings without explaining why.
- Children who talk about running away.
- Children who shy away from being touched or flinch at sudden movements.

5.2.3 Children can be harmed either by deliberate acts or by a failure to provide proper care, or both. Children may suffer neglect, emotional, physical or sexual abuse, or a combination of such types of abuse.

5.3 Impact of Abuse

5.3.1 The impact of abuse should not be underestimated. Many children do recover well and go on to lead happy and productive lives, although most adult survivors agree that the emotional scars remain. For some children, full recovery is beyond their reach and the rest of their childhood and adulthood may be characterised by significant challenges, such as anxiety, depression, eating disorders, alcohol and substance misuse, long term medical or psychiatric difficulties.

5.3.2 Child abuse can be devastating for the child and very distressing for the staff who become involved.

5.3.3 The School will support pupils, families and staff by:

- Taking all suspicions and disclosures seriously.
- Maintaining confidentiality and sharing information on a need to know basis.
- Storing records securely.
- Offering details of help lines, counselling and other avenues of support.
- Co-operating fully with the relevant statutory agencies.

5.4 Types of Abuse

5.4.1 **Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capacity 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or

corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- 5.4.2 **Physical abuse** is a form of abuse which 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.

Corporal punishment by parents is a safeguarding issue. A policy of encouraging parents to use corporal punishment on their children for misbehaviour occurring in School would be considered a breach of the safeguarding standard.

- 5.4.3 **Sexual Abuse** involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. These activities may involve physical contact, including assault by penetration (such as rape or oral sex) or non-penetrative acts (such as masturbation, kissing, rubbing and touching outside of clothing). They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (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.

- 5.4.4 **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); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs for security, love, praise and recognition.

- 5.4.5 **Abuse from Use of Electronic Technology** - The School recognises the role of technology in many safeguarding and wellbeing issues. The risks are associated with four main areas:

- **Content:** being exposed to illegal, inappropriate or harmful material, e.g. pornography, fake news, racism, misogyny, self-injury, radicalisation.
- **Contact:** being subjected to harmful online interactions with other users, e.g. peer pressure, commercial advertising, adults posing as children with the intention to groom or exploit.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm e.g. making, sending and receiving explicit images, online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and financial scams.

All staff should know that abuse can take place wholly online, or technology may be used to facilitate offline abuse. Staff should also be aware of the risks posed by the use of Social Media, including that of radicalisation, sexual harassment, and grooming.

Sharing nudes and semi nudes (formerly referred to as Sexting) is defined as the creation and/or sharing of sexual imagery (including photos and videos) usually via mobile phone, tablet, computer, or publication online by young people under the age of 18. Sharing nudes and semi nudes may constitute abuse or a criminal offence, so any concern or allegation regarding the sharing or posting of such images must be reported to the DSL. The creation or sharing of sexual imagery of children *under* the age of 18 by those *over* the age of 18 constitutes child sexual abuse and must be referred to the police as an urgent matter.

Upskirting involves a picture being taken under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. If staff are made aware of pupil(s) involved in upskirting, they must inform the DSL.

Revenge Porn, deep fakes and deep nudes are also terms used by young people and often refer to digitally manipulated and AI-generated nudes and semi-nudes. Any staff member informed of a direct disclosure must inform the DSL immediately.

5.4.6 Appendix Two of this policy sets out further detail of possible signs of abuse and of grooming.

5.5 Dealing with Concerns

- 5.5.1 If staff suspect or hear any allegation or complaint of abuse, exploitation, or neglect from a child or any third party, they must act immediately and follow the relevant procedure within this Policy. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.
- 5.5.2 Fears regarding sharing information under the Data Protection Act 2018 and the UK GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and neither the DPA 2018 or the UK GDPR prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the DSL. The School recognises the importance of information sharing between practitioners and local agencies, including ensuring arrangements for sharing information within the School and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required.

5.6 Handling Disclosures

- 5.6.1 Disclosure may take place at any time of the day or night, and all staff need to be aware of how to handle a disclosure as highlighted below:
- Always stop and listen straight away to someone who wants to speak about incidents or suspicions of abuse, which may involve abuse by another pupil.
 - Do not promise confidentiality.
 - Listen to what is being said without displaying shock or disbelief.
 - Accept what is being said and do not ask leading questions.
 - Allow the child to talk freely.
 - Reassure the child, but do not make promises which may not be possible to keep.
 - Reassure the child that it was not their fault.
 - Stress that it was the right thing to tell you.
 - Do not criticise the alleged perpetrator.
 - Explain what has to be done next and who has to be told.
- 5.6.2 Where possible, make brief notes of what the pupil is saying whilst they are speaking, and keep original notes without destroying them. If staff do not have the means to write at the time, make notes of what was said as soon as possible afterwards. Notes should be a clear, precise, factual account of the observations, making sure to:
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.

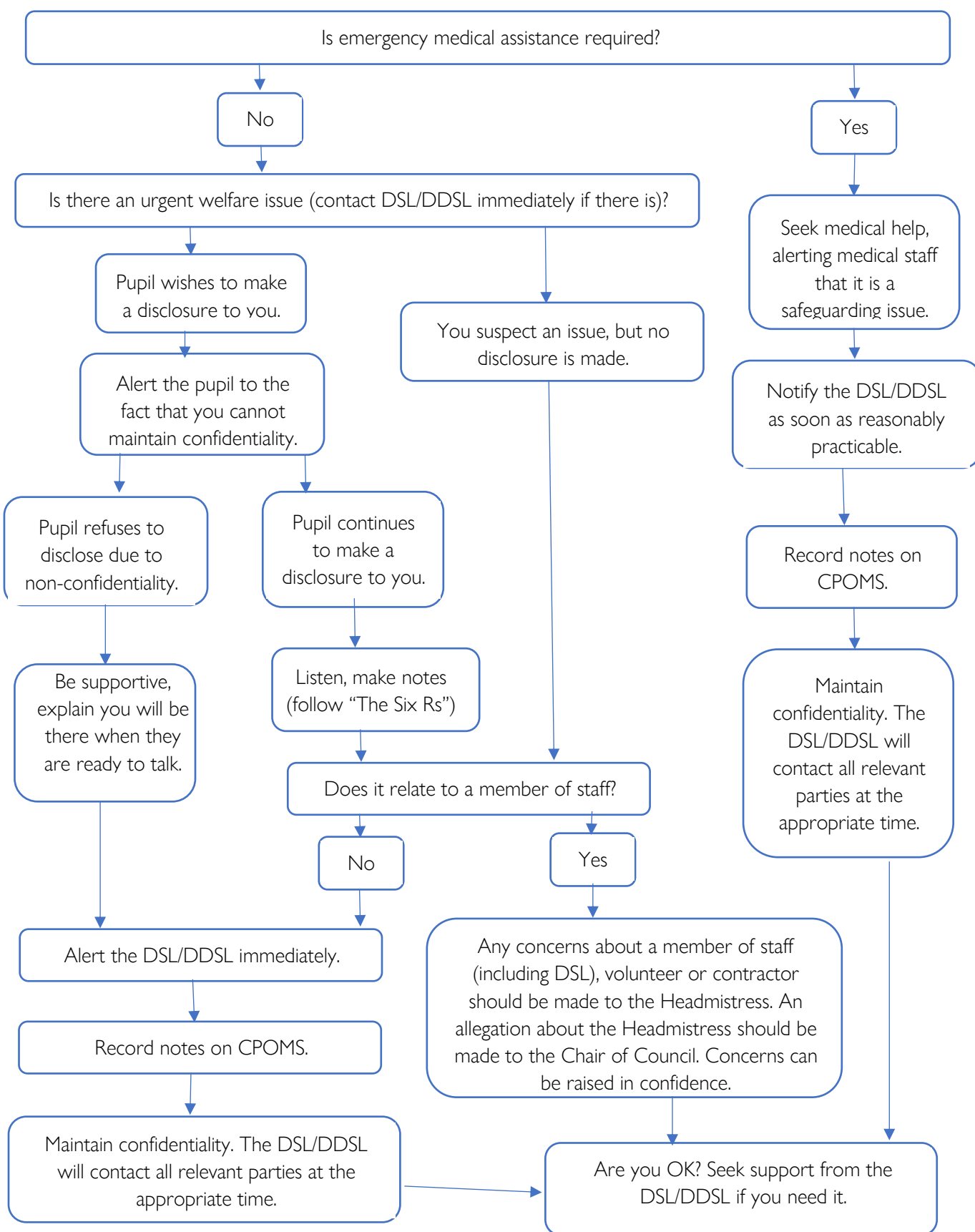
- Draw a diagram to indicate the position of any bruising or other injury.
- Record statements and observations rather than interpretations or assumptions. All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.
- Information can be submitted via CPOMS using the appropriate Safeguarding category.

- 5.6.3 Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people or making enquiries.
- 5.6.4 If a child is in immediate danger or is at risk of harm, staff should immediately refer to Children's Social Care and/or the Police. In the case of a pupil who is aged 18 or over, the DSL will consider whether it is necessary to refer to the Safeguarding Adults Board.
- 5.6.5 All concerns and discussions about a child's welfare, the decisions made and the reasons for the decisions should be recorded in writing in CPOMS.
- 5.6.6 Dealing with a disclosure from a child and a child protection case in general, is likely to be a stressful experience. The member of staff should consider seeking support and discuss this with the DSL who may refer the colleague to the School Counsellors or Chaplain.

5.7 “The Six Rs”



5.8 What to do if you suspect a pupil is suffering or likely to suffer harm



6 Concerns about a Pupil

6.1 Early Help, Child in Need and Child at Risk

Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need (See Appendix Three) and how it should be used to inform decision making regarding a referral to First Response.

6.1.1 **Early help** means providing support as soon as a problem emerges at any point in a child's life that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

6.1.2 All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL or DDSs, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

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

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or home.
- Is misusing drugs or alcohol.
- Is at risk of modern slavery, trafficking or exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Children with a family member in prison.
- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- Is a privately fostered child.
- Has a parent/carer in custody, or is affected by parental offending.
- Has a mental health need.
- Is absent from education, particularly on repeat occasions and or prolonged periods including persistent absences for part of the School day.
- Has experienced multiple suspensions and is at risk of being excluded from school.
- Has certain health conditions.
- Is an asylum seeker.

6.1.4 Early help support mechanisms can include:

- Wellbeing curriculum exploring emotions and strategies to develop positive relationships.
- Team around the Child (TAC) meetings to identify early help support mechanisms.
- Counsellor referrals.
- Mental Health First Aid (Youth) trained staff.
- House Mother/House Daughter support systems.

6.1.5 **A Child in Need** refers to a pupil whose circumstances may require them to have extra support in order for

them to live a life which does not compromise their ability to fulfil their potential. These pupils will be referred to Children's Services and will benefit from additional support which should be put in place as soon as the problem is identified.

- 6.1.6 **A Child at Risk** is a pupil who is at risk of significant harm (which may or may not be abuse). Such cases will be referred to Children's Services immediately in accordance with the procedures outlined in this policy.

6.2 Children who need a social worker (Child in Need and Child Protection Plans)

- 6.2.1 A child may need a social worker due to safeguarding and welfare needs. All staff are aware that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- 6.2.2 The DSL will be aware of whether a child has a social worker, and will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

6.3 Anti-Bullying

- 6.3.1 The School has an *Anti-Bullying Strategy* that is reviewed annually.
- 6.3.2 All staff will be made aware of the harm caused by bullying through anti-bullying training and of the other types of child-on-child abuse through safeguarding training.
- 6.3.3 Staff will use the School's anti-bullying and safeguarding procedures where necessary.

6.4 Children Absent or Missing Education

- 6.4.1 A child who has unexplainable and/or persistent absences from education, is a potential indicator of abuse or neglect. All staff should follow guidance set out in the *Attendance Registration and School Roll Procedure* and the *Missing Pupils Procedures* for dealing with children who are absent or go missing from education, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation including sexual abuse or radicalisation.
- 6.4.2 The School will, where possible, keep two emergency contact numbers for every pupil, and will contact the Local Authority when pupils leave the School or has been absent from School without the School's permission for a continuous period of 10 school days or more.
- 6.4.3 Elective Home Education: Where Parents decide to remove their child from the School in order to home educate, the School will work with the Local Authority, Social Workers where applicable, and Parents to coordinate a meeting ahead of any final decision to ensure consideration is given to the best interests of the child.

6.5 Child Sexual Exploitation

- 6.5.1 Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power, or status. It can involve violent, humiliating and degrading sexual acts. In some cases, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection, or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is

exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. Exploitation can include trafficking of children or modern day slavery.

6.5.2 Further information on the signs that someone may be a victim of modern day slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance “Modern slavery: how to identify and support victims (June 2021)”.

6.5.3 Signs of child sexual exploitation may include:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older girlfriends or boyfriends.
- Children who suffer from sexually transmitted diseases or repeat pregnancies, abortions or miscarriages.
- Children who misuse drugs and alcohol.
- Inappropriate sexualised behaviour and underage sexual activity.
- Mood swings, poor emotional wellbeing, suicidal ideation, eating disorders, self-injury.

6.6 Child Criminal Exploitation

6.6.1 Child criminal exploitation is the use of a child in criminal activities for economic gain, and is typified by some form of power imbalance in favour of those perpetrating the exploitation. This power imbalance can be with regards to age, gender, cognitive ability, physical strength, status, and access to economic or other resources.

6.6.2 **County Lines** is the most prolific form of child criminal exploitation and is where older individuals or groups of older individuals exploit younger people to carry drugs or other contraband from urban areas to suburban and rural areas.

6.6.3 As with other forms of abuse and exploitation, County Lines exploitation can:

- Affect any child or young person, male or female, under the age of 18.
- Affect any vulnerable adult over the age of 18.
- Still be exploitation even if the activity appears consensual.
- Involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Be perpetrated by individuals or groups, males or females, and younger people or adults, and is typified by some form of power imbalance in favour of those perpetrating the exploitation.

6.7 Cybercrime

6.7.1 Cybercrime is a criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer).

6.7.2 Cyber-dependent crimes include:

- Unauthorised access to computers (illegal ‘hacking’), for example accessing a School’s computer network to look for test paper answers or change grades awarded.
- Denial of Service (Dos or DDos) attacks or ‘booting’. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources.
- Making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware,

botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

- 6.7.3 Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
- 6.7.4 If there are any concerns about a child in this area, the DSL or DDSL should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local police. It aims to intervene where young people are at risk of committing or divert them to a more positive use of their skills and interests. Cyber Choices does not cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety.
- 6.7.5 Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre – NCSC.gov.uk

6.8 Honour-Based Abuse including Forced Marriage

- 6.8.1 Honour-based abuse (HBA) encompasses crimes that have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. They may include non-violent forms of abuse.
- 6.8.2 **Forced Marriage** is a human rights abuse and falls within the Crown Prosecution Service's definition of domestic abuse. Young women can be at risk in affected ethnic groups and is an entirely separate issue from arranged marriage.
- 6.8.3 All forms of honour-based abuse are abuse, regardless of the motivation, and should be handled and escalated as such in accordance with the guidance set out in this Policy.

6.9 Female Genital Mutilation (FGM)

- 6.9.1 In line with the Buckinghamshire Safeguarding Partnership's FGM Policy, the School recognises that whilst there is not necessarily an intent to harm a girl/young woman through FGM, the practice has serious short and long term medical and psychological implications. The School works with partner agencies to promote understanding and safeguard families who may be at risk of this practice. The School also recognises that the practice of FGM in the UK is a criminal offence.
- 6.9.2 Female Genital Mutilation is a form of child abuse. All staff need to be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM.
- 6.9.3 Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.
- 6.9.4 UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.
- 6.9.5 **Mandatory Reporting Duty:** Since October 2015, Section 5B of the Female Genital Mutilation Act (2003) (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social

workers and healthcare professionals, to report to the Police where they discover, either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they **should not** be examining pupils. Teachers must report their concerns to the DSL immediately, and to the Police by calling the non-emergency number 101 immediately afterwards.

- 6.9.6 Staff who are not teachers, social workers or healthcare professionals but who have been made aware of an alleged case of FGM should report their concerns to the DSL immediately.
- 6.9.7 The DSL will refer all concerns in relation to possible or actual FGM via the BFRT. In the event of information coming to the attention of the DSL that there is an immediate threat to the child, or it is believed there is a flight risk or a criminal offence has taken place, the DSL will refer immediately and directly to the Police.

6.10 Safeguarding and Mental Health

- 6.10.1 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where pupils have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff must refer to the *Wellbeing and Mental Health Policy* for further information and the support systems in place for pupils.
- 6.10.2 Staff are well placed to observe pupils on a daily basis and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one, but only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- 6.10.3 If staff have a concern about a pupil's mental health that is also a safeguarding concern, immediate action should be taken and speak to the DSL.

6.11 Safeguarding SEND Pupils

- 6.11.1 Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse or neglect in this group of children. These can include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
 - Children with special educational needs and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs.
 - Communication barriers and difficulties in overcoming these barriers.
- 6.11.2 Staff must always be prepared to support SEND pupils in expressing any concerns they may have and be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

6.12 Safeguarding lesbian, gay, bisexual or gender questioning Pupils

- 6.12.1 A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. Children questioning their gender may well have vulnerabilities, including having complex mental health and

psychosocial needs, and in some cases additional diagnoses of SEND.

6.12.2 When supporting a gender questioning child, the Schools will take a cautious approach and consider the broad range of the pupils individual needs, in partnership with the pupils parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

All staff are expected to create a culture where pupils can speak out or share their concerns with members of staff.

6.13 Safeguarding International Pupils

6.13.1 The School is aware of its safeguarding responsibilities in respect of pupils from overseas who are sponsored by the School via the Child Student Route (a study visa). Specifically, these duties require that:

- Policies and Procedures must be in place to ensure the safety, wellbeing and protection from exploitation of sponsored students.
- Non-school accommodation must meet the requirements of the route.
- All teaching and boarding sites must meet legally required standards.
- All staff who have access to pupils must have a current DBS.

This policy therefore covers all pupils at the School, including those here temporarily on exchange visits.

6.13.2 The School is aware that some international pupils may have an increased safeguarding risk due to their different cultures. The School will follow this Policy if they believe that a young person has, or is at risk of, being harmed and the DSL will consider consulting with Buckinghamshire Children's Services if the suspected abuse took place overseas.

6.14 Pupils who are looked after, or were previously looked after children

6.14.1 Pupils who are looked after by a local authority, or who were previously looked after, can face additional safeguarding issues. If you have any concerns, you should contact the DSL who is the School's designated member of staff for looked after children. They have overall responsibility for their welfare and progress. In addition to this, they will have up to date assessment information from the relevant local authority, their most recent care plan and contact arrangements for parents and carers.

6.15 Private Fostering

6.15.1 The School recognises its obligation to children who may be privately fostered. Private fostering is defined as accommodation provided for a child under the age of 16 who lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days.

6.15.2 If the School thinks that a pupil is being privately fostered, they will discuss this with their parents or carers and encourage them to notify the Local Authority. If they consent, the School will contact the Local Authority via the BFRT. If they do not consent, the School will discuss their concerns with BFRT.

6.16 Child-on-Child Abuse, Sexual Violence and Sexual Harassment

- 6.16.1 Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Staff recognise that children are capable of abusing their peers either face to face or online. It can occur through a group of children abusing a single child or group of children. There are many different forms of child-on-child abuse, including, but not limited to:
- Bullying (including cyberbullying).
 - Abuse in intimate personal relationships between children
 - Physical abuse, such as kicking, hitting, shaking, biting, hair pulling, or otherwise causing physical harm.
 - Sexual violence, such as sexual assault.
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse.
 - Harmful sexual behaviour, referring to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development including, but not limited to, abusive or violent behaviours.
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
 - Sharing of nudes and semi-nude images and/or videos.
 - Initiation/hazing type violence and ritual.
 - Upskirting.
- 6.16.2 Child-on-child abuse should never be tolerated or passed off as “banter” or “part of growing up”, nor will harmful sexual behaviours be dismissed as “the same” or “just having a laugh”. The victim and perpetrator will be offered appropriate support and reassured that matters will be taken seriously. The School takes a zero-tolerance approach to reports of sexual violence, sexual harassment, sexism, misogyny/misandry, homophobia and biphobic behaviours. The School will support pupils where the incident has occurred outside of the School or online, and these incidents will be treated equally seriously.
- 6.16.3 While bullying between children is not a separate category of abuse, it is a very serious issue that can cause considerable anxiety and distress. The School recognises that children with special educational needs and disabilities (SEND), health conditions, or those who identify as LGBT, are perceived to identify as LGBT or gender questioning, can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children. All incidents of bullying should be reported and managed in accordance with the School's *Anti Bullying Strategy*.
- 6.16.4 **Disclosure:** In the event that one pupil makes a disclosure about another pupil, the general principles of listening and reporting to the DSL remains the same. Each disclosure will be treated purely on the facts, and no-one prescribed solution can be seen as a best fit. The reporting arrangements, including contact with a welfare agency within 24 hours of a disclosure of abuse, are the same as for any case of abuse and are in line with local policy. All children involved, whether perpetrator or victim, are treated as “at risk” and will be supported.
- 6.16.5 The victim must always be reassured that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor would a victim ever be made to feel ashamed for making a report.

KCSIE 469. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs

online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

- 6.16.6 Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Sexual assaults, including upskirting, will be reported to the Police. If the DSL decides to make a referral to BFRT and/or a report to the Police against the victim's wishes, the reasons should be explained to the pupil, parents will be informed if appropriate, and appropriate specialised support offered.
- 6.16.7 Where there has been a report of sexual violence and/or sexual harassment between peers, the DSL will make an immediate risk and needs assessment, considering:
- The victim.
 - The alleged perpetrator.
 - The other children (and, if appropriate, staff) at the School.
 - Proximity of the victim and alleged perpetrator.
 - Shared classes, bedrooms, and boarding houses.
 - Any siblings who are pupils within the School.

Risk assessments will be recorded and kept under review.

- 6.16.8 All concerns, discussions and decisions will be recorded in writing. At the end of the investigation, a review will be held to determine whether there is a pattern of concern, problematic or inappropriate behaviour. Where a report is known to be malicious, the School will consider what disciplinary action is appropriate.
- 6.16.9 As a full boarding School, staff must be particularly alert to safeguarding pupils against the risk of child-on-child abuse. Children may be particularly vulnerable in residential settings. In reflection of that, there are additional requirements for boarding Schools that are set out in the National Minimum Standards for Boarding Schools which can be found [here](#). All staff should understand that, just because there are no reports of child-on-child abuse within a particular House, Tutor Group or Year Group, that it does not mean that it is not happening; it may simply mean that it is not being reported. Therefore, it is vital that staff report any concerns relating to child-on-child abuse to the DSL or DDSL immediately.
- 6.16.10 The School will ensure that pupils are aware of how they can report child-on-child abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well-promoted, and in a format that is easily accessible and easily understood.

6.17 Serious Violence

- 6.16.1 All staff should be aware of indicators which may signal that a child is at risk from, or involved with serious violent crime. These may include:
- Increased absence from School.
 - Returning late from periods of leave.
 - Change in friendship groups.
 - Relationships with older individuals or groups.
 - Significant decline in performance.

- Signs of self-injury or suicidal ideation.
- Unexplained gifts.

6.18 Domestic Abuse

- 6.18.1 Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to, psychological, physical, sexual, financial and emotional.
- 6.18.2 Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impacts on children, and may lead to other safeguarding concerns.

6.19 Homelessness

- 6.19.1 Being homeless or at risk of homelessness presents a real risk to a child's welfare. The School is aware of potential indicators of homelessness, such as:
- Household debt.
 - Rent arrears.
 - Domestic abuse.
 - Anti-social behaviour.
- 6.19.2 If the School becomes aware of a pupil at risk of homelessness, they will make a referral to the Local Housing Authority as appropriate and in accordance with local procedures, and submit a referral to the MASH where a child has been harmed or is at risk of harm.

6.20 Children and the Court System

- 6.20.1 Children are sometimes required to give evidence to criminal courts, either for crimes committed against them or for crimes they have witnessed. Age-appropriate guides on the gov.uk website explains each step of the process, and the support and special measures that are available.
- 6.20.2 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. Where appropriate, the School may refer some parents or carers to this service.
- 6.20.3 **Child Abduction** is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); or by strangers. All staff should remain vigilant. Further information can be found at: www.actionagainstabduction.org

6.21 Children with Family Members in Prison

- 6.20.1 Approximately 200, 000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children to help mitigate negative consequences for those

children.

- 6.20.2 The Prison Service will undertake a child safeguarding enquiry with children's social care for all sentenced prisoners to identify any who present an ongoing risk to children from within custody. Prisons will also decide on the level of contact, if any, they will allow between a prisoner and a child based on a child contact risk assessment.

6.22 Preventing Radicalisation

- 6.22.1 Staff must be alert to the possibility of pupils who may be susceptible to extremist ideology and becoming radicalised and exposed to subversive organisations and must report concerns immediately to the DSL, or direct to the Local Authority Channel Referral and Intervention Processes (see separate guidance on *Preventing Radicalisation and Extremism* and *Visiting Speakers Procedure*).
- 6.22.2 Signs of radicalisation may include:
- Growing social isolation and increasing time spent online.
 - Feelings of grievance and injustice and feeling under threat.
 - Cutting off from former friendship groups.
 - Change in outward appearance and clothing.
 - Change of social activities to a narrow focus.
 - A desire for status, excitement, adventure and/or political or moral change expressed in extreme language.
 - Development of "Them and Us" thinking and dehumanising of a perceived "enemy" by using derogatory terms.
- 6.22.3 We recognise that some pupils may be susceptible to being drawn into terrorism or other forms of extremism and carry out appropriate risk assessments. This may involve consultation with local partners, such as the Police, about the potential risk in the local area. Such risk assessment is discussed with the Headmistress, the DSL, DDSLs and the nominated Safeguarding Council Member, to ensure our safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism. The risk assessment is regularly reviewed.
- 6.22.4 If you are concerned that a pupil may be exposed to radicalisation, the normal referral processes apply, i.e. you should discuss your concerns with the DSL who will follow the safeguarding procedures outlined in this policy and may also make a referral to the Channel programme. Borderline cases will be discussed with the Channel Panel on a no-names basis.
- 6.22.5 For further advice about extremism, the DfE provide a dedicated telephone hotline and mailbox for non-emergency advice for staff and governors: they can be contacted on 020 7340 7263 or counterextremism@education.gsi.gov.uk or contact 101 (non-emergency number for the Police).

6.23 Non-Collection of a Day Boarder

If a pupil is not collected within [half an hour] of the agreed collection time, we will call the contact numbers for the parent or carers. Where reasonably possible the School will hold more than one emergency contact number for each pupil. If there is no answer, a member of ELT/Housemistress will begin to call the emergency numbers for the pupil. During this time, the child will be safely looked after in House. If there is no response from the parents' or carers' contact numbers or the emergency numbers within a [one hour period/ when the

premises are closing], arrangements will be made to look after the pupil within the boarding House overnight. The DSL will be notified, and they will decide on the next course of action. The School will make a full written report of the incident.

The School will look after the child safely throughout the time that she remains under our care, until such a time as they has been collected by a parent, guardian or carer, or until appropriate, alternative care arrangements have been made with Social Care and/or the Police in order to prioritise the child's safety. The School's DSL will keep a record of incidents where parents/carers do not collect a child from School or are late for no explained or good reason, or where there are repeated incidents.

7 Concerns about a member of staff

*As defined on page 5 **Staff** covers ALL staff on site, including ancillary supply and self-employed staff, contractors, Governing Council, and volunteers working with children. For the benefit of any doubt that also includes part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, whether employed directly by the School or for services.*

7.1 Child Protection Concerns

7.1.1 If you are concerned about the behaviour of a colleague towards a pupil or pupils, you may worry that you have misunderstood the situation or wonder whether a report could jeopardise a colleague's career. However, any concern about a member of staff must be raised immediately (see section 7.3) **regardless of how unlikely it seems that there would be any substance to the concern**. No further action may be necessary, but it is important that such information is brought to the School's attention as soon as possible. You must remember that in all situations **the welfare of the child is paramount**.

7.1.2 Our reporting procedures for managing concerns/allegations against staff (including supply staff, volunteers, Council Members and contractors) are in line with Part Four of KCSIE and local safeguarding partner arrangements. They apply when staff have, or are alleged to have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates that he or she may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

7.1.3 When you report a concern of this nature you can expect:

- The concern to be taken seriously.
- Your identity to remain confidential (if this is your wish), unless you are later required to act as a witness in court proceedings.
- To be protected as far as possible from victimisation or harassment.
- For an initial inquiry to take place to identify any action necessary.
- Children's Services and the Police to be involved if the concern relates to abuse or neglect or the potential commission of a crime.
- Written confirmation within the timeframes given in the *Whistleblowing Policy* that your concern has been received and is being dealt with.
- To be informed of the final outcome where possible, subject to the constraints of confidentiality and legal advice (please note, if restrictions are in place, or if we have received specific direction from the LADO or the Police, communication with the reporting party might not be permissible).

7.1.4 If you feel the School is not dealing with the matter in accordance with our procedures, you should follow the *Whistleblowing Policy*.

7.2 Abuse of Trust

7.2.1 All staff are made aware that inappropriate behaviour with or towards children is unacceptable. Staff should note that, under the Sexual Offences Act (2003), it is an offence for a person aged 18 or over and in a position of trust to (a) intentionally touch a child in a sexual way; (b) have a sexual relationship with a child, even if the relationship is consensual; (c) cause or incite a child to engage in sexual activity; (d) intentionally engage in sexual activity in the presence of a child; or (e) for the purposes of sexual gratification cause a child to watch a third person engaging in a sexual activity or look at an image of any person engaging in sexual activity. A position of trust could arise even if the member of staff does not teach the child. A child for these purposes is a person under the age of 18.

7.2.2 **One to one teaching** - Staff working in one to one situations with pupils present a higher level of safeguarding risk. Teachers and others should recognise this possibility and plan and conduct such meetings to ensure that they are transparent and open to scrutiny.

7.2.3 All staff receive training during the Annual Safeguarding Training in September of each year and at Induction relating to one to one situations, and Line Managers should ensure that each member of their teams have read and understood this Code of Conduct.

7.2.4 Where an individual meeting or lesson needs to take place, staff should consider their environment carefully to minimise the risk of misunderstanding. Any space in which private meetings take place should have visual access to the room or a door left open, or the member of staff must inform a colleague that a meeting, lesson or interview is taking place.

7.2.5 Staff should not arrange meetings with pupils in remote, secluded areas of the School. They should ensure that there is visual access and / or an open door in one to one situations. Should a pupil become distressed, anxious or angry during such a meeting, or should anything happen which could be misinterpreted or give rise to a concern, this must be reported to the DSL as soon as possible.

7.2.6 Late evening individual meetings in quiet places present significant risk and should be avoided.

7.3 Raising concerns about a member of staff (including supply staff and contractors)

7.3.1 Allegations that meet the harms threshold may relate to a member of staff who has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child/children in a way that indicated they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations that do not meet the harms test will be dealt with as a low level concern (see below).

7.3.2 Should a pupil disclose abuse by **a member of staff**, the situation will be reported to the Headmistress immediately.

Should the allegation be made against **the Headmistress**, the situation must be reported to the Chair of Council without informing the Headmistress.

The *Staff Code of Conduct* offers clear guidance to protect staff from allegations of abuse.

- 7.3.3 The School will inform the LADO immediately and work with the BSCP and Thames Valley Police, following their guidance, in order to deal with any allegations as swiftly as possible and always within 24 hours. In the case of an allegation against the Headmistress, the Chair will contact the LADO.
- 7.3.4 Allegations against a teacher who is no longer working at the School or no longer teaching will be referred to the Police and any relevant authorities. Historical (non-recent) allegations of abuse will be referred to the Police and to the LADO.
- 7.3.5 The Headmistress will inform the accused person about the allegation as soon as possible after consulting the LADO and Police, giving as much information as possible on the likely course of action. Parents of the pupil(s) involved will also be informed as soon as possible and kept informed about the progress of the case. Where appropriate, parents will also be made aware of the prohibition on reporting or publishing allegations against teachers in Section 141F of the Education Act (2002).
- 7.3.6 The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.
- 7.3.7 Procedures will be applied with common sense. There will be a risk assessment of the potential harm they can inflict on pupils by staying in School. If the risk is deemed manageable, so that no pupil will come to harm, then there is no need to suspend that member of staff or require them not to talk to anyone in School about the matter during the investigation. The School has a duty of care to its employees: staff will be supported; for instance, they will be advised to contact their union and given advice on possible counselling available. A person will be appointment to keep the subject of an allegation informed on its progress.
- 7.3.8 The following definitions are to be used when determining the outcome of allegation investigations:
- **Substantiated:** there is sufficient evidence to prove the allegation.
 - **False:** there is sufficient evidence to disprove the allegation.
 - **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
 - **Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
 - **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.
- 7.3.9 Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances, a comprehensive summary written record will be made of the allegation, details of how it was followed up and resolved, a note of any action taken, decisions reached and the outcomes, and will be retained on the individual's personnel file in accordance with KCSIE (2024) and a declaration on whether the information will be referred to in any future reference.
A copy will only be provided to the individual concerned.
- 7.3.10 Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Headmistress will consider

whether any disciplinary action is appropriate against the pupil(s) or staff member who made it, or whether the Police should be asked to consider appropriate action against the person responsible if they are not a pupil.

- 7.3.11 In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.
- 7.3.12 The School acts in accordance with locally agreed inter-agency procedures and KCSIE (2024) for dealing with allegations against staff including always making a referral to the DBS (and to TRA for a teacher) if a person in a regulated activity (paid or volunteer) has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- 7.3.13 The School has an obligation to preserve records which contain information about allegations of sexual abuse and this will be held in line with the School's Data Management and Retention Policy.

7.4 Low Level Concerns

- 7.4.1 Low level concerns about a member of staff should be reported to the Headmistress.
- 7.4.2 The term "low level concern" does not mean that it is insignificant, but that the behaviour towards a child does not meet the "harm threshold". A low level concern is any concern, no matter how small, and even if no more than causes a sense of unease or a "nagging doubt", that an adult working in or on behalf of the School may have acted in a way that is inconsistent with the *Staff Code of Conduct*, including inappropriate contact outside of School. Examples of this behaviour could include, but is not limited to:
- Being over friendly with pupils.
 - Having favourites.
 - Taking photographs of pupils on their mobile phone.
 - Engaging with a pupil on a one-to-one basis in a secluded area or behind a closed door.
 - Using inappropriate sexualised, intimidating, or offensive language.
- 7.4.3 Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to abuse.
- 7.4.4 The School takes all concerns about safeguarding seriously and recognises that addressing low-level concerns is important in creating and embedding a culture of openness, trust and transparent in which the School's values and expected behaviour of its staff are constantly lived, monitored, and reinforced by all staff. The School will address unprofessional behaviour at an early stage and will support the individual to correct it.
- 7.4.5 Only substantiated safeguarding allegations, and not low-level concerns, will be provided in references.
- 7.4.6 Low level concerns which are shared about supply staff and contractors will be notified to their employers.

7.5 Neutral Notifications

- 7.5.1 A neutral notification is where a member of staff either self-reports or reports a concern regarding a situation they have found themselves in which could be misinterpreted, might appear compromising to others, and/or

they believe they have behaved in such a way that they consider falls below the expected professional standards.

- 7.5.2 All neutral notifications should be communicated with the DSL, and the DSL will decide whether further action is required.
- 7.5.3 All low level concerns and neutral notifications are stored on CPOMS StaffSafe for the duration of the individuals' employment with the School. Reports relating to supply staff and contractors are discussed directly with their employer.
- 7.5.4 The School will reflect and, as required, take steps to act on reported concerns in order to identify any patterns of concerning, problematic, inappropriate behaviour which may indicate an unacceptable culture, or weakness within the safeguarding system.

7.6 Whistleblowing

- 7.6.1 Where staff have a concern about the School's safeguarding practices, they should refer to the *Whistleblowing Policy*. All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding. There will be no disciplinary action taken against a member of staff for making such a report provided it is done in good faith.

8 Management of Safeguarding

The School regularly reviews all policies and procedures and these are produced in line with the School's contextual safeguarding risk assessment, which recognises the influence of different environments on our pupils, to ensure that the School and all staff best understand the risks, understand how to engage with children and help keep them safe.

8.1 Safer Recruitment

- 8.1.1 The School takes seriously its responsibility to recruit staff who are suitable to work with children and who share the Schools commitment to the welfare of pupils. All necessary pre-employment checks on suitability of all staff (including agency staff, volunteers and contractors) are in accordance with Education (Independent School Standards) (England) Regulations (2014) and Keeping Children Safe in Education (Sept 2024) with particular reference to Part Three. See the School's Safer Recruitment Policy and Procedure and Access to Site Policy for further details which outlines steps taken to ensure that no-one is employed within, by or behalf of the School who is unsuitable to work with children.

8.2 Staff Induction and Training

- 8.2.1 All new staff undertake an online Level 2 safeguarding course, including Online Safety and the prevention from being drawn into terrorism, in addition to having a safeguarding briefing with the DSL or DDSL. All new staff must read and be familiar with:
- Safeguarding and Child Protection Policies and Procedures
 - KCSIE (Sept 2024) – Part One and Part Five
 - Staff Code of Conduct
 - Acceptable use of ICT Policy – Staff
 - Online Safety Policy and an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring

- Pupils' Behaviour Policy – Behaviour, Rewards and Sanctions Policy and Procedures
- Attendance Registration and School Roll Procedure
- Anti-Bullying Strategy
- Whistleblowing Procedure
- Data Protection and Codes of Practice for Confidentiality - Pupils
- Access to Site and Premises Policy
- Health and Safety Arrangements and Organisation

8.2.2 All staff are required to:

- Attend regular safeguarding updates from the DSL at the beginning of every academic year.
- Confirm that they have read and understood Part One and Part Five of KCSIE each time KCSIE is updated by the Department for Education. This understanding is tested through questionnaires and discussions as appropriate.
- Undertake regular awareness training and receive updates to provide them with the relevant skills and knowledge to safeguard children effectively. The School provides these termly via, for example, e-bulletins, INSET days and staff meetings, in accordance with advice from MASH and ESAS.
- Know where and how to contact the DSL or DDSLs.
- Recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth, may feel helplessness, humiliation and some sense of self-blame.
- Recognised that children can be vulnerable and exploited by others: staff must be alert to the signs of vulnerability and/or susceptibilities to sexual harassment, sexual violence, violent extremism or indoctrination.
- Know how to ensure that staff behaviour and actions do not place pupils or staff at risk of harm or allegations of harm to a pupil.
- Know that any concerns about a member of staff's behaviour towards a pupil(s) is dealt with under the *Staff Disciplinary Procedure*, having particular regard to expert advice on child protection issues involving staff and our legal obligation to report any possible offences.
- Compulsory safeguarding refresher training (Level 2) for all staff will take place on a three yearly basis.

Records of all training are kept, including induction and ongoing training.

8.2.3 All contractors and visitors to the School receive, as a minimum, the identity and contact details of the DSL and guidance on what to do if they are concerned about a child or safeguarding practice at the School.

8.3 The Role of Governance

8.3.1 The full Governing Council annually reviews the School's safeguarding policies, including an update of the effectiveness of procedures and their implementation to facilitate a whole School approach to safeguarding. Safeguarding is on each agenda of the Council's Safeguarding, Pastoral and Boarding Committee and that of Full Council. The Safeguarding Governor carries out a termly inspection visit to School and works with the DSL team to produce and evaluate policies. The Governing Council Safeguarding team also carry out an annual deep dive visit.

8.3.2 The Council ensures that after any safeguarding-related incident, the Headmistress and DSL undertake an immediate review of procedures and the efficiency with which the safeguarding duties and child protection procedures have been discharged, including Safer Recruitment procedures, to:

- Ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.

- Approve amendments to safeguarding arrangements in the light of changing regulations or recommended best practice.

- 8.3.3 The Council approve the job description of the DSL (Appendix Six) and ensure they have sufficient time, funding, supervision and support to perform their duties.
- 8.3.4 All statutory checks and required training for members of Governing Council are in place in accordance with the *Recruitment, Induction and Retirement of Council Members Policy*.
- 8.3.5 All Governing Council receive safeguarding training each academic year and indicate that they have read and understood all parts of KCSIE (2024). This training equips them with the knowledge to provide strategic challenge, allowing them to assure themselves that safeguarding policies and procedures are effective and support the delivery of a robust approach to safeguarding.
- 8.3.6 The Safeguarding Governor is familiar with Buckinghamshire Safeguarding Children Partnership (BSCP) procedures and guidance issued by the Department for Education.
- 8.3.7 The Governing Council complies with the DfE's Data Protection guidance for schools, ensuring staff now how to comply with data protection law, develop their data policies and processes, what staff and pupil data to keep and the importance of good practices for preventing personal data breaches.

8.4 The Role of the DSL (and DDSLs)

- 8.4.1 The DSL is a member of the Executive Leadership Team.
- 8.4.2 The DSL has ultimate lead responsibility for all child protection matters in the School. Whilst some activities of the DSL will be delegated to a DDSL, the ultimate lead responsibility for child protection remains with the DSL.
- 8.4.3 The DSL and DDSLs have been fully trained for the demands of their role in safeguarding, prevent duties and inter-agency working. They undergo refresher training every two years and regularly attend courses with other child support agencies to ensure that they remain conversant with best practice and in line with LSCE advice.
- 8.4.4 The DSL is responsible for the following broad areas:
- Acting as the Senior Mental Health Lead for the School.
 - Briefing all staff on the relevant contents of the above guidance and procedures.
 - Acting as a source of support, advice and expertise for all staff, pupils, and parents.
 - Always being available to discuss safeguarding concerns or ensuring that a DDSL is available to cover.
 - Receiving reports of alleged or suspected child abuse within the School, or reported by a pupil relating to incidents outside the School, contacting the BFRT and taking other action in response, as set out in their Job Description (Appendix 6).
 - Liaising with parents, relevant statutory and voluntary agencies.
 - Pupils - Keeping written records of all concerns, ensuring that such records are stored securely, away from the central pupil file and transferred securely to the DSL of any new School. All paper records are kept locked in the DSL's office, with access restricted to the DSL and the Headmistress's Office. An electronic record of information is stored in CPOMS and access is restricted to the DSL, DDSLs, Health Centre Manager and Headmistress's Office.

- Ensuring receipt of new pupil information from other Schools and information is shared with appropriate staff members where there is a safeguarding concern or special educational need.
- Ensuring that a pupil's 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.
- Monitoring and evaluating the effectiveness of the School's safeguarding arrangements, including online safety filtering and monitoring.
- Referring all allegations against members of staff directly to the Headmistress. Where the Headmistress is the subject of an allegation or concern, reports will be made to the Chair of Council without informing the Headmistress.
- Ensuring that Safeguarding arrangements for responding to allegations relating to an individual or organisation using the School premises, whether in term time or out of term, are followed in line with this policy.

Member of Staff

Director of Safeguarding and Pupil Welfare

Last Review Date

August 2024

Appendices

Appendix One – Where do I turn? Poster

Where do I turn?



WYCOMBE
ABBEY



Supporting you throughout your time in education is at the heart of what we do here at School. Support comes in many ways and your needs can vary at different times.

Independent Listener

The School has a nominated independent listener, Mrs Siobhan Bowen-Davies, who you can contact via telephone on 01494 896311

House, Tutors and Teaching Staff

Your Housemistress, Deputy Housemistress, Matron, Head of Section, Tutor, the Headmistress, the Deputy Head (Pastoral), Director of Safeguarding and Pupil Welfare, the Senior Boarding Housemistress and other members of staff are always ready to help. You can talk to any member of staff you feel comfortable talking to. They will always do their best to support and guide you.

The Chaplain is there for you to talk to at any time. You can contact them to arrange a time to meeting by emailing stanaway@wycombeabbey.com.

Peer Listeners

The School has a Peer Listening service. Trained Lower Sixth pupils are available to meet either in person or via MS Teams. Please see the noticeboard outside the Resources Room and posters around School.

The School Safeguarding Team

Safeguarding your welfare and wellbeing is our main priority. Every member of staff is available for you to talk to if you are worried or concerned.

The School has a designated safeguarding team who are available to speak to. If you have any concerns about a pupil's wellbeing or any safeguarding issues, please contact a member of the team.

Outside Agencies and Advocacy

There are always people to turn to in School but there are also outside agencies who are available. A comprehensive list is available on the important information for pupils' pages on My Wycombe.

- **The Office of the Children's Commissioner**
0800 528 0731
advice.team@childrenscommissioner.gsi.gov.uk
- **Child Line**
0800 1111
childline.org.uk
- **Get Connected (The Mix)**
0808 808 4994 (11:00am - 11:00pm daily)
themix.org.uk
- **The Samaritans**
01494 432000
samaritans.org
- **Beat Eating Disorders**
0808 801 0711 (3:00pm - 10:00pm daily)
beateatingdisorders.org.uk
- **Kooth**
kooth.com
- **National Youth Advocacy Service**
0800 808 1001
nyas.net
- **Shout**
Text 85258
giveusashout.org

Health and Wellbeing Centre

You can always talk with staff at the Health Centre. There are both nurses and counsellors available for you to speak to.

One of the **School Doctors**:
2 Desborough Avenue, High Wycombe
Dr S Baig, Dr B Haynes and Dr R Manapuzha
Tel: (01494) 521044

OR the **School Counsellors**:
Mrs Claire Maddock
Mrs Heather Ashby-Rose
You can arrange a counselling session by emailing counselling@wycombeabbey.com

Sharing an anonymous concern

You can share anonymous concerns with the School's safeguarding team via the Safeguarding and Anti-Bullying page on My Wycombe. There is a QR code for this page below. Each submission will be followed up by the safeguarding team.

This service is not monitored 24 hours a day and may not be monitored during the school holidays. If you have immediate concern during term time, please speak to a member of staff.

Find more information about pupil support on the **Where do I turn** page of **My Wycombe**.
Scan the QR Code to go straight there.



Appendix Two – Signs of Abuse

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

- The pupil says that she has been abused or asks a question which gives rise to that inference.
- There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour. For example, they may become aggressive, challenging, disruptive or withdrawn.
- The pupil does not want to change clothes in front of others or participate in physical activities.
- The pupil is having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry.
- The pupil talks about being left home alone, with carers that appear to be inappropriate or with strangers.
- The pupil is regularly missing from school or education.
- The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- The pupil's development is delayed in terms of emotional progress.
- The pupil suddenly loses or gains weight.
- The pupil drinks alcohol regularly from an early age.
- The pupil is concerned for younger siblings without explaining why.
- The pupil talks about running away.
- The pupil shies away from being touched or flinches at sudden movements.
- The pupil demonstrates undue anxiety, over-reacts to problems and demonstrates an excessive fear of making mistakes.
- The pupil appears neglected, e.g. dirty, hungry or inadequately clothed.
- The pupil is reluctant to go home, or has been openly rejected by their parents or carers.

Signs of Grooming:

The signs of grooming are not always obvious. Groomers will go to great lengths not to be identified. Some actions associated with those grooming children in schools may include:

- Meeting pupils secretly.
- Collusive behaviours designed to cultivate dependence, such as:
 - Unprofessional conversations about other members of staff
 - Breaking School Rules or providing pupils with alcohol
 - 'Friending' pupils on social media platforms, contrary to the Staff Code of Conduct

Pupils who are being groomed at School or elsewhere may

- Be very secretive, including about what they are doing online.
- Have unexplained absences.
- Have older friends or girlfriends/boyfriends.
- Go to unusual places to meet friends.
- Have new belongings such as clothes or mobile phones they can't or won't explain.
- Have access to drugs and alcohol.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age may be observed.

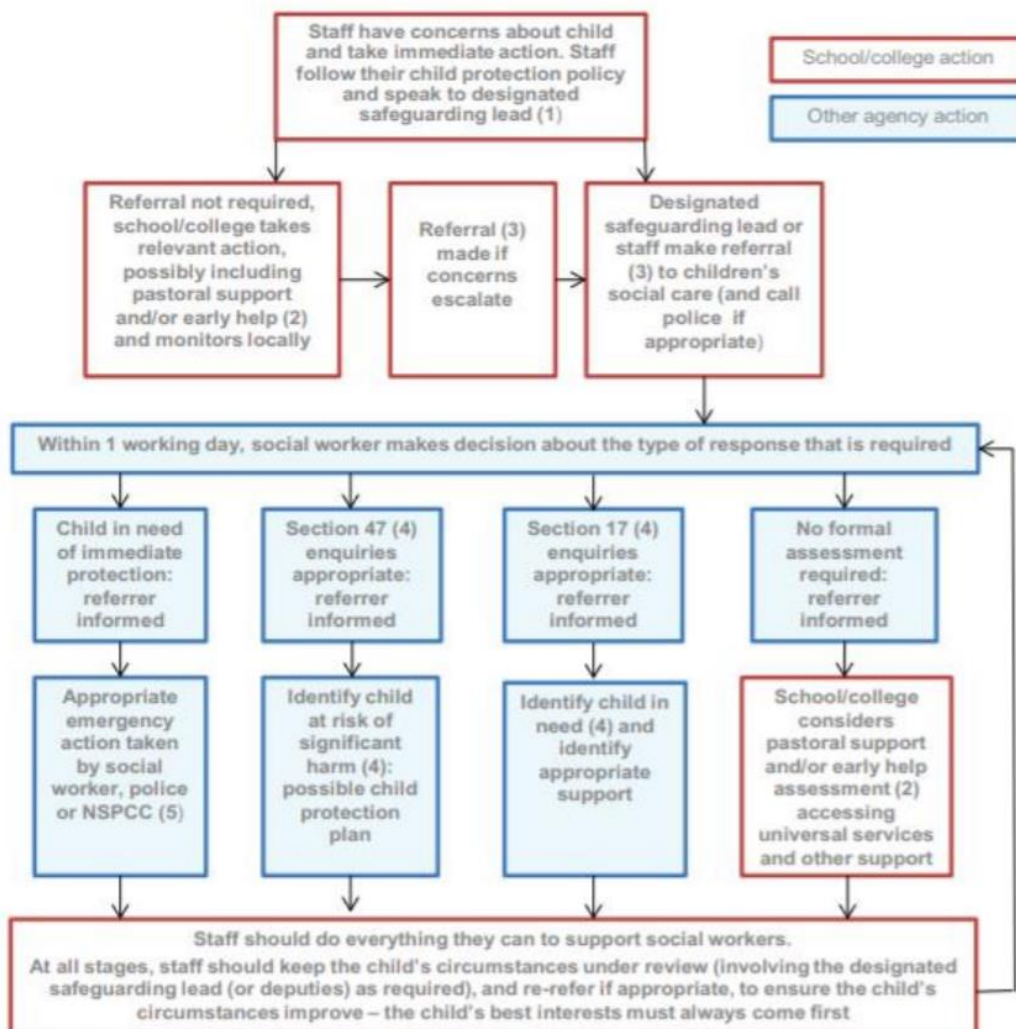
Appendix Three - BSCP Continuum of Need



<https://www.buckssafeguarding.org.uk/childrenpartnership/professionals/continuum-of-need/>

Appendix Four - Actions where there are concerns about a child

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix Five - Useful Contacts and Information Resource

NSPCC https://www.nspcc.org.uk/	0800 800 5000
Childline https://www.childline.org.uk/	0800 11 11
Kidscape – Parent Advice Line (bullying) Mon-Wed from 9.30am to 2.30pm https://www.kidscape.org.uk/	0207 823 5430
Female Genital Mutilation Helpline (NSPCC) https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/	0800 028 3550 fgm.help@nspcc.org.uk
Samaritans – Helpline https://www.samaritans.org/	116 123
Forced Marriages Unit – Foreign and Commonwealth Office Forced marriage – gov.uk	0207 008 0151
Crimestoppers https://crimestoppers-uk.org/	0800 555 111
RU Safe? Barnardos – Children/Young People Sexual Exploitation Service https://www.barnardos.org.uk/what-we-do/services/rusafe-bucks-exploitation-service	01494 785 552
CEOP – Child Exploitation and Online Protection	https://www.ceop.police.uk/Safety-Centre/

Taken from Buckinghamshire Safeguarding Children Partnership – September 2019

Appendix Six - Job Description – Director of Safeguarding & Pupil Welfare



Job description – Director of Safeguarding & Pupil Welfare

Aim: The Director of Safeguarding & Pupil Welfare is a member of the School's Executive Leadership Team. As the Designated Safeguarding Lead this member of staff has lead responsibility for dealing with safeguarding and child protection issues, including online safety, managing referrals, raising awareness, providing training and advice to staff, liaising with the Local Authority and working with other agencies where required. In addition, this role works closely with the Deputy Head (Pastoral) on a broad range of aspects in relation to pastoral care and specifically line manages the Lead Teacher for Inclusion and Diversity as well as leading on the School's Counselling provision.

Accommodation: This is a residential role. Accommodation is provided and the post holder is required to be in residence on site during term time. Senior leaders are required to be at work during some of the School holidays.

Reports to: The Headmistress

Areas of Responsibility:

Leadership and Management

- Be a visible presence and lead by example, providing inspiration and motivation. Embody for pupils, staff, Council, parents and the wider community our shared vision, purpose and strong leadership of the School.
- Responsible for leadership in matters relating to safeguarding and child protection throughout the School, assisting the Headmistress and the Executive Leadership Team to create a culture of safeguarding across the School.
- Formulate and review the sections of the Strategic Plan relating to safeguarding, child protection and pupil welfare.
- Where requested to do so, attend meetings of Council and take a role on relevant sub-committees.
- Lead and manage the Safeguarding Team which includes Deputy DSLs.
- Liaise closely with the Housemistresses, attending their meetings as appropriate and maintaining close contact with boarding houses through regular informal visits.

- Lead on all aspects of Online Safety and to liaise with the Bursar and Head of ICT on the technical provision of filtering and monitoring.
- To oversee the Peer Listening Service, run by the Chaplain.
- Liaise closely with the Deputy Head (Pastoral) on pupil welfare to help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that pupils, including pupils with a social worker, are experiencing, or have experienced with teachers and house staff. Working with the Learning Enhancement Team to understand their academic attainment and additional support required.
- Lead on all aspects of Counselling provision and liaise with the Deputy Head (Pastoral) in relation to the work of the School Doctors and Health Centre.
- Acting as the lead for Inclusion and Diversity.
- Be responsible for the oversight of the needs of all pupils on significant bursaries, acting as a point of contact for them and their parents both before their arrival at Wycombe Abbey and once they are at the School (working closely with the Director of Admissions, Housemistresses and Tutors, as required).
- Have oversight of welfare plans for individual pupils, working closely with Housemistresses and Tutors, as required and chairing Case Conferences with all interested parties (including parents) as necessary.
- Oversee communications with parents which relate to welfare and safeguarding.
- Keep comprehensive written records.
- Liaise closely with HR regarding the appointment of staff in relation to safeguarding.

Inspection

- Work with the ELT and other staff to prepare the School for inspection with respect to the relevant areas of responsibility
- Keep abreast of developments in inspection criteria and implement plans to achieve excellence against the standards required

Manage Referrals

- Refer cases of suspected abuse to the Local Authority children's social care as required
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Provide support for staff who are involved in cases requiring referral
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required
- Ensure that the School reviews its practice after each significant case by conducting 'lessons learned' exercises.

Work With Others

- Liaise closely with the Head regarding all safeguarding and child protection issues
- Liaise closely with the members of Governing Council responsible for safeguarding and for pupil welfare
- Liaise with the Chair of Governing Council ("case manager" as per Part four of KCSIE) and the Local Authority Designated Officer in cases which concern a staff member

- Liaise with staff on matters of safety and safeguarding (including online and digital safety)
- Act as a source of support, advice and expertise for all staff.

Training

The Director of Safeguarding & Pupil Welfare should undergo training to provide the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The Director of Safeguarding & Pupil Welfare should undertake Prevent awareness training as part of their remit as DSL. In addition to the formal training set out above, the knowledge and skills of the DSL should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow the DSL to understand and keep up with any developments relevant to the role in order to:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to, and understands, the School's Safeguarding and Child Protection Policy and Procedures, especially new and part time staff
- Be alert to the specific needs of vulnerable pupils
- Understand relevant data protection legislation and regulations, especially UK GDPR and DPA2018
- Understand the importance of information sharing, both within School, and with the three safeguarding partners, other agencies, organisations and practitioners
- Keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. Including instances where referrals were or were not made to another agency
- Understand and support the School with regard to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- Understand the unique risks associated with online safety and work with relevant IT experts to keep children safe whilst they are online at school
- Take steps to address the additional risks that vulnerable children face online, for example, from online bullying, grooming and radicalisation
- Encourage a culture among all staff of listening to children and taking account of their wishes and feelings.
- Responsible for safeguarding and child protection training and resources

Raise Awareness

- Ensure the School's child protection policies are known, understood and used appropriately
- Ensure the School's Safeguarding and Child Protection Policy and Procedures are reviewed annually (as a minimum) and the implementation is reviewed regularly
- Ensure the Safeguarding and Child Protection Policy and Procedures are available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the School in this

Child Protection File

- Where children leave the School, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the Director of Safeguarding & Pupil Welfare (or a DDSL) should always be available for staff in the School to discuss any safeguarding concerns.
- The Director of Safeguarding and Pupil Welfare is also responsible to ensure that a member of the team is available during holiday periods as required.
- Any other reasonable tasks as required by the Head.

Person Specification

Specialist Knowledge and Experience

- Successful track record leading and managing in a pastoral capacity
- Experience of managing at a senior level
- Proven ability to innovate and implement change at a senior level
- Commitment to educational excellence and the boarding ethos
- Proven ability to deal effectively and appropriately with highly sensitive issues.

Leadership

- Effective team management skills
- Sets high ethical, personal and professional standards

Resilience

- Proven ability to remain calm and self-controlled under pressure and to keep difficulties in perspective.
- Reacts well to change and is a driver of change.
- Seeks out and tackles demanding issues.

Motivation and flexibility

- Enthusiastic and motivated approach. Able to adapt to changing demands and conditions and maintain a

positive outlook.

Organisation

- Highly effective organisational flair with attention to detail and intellectual flexibility.
- Able to provide a sense of balance in complex situations and resilient to pressures.

Communication

- A highly effective communicator at all levels, adapting style to suit the audience.

Creativity and Innovation

- Creates new and imaginative approaches to work-related issues. Identifies fresh approaches and shows a willingness to question traditional assumptions.

Special Conditions.

- Post holder will be subject to an enhanced Disclosure and Barring Service check.

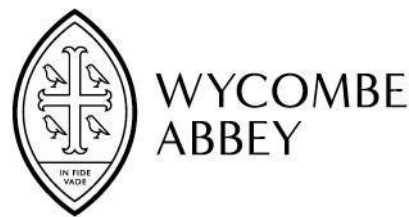
Child Protection Statement

The posts holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to the Headmistress or nominated safeguarding council member or Chair of Council.

The School values of Trust, Encouragement, Mutual Respect, Dynamism, Excellence, Innovation, Service and Balance should be followed to enhance working relationships and to benefit the whole School community.

The duties and responsibilities contained within this job description may change from time to time according to the requirements of the role. This document is not intended to have a contractual effect.

Arrangements for the Hire of School premises involving children



Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation (Hirer) has appropriate safeguarding and child protection policies and procedures in place (and the School will inspect these as needed); and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the School roll.

The School will ensure that the DSL or DDSL can be contacted and/or is available at all times the School premises are in use, whether that activity is a School or non-school activity and regardless as to whether the children attending are on the school roll.

The School will ensure that safeguarding requirements are included in any agreement for use of the school premises (such as a lease or hire agreement) as a condition of use and occupation of the premises and that failure to do so by the provider to comply with this will lead to termination of the agreement. When considering the safeguarding arrangements any providers have in place the School will have regard to the DfE's non statutory guidance *Keeping children safe in out-of-school settings* (April 2022) and *After school clubs, community activities, and tuition (safeguarding for providers)* (September 2023).

The School will ensure that all Hirers, irrespective of whether in term time or non-term time, have the following documentation and checks in place. The requirement is detailed in the formal contract for all Hiring and Lettings of the School facilities.

1. **Health And Safety**

Hirers Health and Safety Policy

Hirers Risk Assessments for each activity, use of accommodation

Hirers Fire Safety and evacuation Plan

Written confirmation that the Hirer has at least one emergency contact for each child and that the Hirer has recorded any medical conditions and allergies for staff and students.

2. **Safeguarding and Child protection**

Hirers Safeguarding and Child Protection policy including procedures for dealing with safeguarding incidents

Written confirmation from the Hirer of the following:

All staff having read and understood the Hirer's Safeguarding and Child Protection policy

All staff having received training on issues that can put children at risk of harm

That there is a clear procedures on what to do if there is a concern about a member of staff

The name(s) of an appointed, qualified, Designated Safeguarding Lead

3. **Suitability of staff and volunteers**

A list of all staff and regular Visitors on site

Written confirmation that all staff attending the site have been subject to all necessary Safer Recruitment checks including DBS vetting, Right to Work in the UK, Overseas Checks, Qualifications and References, and that no adverse issues have arisen from these checks.

Staff Code of Conduct Policy – read and understood by all staff

4. Governance

A clear complaints procedure

Whistleblowing Policy

Dealing with safeguarding concerns and allegations

The School may receive an allegation or concern relating to an incident that happened when an individual or organisation was using the School premises for the purposes of running activities for children and/or vulnerable adults (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the School will follow this Safeguarding and Child Protection policy and procedures, including informing the LADO.

Contractors on Site

Hirers are made aware that the School undertakes essential maintenance, building refurbishments and site builds during the School holidays, during their hire period, and that they are responsible for the supervision of their children and participants at all times. As a minimum the School has the following arrangements in place when employing contractors to work on site during the holidays. Further information is detailed in the *Access to Site Policy*.

Each individual contractor will:

- produce an ID on arrival;
- sign in on arrival and departure so there is a record of who is on-site;
- display a visitor lanyard (white or green), depending on their task and frequency of visit
- receive a site briefing which includes safeguarding, H&S, fire alarm, welfare facilities, out of bound areas;
- read and acknowledge understanding of the Contractor Handbook – Rules and Guidance;
- read and acknowledge understanding of the Safeguarding and Child Protection procedures for Contractors; and
- where appropriate to the works, provide a written risk assessment/method statement outlining risks and mitigations.

Member of Staff

Bursar/Director of Safeguarding and Pupil Welfare

Last Review Date

June 2024

Version - HIRERSAFE/v4/2024