

Safeguarding and Child Protection Policy

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Key School Contact Details

Designated Safeguarding Lead (DSL)

Mrs Vicky Fawkes, Director of Safeguarding and Pupil Welfare
Abbey Office Direct Line: 01494 896306, internal extension 309
Mobile: 07515 063828
Email: fawkesv@wycombeabbey.com

Deputy Designated Safeguarding Leads (DDSL)

Mr James Jones, Deputy Head (Pupils)
Direct line: 01494 895576
Mobile: 07930 489270
Email: jonesj@wycombeabbey.com

Miss Sophie Blunt, Wendover Housemistress

Direct line: 01494 447048
Mobile: 07515 063833
Email: blunts@wycombeabbey.com

Headmistress

Mrs Jo Duncan
01494 897026 (Executive Assistant to Headmistress)
Email: headmistress@wycombeabbey.com

Nominated Safeguarding Council Member

Mrs Diana Rose
Email: dianarose007@me.com

For Chair of Council contact via Clerk to the Council

Mr Peter Warren, contact via the Bursar and Clerk to Council
Email: mackenziecrooksm@wycombeabbey.com

Key External Contact Details

Buckinghamshire First Response Team (BFRT) Tel: 01296 383 962

Out of hours Tel: 0800 999 7677

Email: secure-cypfirstresponse@buckscc.gov.uk

Education Safeguarding Advisory Service (ESAS), Buckinghamshire - Tel: 01296 382912

Safeguarding Officer: Julia White Tel: 01296 382828 Mobile: 07590 461231

Email: julwhite@buckscc.gov.uk

Buckinghamshire Local Authority Designated Officer (LADO) - Duty Office: 01296 382070

Thames Valley Police – dial 101 (non-Emergency) dial 999 (Emergency)

Thames Valley Safeguarding Team: wycombesafeguarding@thamesvalley.pnn.police.uk

NSPCC Whistleblowing Advice

Tel: 0800 028 0285

Email: help@nspcc.org.uk

Disclosure and Barring Service - <https://www.gov.uk/guidance/barring-referrals>

Tel: 01325 953795

Email: dbsdispatch@dbs.gsi.gov.uk

Teaching Regulation Agency - <https://www.gov.uk/report-teacher-misconduct>

Tel: 0207 593 5393

Email: misconduct.teacher@education.gov.uk

Independent Schools Inspectorate - <https://www.isi.net/parents-and-pupils/concerns-about-a-school>

Tel: 020 7600 0100

Email: concerns@isi.net

Prevent – Support and Advice about Extremism

BCC Prevent Co-ordinator – 01296 674784

Out of hours Tel: 0800 999 7677

Email: secure-cypfirstresponse@buckscc.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 office hours

Call 101 and ask for the on call Special Branch Sergeant

National Anti-Terrorist Hotline

0800 789 321

BCC Equalities & School Improvement Manager - 01296 382461

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	Keeping Children Safe in Education (September 2020)
LADO	Local Authority Designated Officer
MASH	Multi Agency Safeguarding Hub
MARF	Multi Agency Referral Form
TRA	Teacher Referral Agency
WTSC	Working Together to Safeguard Children (July 2018)

School refers to Wycombe Abbey School

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 adults or another child or children.

I.1 Introduction and Context

I.1 The welfare of all children at Wycombe Abbey must be the primary concern for all staff and the School will do all it can to ensure that all pupils are safe and happy. **Safeguarding and promoting the welfare of children is everyone's responsibility.** In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, **at all times**, what is in the best interests of the child.

Everyone should always maintain an attitude of '**it can happen here**' where safeguarding is concerned.

I.2 Safeguarding children is the action we take to promote the mental and physical welfare of children and protect them from harm. Every adult who comes into contact with our pupils has a role to play. We must also remember that safeguarding incidents or behaviour that gives rise to safeguarding concerns can be associated with factors outside of School. We should consider the context within which such incidents and/or behaviours occur. This is known as Contextual Safeguarding. This simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

I.3 All staff have a responsibility to take appropriate action, working with other services as needed. [*The Teacher Standards 2012*](#) also 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.

I.4 This policy is approved and endorsed by the Governing Council and applies to all staff and volunteers, wherever they are with pupils whether on or off the School site. We recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We encourage all staff to contribute to Safeguarding at Wycombe Abbey through Drop-In Sessions and by providing material for Safeguarding Newsletters and Staff Briefings.

Parents are informed of the policy and procedures through the website.

I.5 The Safeguarding and Child Protection Policy forms part of a set of documents and policies which relate to our safeguarding responsibilities. In particular, there are links with the following policies:

Accommodation - Adults Staying or Guests Visiting on Site with Resident Staff;

Anti-Bullying Strategy;

Appointment, Induction and Retirement of Governors;

Behaviour, Rewards and Sanctions;

Codes of Practice for Confidentiality;

Staff Behaviour Policy;

Equal Opportunities for Pupils;

Health and Safety;

Responsible Digital Device Use - for Pupils;

Online Safety;

Registration and Attendance Policy

Missing Pupils Procedures;

Physical Restraint;

Pupil Support and Outside Listener;

Safer Recruitment – Policy and Procedure;

Registration and Attendance Policy and Procedures;

Staff Disciplinary and Grievance;

Whistleblowing;

Relationships and Sex Education;

Special Educational Needs and Disability;

Supervision of Pupils;

Training, INSET and NQTs;

Trips and Educational Visits;

Access to Site and Premises;

Checks and supervision of Contractors, Lettings and Residents' Guests;

Visiting Speakers;

Wellbeing and Mental Health Policy and Procedures;

Preventing Extremism and Radicalisation;

Sexual violence and sexual harassment between pupils – staff guidance.

I.6 In order to safeguard and promote the welfare of children, the School will act in accordance with the following legislation and guidance, and in accordance with the Buckinghamshire Safeguarding Children Partnership (BSCP), Multi-Agency Safeguarding Hub (MASH) Buckinghamshire and Education Safeguarding Advisory Service (ESAS), Buckinghamshire.

- 1.6.1 Keeping Children Safe in Education (September 2020) (KCSIE) -
 - 1.6.1.i What to do if you are worried a child is being abused (March 2015)
 - 1.6.1.ii COVID-19: Safeguarding in schools, colleges and other providers (2020)
- 1.6.2 Working Together to Safeguard Children (2018) (WTSC)
- 1.6.3 Buckinghamshire Multi-Agency Information Sharing for Children, Young People and Families – Code of Practice for sharing personal information – Sept 2017
- 1.6.4 Prevent Duty Guidance: for England and Wales (July 2015) (PREVENT)
 - 1.6.5i The Use of Social Media for Online Radicalisation (July 2015)
 - 1.6.5ii The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- 1.6.5 Multi Agency Practice Guidelines Female Genital Mutilation (2014)
- 1.6.6 The Children Act 1989 and 2004
- 1.6.7 Education Act 2002
- 1.6.8 Independent School Standards Regulations 2014 (ISSRs)
- 1.6.9 The Education (Pupil Information) (England) Regulations 2005
- 1.6.10 Information sharing: advice for practitioners providing safeguarding services (July 2018)
- 1.6.11 National Minimum Standards 2015 (NMS)
- 1.6.12 Teaching online safety in school (June 2019)
- 1.6.13 Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016
- 1.6.14 Sexual Violence and Sexual Harassment between Children in Schools and Colleges – May 2018
- 1.6.15 The Equality Act - 2010
- 1.6.16 The United Nations Convention on the Rights of the Child (UNCRC)

2.0 [Aims of this Policy](#)

- 2.1 To support the health and development of all children and young people in ways that will foster security, confidence and independence and support packages for children in need to provide a systematic means of monitoring children known or thought to be at risk of harm, including radicalisation, and ensure that the School contributes to assessments of need.
- 2.2 To provide an environment in which all children and young people, especially those in need of additional support, feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to, regardless of race, gender, sexual orientation, gender reassignment, disability, religion or belief.
- 2.3 To raise the awareness of all staff of the need to safeguard children and young people and of their responsibilities in identifying and reporting possible cases of abuse, including radicalisation to the relevant agency.
- 2.4 To emphasise the need for good levels of communication between all members of staff.
- 2.5 To develop a structured procedure within the School which will be followed by all members of the community in cases of suspected abuse.
- 2.6 To ensure the School has robust systems in place for ensuring that true and accurate records of events are kept and appropriately stored, and to ensure that any such records clearly differentiate between fact and opinion.

- 2.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care, including Channel in relation to Preventing Terrorism.
- 2.8 To ensure that all staff who have access to children have been checked as to their suitability, including verification of their identity. (See Safer Recruitment Policy and Procedures)
- 2.9 To prevent abuse through the teaching and pastoral support offered to pupils.
- 2.10 To maintain support for pupils who may have been abused.
- 2.11 To raise awareness through ongoing training, to include awareness of child sexual exploitation, sexual violence, child criminal exploitation, radicalisation, forced marriage & female genital mutilation.
- 2.12 To provide statutory staff training to include a review of the School's Safeguarding and Child Protection Policies & Procedures and to inform them of the identity of the DSL/DDSs, their obligation to read Part 1 and Annex A and Part 5 of KCSIE.

3.0 Procedures to Check Staff Suitability

- 3.1 The School takes seriously its responsibility to recruit staff who are suitable to work with children. The first step to safeguarding all pupils is to appoint staff who share our commitment to the welfare of the pupils. All necessary pre-employment checks on suitability of staff are in accordance with Education (Independent School Standards) (England) Regulations 2014 and Keeping Children Safe in Education (September 2020)
- 3.2 A rigorous recruitment and screening process which is in-line with statutory regulations and guidance as documented in *Safer Recruitment Policy and Procedure*. A safer recruitment trained member of staff sits on each recruitment panel and they renew their Safer Recruitment training every five years and are provided with further interim training as necessary.
- 3.4 Where staff from another organisation are working with our pupils, either at School or on another site, the School ensures receipt of confirmation that appropriate checks and recruitment procedures apply to those staff and that such checks do not raise any issues of concern in relation to the suitability of working with children.
- 3.5 Where a staff member ceases to work for the School (whether employed, contracted or as a volunteer) because that person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Service (DBS). A report is made as soon as possible after the person ceased to provide services to the School, and in any event within one month of the person leaving the School. Where the dismissal does not reach the DBS referral threshold consideration will be given to making a referral to the Teaching Regulation Agency (TRA). Reasons for making a referral would include unacceptable professional conduct or bringing the profession into disrepute. Compromise agreements cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation.
- 3.6 Any staff member who is aware of anything that may affect his/her, or other staff members', suitability to work with children must notify the Headmistress. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive or incidents that occur outside of School that could be considered a transferable risk where a staff member behaved or may have behaved in a way that indicates they may not be suitable to work with pupils.
- 3.7 The School ensures an individual is treated as unchecked until the original disclosure certificate has been seen by the School. An individual may start work but this is at the Headmistress's discretion (having checked the barred list) and subject to appropriate controlled safeguarding arrangements (documented in a risk assessment) being put in place which are reviewed every 2 weeks. The individual is informed of the safeguarding arrangements and must have made the DBS application in advance. The School does not confirm the appointment until the School has seen the original disclosure certificate.
- 3.8 The School applies safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. By also ensuring that there is an ongoing culture of vigilance within our school and staff team, we will minimise the opportunities for extremist views to prevail.

4.0 Staff Induction and Training

- 4.1 **All new staff** receive induction and training to ensure they know the systems in place to support safeguarding. They must read and be familiar with:
- Safeguarding and Child Protection Policies and Procedures
 - Staff Behaviour Policy
 - Acceptable use of Digital Devices and Online Safety Policy
 - The role and identity of the DSL and DDSs
 - The name of the designated Council member for safeguarding

- KCSIE (September 2020) - Part One, with Annex A and Part Five
- Pupils' Behaviour Policy – Behaviour, Rewards and Sanctions Policy and Procedures
- Registration and Attendance Policy
- Anti-Bullying Strategy
- Whistleblowing Procedure
- Codes of Practice for Confidentiality
- Access to Site and Premises Policy

Copies of the above documents are provided to all staff before or during induction and they must sign to say they have read and understood these documents.

All new staff undertake an online safeguarding course before commencing work in School.

4.2 All staff are required to:

- Attend safeguarding training from the DSL at the beginning of every academic year . This training is recorded and any member of staff joining later, or who missed the initial training day, is shown the film, in addition to having a safeguarding briefing with the DSL or DDSL.
- Confirm they have read and understood Part one with Annex A and Part five of *KCSIE* each time *KCSIE* is updated by the Department for Education. Their understanding is tested through questionnaires and discussions as appropriate.
- Receive training in safeguarding and child protection, in line with advice from MASH and ESAS.
- Undertake regular awareness training and receive updates to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these termly via, for example, e-bulletins, INSET days and staff meetings.
- Know where and how to contact the DSL or DDSLs. Make use of “drop in” sessions when they have queries or have any concerns.
- Know how to ensure that staff behaviour and actions do not place pupils or indeed staff at risk of harm or allegations of harm to a pupil. Staff should be particularly careful in situations where they are alone with pupils providing one-to-one tuition or assistance.
- Any concerns about a member of staff's behaviour towards a pupil or pupils 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.

5.0 The Role of Governance

5.1 The full Governing Council annually reviews the School's safeguarding policies including an update and review of the effectiveness of procedures and their implementation. Safeguarding is on each agenda of the Council's Staff Development and Safeguarding Committee chaired by Mr Patrick Lewis. DSLs meet the Nominated Safeguarding Council member (Diana Rose) termly and work with her to produce and evaluate policies and their implementation.

5.2 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:

5.2.1 ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay

5.2.2 approve amendments to safeguarding arrangements in the light of changing regulations or recommended best practice.

5.3 The Council approve the job description of the DSL and ensure they have sufficient time, funding, supervision and support to perform their duties.

5.4 All statutory checks including an Enhanced DBS check with barred list check and prohibition from management check (SI28) are in place in accordance with the Recruitment, Induction and Retirement of Council Members Policy for all members of the Council. The Chair of Council undergoes an enhanced DBS check, countersigned by the Secretary of State.

5.5 The Safeguarding Council member is familiar with Buckinghamshire Safeguarding Children Partnership procedures and guidance issued by the Department for Education.

6.0 The Duties of the School

6.1 All safeguarding related policies are reviewed at least annually and are available on the website and/or MyWycombe through the staff handbook.

All policies take into account the requirement of the Boarding Schools: National Minimum Standards (2015) Standards 11 & 14. Particular consideration is given to any allegation or disclosure of abuse, or possible abuse by a boarder, concerning themselves or another boarder. In such circumstances it may be necessary to arrange alternative accommodation for boarders to ensure the

safety and well-being of the pupil and appropriate pastoral support.

- 6.2 There are disciplinary procedures in place which adhere to KCSIE (September 2020) and legislation referred to therein.
- 6.3 The DSL is a member of the Executive Leadership Team.
- 6.4 All staff receive safeguarding training at the beginning of every academic year from the DSL. This training is recorded and any member of staff missing the training day, is shown a recording of the training, in addition to receiving a safeguarding briefing with the DSL or DDSL as part of new staff induction.
- Records of all training are kept, including induction and ongoing training.
- 6.5 DSL/DDSLS have been fully trained for the demands of their role in safeguarding and inter-agency working. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. They undergo refresher training at least annually and cover inter-agency working, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children. The DDSL will deputise for the DSL in her absence but the DSL has ultimate lead responsibility in safeguarding issues.
- 6.6 Paper records on safeguarding are kept locked in the DSLs' office, and are separated from routine pupil records. Access is restricted to the DSLs' and the Headmistress' Office. An electronic record of information is stored in CPOMS and access is restricted to the DSL team, Health Centre Manager and Head's Office. Staff are encouraged to share safeguarding information through CPOMS rather than via email to ensure security of information.
- 6.7 The School ensures pupils are taught about safeguarding including keeping safe online and relationships and sex education. This is delivered as part of a broad and balanced curriculum covering relevant issues through our Wellbeing programme, in tutorial time and in House.
- 6.8 The School ensures all members of staff know how to respond to a pupil who discloses abuse. Every member of staff, including temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect immediately to the DSL or DDSL. This includes alleged abuse by one pupil against another in which case both pupils will be considered to be at risk.
- 6.9 The School ensures that all staff are made aware that if, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately or where necessary the local police force. Anybody can make a referral. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.
- 6.10 The School distinguishes between safeguarding children who have suffered or are likely to suffer significant harm and those in need of additional support (early help) from one or more agencies. The school will refer to the Thresholds Document – Accessing Services for Children in Buckinghamshire (see Appendix 3).
- 6.11 The School exercises high vigilance in relation to identifying and responding to situations where a child goes missing from education, especially on repeat occasions. Any such episode will be reported without delay to the local authority. Staff are aware of how to deal with situations where pupils go missing either from the School, on a trip or whilst staying with a host family. Details of these procedures are outlined in the Missing Pupil Procedure.
- Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.
- 6.12 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 years who lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. If we think a child is privately fostered, we will discuss this with the parents or carers and encourage them to notify the local authority. If they consent the School will contact the local authority via the First Response Team on their behalf. If they do not consent, we will discuss their concerns with Social Services.
- 6.13 Community and Commercial users organising activities for children on the School site are aware of the School's safeguarding guidelines and procedures.
- 6.14 The School promotes a culture of listening to children and taking account of their wishes and feelings.

- 6.15 The School acts in accordance with locally agreed interagency procedures and KCSIE, for dealing with allegations against staff including always reporting to the DBS any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier; the School will also make a referral to the TRA where a teacher has been dismissed for misconduct, or would have been dismissed had s/he not resigned first. (The reasons for such an order are unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction, at any time, for a relevant offence.)
- 6.16 Allegations may relate to a person who works with children who has:
- o behaved in a way that has harmed a child, or may have harmed a child
 - o possibly committed a criminal offence against or related to a child
 - o behaved towards a child or children in a way that indicated they may pose a risk of harm to children.
- 6.17 The School follows guidance from BCC and involves the LADO in the management and oversight of individual cases. The LADO is informed within 24 hours of all allegations that come to the School's attention (or are reported directly to the Police).
- 6.18 The School notifies the BCC Exclusions and Reintegration Team if:
- it should have to exclude a pupil who is on a Child Protection Plan either for a fixed term or permanently.
 - there is an unexplained absence of a pupil who is on the Child Protection Plan of more than two days duration from school (or one day following a weekend).
- 6.19 The School works to develop effective links with relevant agencies and co-operates as required with their enquiries regarding safeguarding matters including attendance at initial case conferences, core groups and safeguarding review conferences. Contact will be made with "First Response" within 24 hours of a disclosure or suspicion of abuse. The School is quick to take informal advice on borderline cases in order to prevent escalation and to respond to early signs of abuse, sharing information quickly and challenging inaction by contacting MASH. This includes contact with the local authority Prevent Lead in cases of potential radicalisation.
- 6.20 Where circumstance dictate a change in operating procedures, eg during periods of remote learning due to a pandemic, the School will act in accordance with government guidance and adapt its safeguarding procedures accordingly. Where necessary, a revised safeguarding policy will be published.

7.0 The Role of the DSL

7.1 The DSL is responsible for the following broad areas:

7.1.1 briefing all staff, prefects and other senior pupils on the relevant contents of the above guidance and procedures, and on the procedures the School should follow including the briefing of new staff as part of their induction after arrival at the School.

7.1.2 acting as a source of support, advice and expertise for all staff and parents. Always available to discuss safeguarding concerns (or ensuring a DDSL is available to cover).

7.1.3 receiving reports of alleged or suspected child abuse within the School, or reported by a pupil relating to incidents at home or outside the School, contacting the BFRT and taking other action in response, as set out in their Job Description see Appendix 5.

7.1.4 liaising with with parents, relevant statutory and voluntary agencies.

7.1.5 keeping written records of all concerns, ensuring that such records are stored securely, away from the central pupil file and transferred to the DSL of any new school.

7.1.6 monitoring and evaluating the effectiveness of the School's safeguarding arrangements.

7.2 Managing Referrals

7.2.1 The DSL will refer all cases of suspected abuse to BFRT or relevant local authority for pupils who reside outside Buckinghamshire and

- The LADO for dealing with all safeguarding concerns that relate to a staff member.
- The DBS (cases where a person is dismissed or left due to risk/harm to a child).
- The Police (cases where a crime may have been committed) and where there has been serious harm.

7.2.2 The DSL will refer all allegations against members of staff directly to the Headmistress.

Where the Headmistress is the subject of an allegation or concern, reports should be made to the Chair of Council without notifying the Headmistress.

7.2.3 Allegations against the DSL should be made direct to the Headmistress or Chair of Council, without notifying the DSL.

7.3 **Role of the DDSL**

The DDSLs are trained at the same level as the DSL and provide support to the DSL and deputise in the absence of the DSL. Whilst some activities of the DSL will be delegated to a deputy, the ultimate lead responsibility for child protection remains with the DSL.

8.0 **Raising Awareness with Pupils**

8.1 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, judgments and decisions. Time is allocated in Wellbeing and tutor/house time for discussion of safeguarding issues, including radicalisation and in developing in pupils the confidence which they require to recognise abuse and to stay safe including from on-line abuse and bullying.

8.2 Boarders are also provided with one or more appropriate helpline(s) outside contact numbers, including the Children's Commissioner, the School Counsellors, Independent Listener and Childline, to ring in case of problems or distress. The inclusive ethos and emphasis on the School's values of trust, encouragement and mutual respect and training for Heads of House, prefects and all members of the UV and LVI, protect against pupil on pupil abuse, but vigilance is maintained.

All pupils know that there are adults to whom they can turn to if they are worried, including the School Counsellors, [Peer Listeners](#), the Chaplain, the Health Centre Staff or Independent Listener. In particular:

8.2.1 The Health Centre, Hubs, Intranet (MyWycombe) and all boarding houses display advice on where pupils can seek help.

8.2.2 The School provides leadership training to Sixth Formers and Prefects, Heads of Houses, and senior pupils, which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.

8.2.3 The School's Code of Practice for Confidentiality guides all members of the School community.

9.0 **Prevention and Support**

9.1 The School plays a significant part in the prevention of harm to our children by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. This includes the emotional wellbeing of pupils and thus the School plays a vital role in recognising and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views

9.2 The School recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.

9.3 The School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

9.4 The School recognises the young minds of our pupils can be vulnerable and exploited by others; staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism or indoctrination.

9.5 Staff recognise the need for a culture of vigilance to be present to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation. We remember always that 'it could happen here' and that safeguarding is the responsibility of all members of staff at the School.

9.6 The School will endeavour to support the pupil through:

- a) the content of the curriculum and the co-curricular programme to encourage self-esteem and self-motivation (see section 2).
- b) the School ethos which (i) promotes trust, encouragement and mutual respect as its core values (ii) gives pupils a sense of being valued (see section 2).
- c) the School's behaviour policy is aimed at supporting vulnerable pupils in the School. All staff will agree on a consistent approach which focuses on the behaviour involved in the offence committed by the child but does not damage the pupil's sense of self-worth. The School will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- d) liaison with other agencies who support the pupil.
- e) The School's Digital Device policies and Wellbeing programme which build an understanding of the dangers of the internet in relation to bullying, online grooming and radicalisation.

10.0 Anti-Bullying

- 10.1 The School's policy to prevent bullying is set out in the Anti-Bullying Strategy and is reviewed annually. The policy can be found on the intranet and website.
- 10.2 Staff will be made aware of the harm caused by bullying through anti-bullying training and of the harm caused by other types of peer on peer abuse through safeguarding training and will use the school's anti-bullying and safeguarding procedures where necessary.

11.0 Physical Intervention

- 11.1 The School's policy on physical intervention is set out in the Physical Restraint Policy, available on the school intranet.

12.0 Allegations Against a Member of Staff

- 12.1 Allegations may relate to a person who works with children 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 or children in a way that indicated they may pose a risk of harm to children
- 12.2 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 immediately who is contactable via the Bursar's office without informing the Headmistress. We would provide alternative accommodation away from pupils for boarding or resident staff suspended pending an investigation. The Staff Behaviour Policy offers clear guidance to protect staff from allegations of abuse.
- 12.3 There are disciplinary procedures in place that adhere to KCSIE (September 2020) and the relevant legislation.
- 12.4 The School acts in accordance with locally agreed interagency procedures and KCSIE, 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.
- 12.5 The School will inform the LADO immediately and work with BSCP and Thames Valley Police, following their guidelines, 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.
- 12.6 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. In addition, where appropriate, parents will be made aware of the prohibition on reporting or publishing allegations against teachers in section 141F of the Education Act 2002.
- 12.7 Procedures will be applied with common sense. There will be a risk assessment of the potential harm s/he can inflict on pupils by staying in school. If the risk is deemed manageable, so that no girl will come to harm, then there is no need to suspend that member of staff or require him/her 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 appointed to keep the subject of an allegation informed on its progress.
- 12.8 The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personal records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

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 a pupil or staff member who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

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.

Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse (IICSA). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

13.0 Whistleblowing Procedure – What staff should do if they have concerns about another member of staff – Speak Up

- 13.1 Our procedure on whistleblowing is set out in the Whistleblowing Policy which is reviewed annually.
- 13.2 Any member of staff with a concern about the propriety of a colleague's behaviour should feel free to discuss these concerns with the Headmistress. This will be treated seriously and staff should feel encouraged to take their responsibilities seriously and should not hesitate to express any concerns that they may have. If a concern relates to the Headmistress, the member of staff should contact the Chair of Council. There is full immunity for staff expressing a concern about a colleague in good faith.
- 13.3 The School has a culture of safety and raising concerns and seeks to value staff and reflective practice. Any member of staff with a concern including about poor or unsafe practices or a possible failure in our safeguarding procedures, should feel empowered to express their concern to the Headmistress.

Policy: Child Protection Policy and Procedures

1.0 Statement of Intent

The safety and welfare of all our pupils at Wycombe Abbey is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment in which each child can learn in safety. In all matters relating to child protection, the School will follow the procedures laid down by statutory guidance.

Our core values are trust, encouragement and mutual respect and thus we expect respect, good manners and consideration to be shown by everyone. Every pupil should be able to develop their full potential and feel positive about themselves as an individual. All pupils are expected to care for and support each other.

Safeguarding is a priority across all aspects of our work within school. We strive to create an environment where young people 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.

Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child. For the purposes of this policy, 'child' refers to anyone under the age of 18, but our duty of care as professionals in a position of trust extends to all our pupils.

Where there is a safeguarding concern the School will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. All safeguarding processes should operate with the best interests of the child at their heart.

Abuse, neglect 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. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused 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. They may be abused by an adult or adults or another child or children. In very general terms abuse may be defined as:

- **Emotional** (e.g. making a child feel unwanted, worthless, ugly) actual or likely persistent or severe psychological ill treatment. Defined in extreme cases as where such abuse has resulted in a severe impact on the child's behaviour and/or physical development.
- **Physical** (physical violence) actual or likely physical injury to a child years where there is definite knowledge or a reasonable suspicion that the injury was inflicted (or knowingly not prevented) by anyone having care of the child.
- **Sexual** (exploiting a child sexually) actual or likely occurrence of sexual acts perpetrated upon a child by another person.
- **Neglect** (failing to provide for the proper development/growth of a child) actual or likely.
- **Persistent severe neglect** of a child or a failure to protect a child from exposure to any kind of danger including cold or starvation.
- **Radicalisation** and subjection to extremist ideology.
- So Called **Honour based Violence** (HBV) can include Female Genital Mutilation (FGM), Forced Marriage and Breast Ironing
- Child Exploitation (Sexual or Criminal) involving young people under 18 being coerced into sexual activity or using a child for criminal activities for economic gain. The most prolific form being "county lines".

2.0 Identifying Abuse

Children may indicate that they are being abused in many different ways. Unhappiness and distress can almost always be seen in the behaviour of a young child. Older children may show their distress but may also be very skilled at hiding it.

Some of the following signs and types of behaviour **might be indicators of abuse or neglect. They are not evidence of abuse** and there can be other explanations for a child showing these signs or 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 don't want to change clothes in front of others or participate in physical activities
- children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and 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 regularly missing from school or education
- children who are reluctant to go home after school
- children with poor school attendance and punctuality, or who are consistently late being picked up
- parents who are dismissive and non-responsive to practitioners' concerns
- parents who collect their children from school when drunk, or under the influence of drugs
- 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 and
- children who shy away from being touched or flinch at sudden movements

'Clusters' of signs or behaviour 'patterns' emerging over time or inconsistent explanations may alert you to the possibility of abuse.

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.

2.1 Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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.

Some of the following signs may be indicators of emotional abuse:

- children who are excessively withdrawn, fearful or anxious about doing something wrong
- parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- parents or carers blaming their problems on their child and
- parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

2.2 Physical Abuse

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.

It is important that any member of staff who sees an injury on a child takes careful note of how the injury allegedly happened, including details of the informant, the date, time, place, sequence of events, nature of injury etc. The assessment of the plausibility of the explanation should be a medical judgement – and it is not up to Wycombe Abbey staff to make this decision. Although children do have a variety of accidents, the most common types of injury they sustain are usually different from the injuries caused by abuse.

The following situations, in cases of physical injury, should cause concern about the possibility of physical abuse:

- no explanation
- inappropriate explanation, e.g. description of a minor accident in relation to a major injury
- different explanations given to different enquirers
- parents touchy or defensive, compared with genuine accidents when parents are usually distressed and blame themselves
- delay in seeking treatment
- child states that a particular adult hurt him, or one parent accuses another.

Injuries should be a cause of concern as they indicate the possibility of physical abuse, especially if they fit recognisable patterns (e.g. human hand marks, human bite marks). A list of injury types is listed below.

Possible Indicators of Physical Abuse

Multiple injuries of various types and ages

Bruising and skin marks such as:

- black eyes – these cannot be caused by a fall on a flat surface – two black eyes are particularly suspect, especially if the lids are swollen and tender or there is no bruise to the nose or forehead
- bruised ears, sometimes with bleeding
- bruises of upper lip, torn fraenum of upper lip and injuries under the tongue
- bruising around mouth of child (may have finger bruises: up to three or four on one side and one on the other)
- flat hand marks, particularly on cheeks, buttocks and lateral thighs
- bruises on scalp and “bald patches”
- finger bruises on shoulders, upper arms or on the trunks or legs of babies
- linear marks or bruises – often seen on buttocks or backs of thighs
- bruises or weals curving around the body. Sometimes buckle or loop marks noted
- bizarre-shaped bruises with sharp borders, e.g. from hair brush, comb, slipper
- bruises on abdomen – unlikely to be accidental
- ligature and choke marks – red mark or bruising around wrist, ankles or neck (in the latter area may be due to sudden pulls on tee shirt)
- bite mark – two crescent shaped marks or bruises. If more than three centimetres apart they may be caused by an adult or older child
- human nail marks – these show piled up skin at the end of the marks and are unlike abrasion from falls on rough surfaces; they may just be linear bruises.

Burns

- scalds – glove or stocking scalds to hands and/or feet caused by dunking in water
- scalded buttocks – children cannot scald their buttocks accidentally without also scalding their feet and legs
- splash marks – look at direction of splash to see if it is compatible with story or might indicate hot liquid being thrown at child
- cigarette burns – small circular burns most typically on the back of hands or forearms, seen in clusters and often of different ages
- contact burns – child held against heaters, iron, cookers. Well-demarcated burns following contours of hot objects.

Bone and Joint Injuries

- these can be caused by direct blows, twists (from swinging a child round by one limb) or throwing against hard objects.

Poisoning

- non-accidental poisoning should be suspected in bizarre episodes of ill health or unconsciousness or when poisoning involves more than one child.

2.3 Sexual Abuse

Involves forcing or enticing a child or young person 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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (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.

Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence constitutes a sexual offence under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual “jokes” or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Children of all ages, boys and girls, can be victims of sexual abuse. This abuse often comes to light in a veiled way, for children are reluctant to tell. Many kinds of sexual abuse do not leave any signs of physical injury.

Children may try to tell others that they are being sexually abused. They may do this by hinting in words, play or drawings of sexual activities to "test the waters". If the adult response is empathic they may wish to reveal more, but if the response is angry or evasive, they may remain silent and not try again.

If a child exhibits several signs or types of behaviour as listed below, or a pattern emerges of when or how a child exhibits such signs, the possibility of sexual abuse should be considered.

It must be emphasised that the behaviour described below describes some very common conditions of childhood indicating that the child is distressed. Only rarely will they be caused by sexual abuse.

Possible Indicators of Sexual Abuse

- Sudden change in mood or behaviour
- Change in eating patterns: loss of appetite, faddiness or excessive preoccupation with food
- Severe sleep disturbance with fears, vivid dreams or nightmares, sometimes with overt or veiled sexual content
- Withdrawal and depression, learning failure, self-injury, suicidal attempts
- Temper aggression, disobedience and attention-seeking, anxiety or restless behaviour
- Lack of trust in familiar adults
- Girls taking over the mothering role in the family whether or not the mother is present
- Absconding; requests to leave home
- Sexualised conduct or inappropriate sexual knowledge in children may be due to direct sexual abuse or other forms of sexual abuse, such as from observing others or watching pornographic videos
- Continual open masturbation, aggressive, inappropriate and explicit drawing and sex play (masturbation and some exploration are a normal part of growing up, but it is the type and persistence of these activities that cause concern)
- Precocious knowledge of adult sexual behaviour
- A boy or girl who behaves in a sexually precocious way
- Requests for contraceptive information - these are rare, but may be a cry for help, as may be anxieties about pregnancy or sexually transmitted disease
- Inappropriate displays of affection e.g. parent and child behaving more like lovers
- Marked fear of men
- Fear of undressing.

Some physical conditions may also be indicators of sexual abuse, but not necessarily so:

- difficulty in walking or sitting
- pain on passing water
- recurrent urine infections
- soiling
- recurrent bed wetting.

2.4 Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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. Basic needs, such as food, drink and warmth may not be provided. Slowing of growth without a medical cause may be indicative of emotional abuse and occur even when a child is not deprived of food.

3.0 Abuse from Use of Electronic Technology

The era of greater and greater access to and use of mobile technology and the internet exposes young people to previously unforeseen risks of abuse. Occasions of cyber-bullying are increasing through the use on networking sites, such as Facebook and also through text and email messaging. People working with young people need to be aware of the risks posed by the use of such media, including that of radicalisation and grooming. School policies on Anti-Bullying including Anti-Cyber Bullying should be adhered to as well as staff adopting safe working practices when considering communicating with pupils electronically. Pupils are taught about keeping safe on-line in Wellbeing lessons and through the Computing curriculum.

Sexting: This can be defined as the creation and/or sharing of sexual imagery (including photos and videos) usually via a mobile phone, tablet or computer or publication online. Depending on the circumstances, 'sexting' may constitute abuse or a criminal offence and for this reason any concern or allegation regarding 'sexting' must be reported to the Deputy Head (Pupils) or the DSL. Action will be taken in accordance

with this Safeguarding and Child Protection Policy, taking into account guidance published by the UK Council for Child Internet Safety: 'Sexting in schools and colleges: responding to incidents and safeguarding young people' which covers the creation and sharing of sexual imagery of those under 18 with others who are also under 18, copy available on the school intranet. Incidents involving 'sexting' will also be recorded on the School's e-safety incident log. For the avoidance of doubt, 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 in these circumstances, in addition to following the safeguarding procedures set out in this policy, the School will also inform the police. The School may also be obliged to contact the police or other agencies in other circumstances related to sexting or the possession, distribution, creation or showing of indecent images of children.

Upskirting: This involves taking a picture 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. Allegations against a member of staff must be reported direct to the Headmistress.

Grooming: This involves someone building a relationship, trust and emotional connection with a child so they can manipulate, exploit and abuse them. They may 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 or acts of terrorism. Whether online or in person groomers can use tactics like pretending to be younger, showing understanding, buying gifts and giving attention. Children can be groomed online through a variety of methods such as social media networks, messaging apps, email, forums, games.

4.0 Children Missing Education

A child going missing from education is a potential indicator of abuse or neglect. School staff members should follow procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future. We keep two emergency contact numbers for every pupil and we contact the Local Authority when pupils leave the School, especially if this is at an unusual point in their education or at a non- standard transition.

5.0 Peer On Peer Abuse

Vertical boarding houses naturally involve pupils of different ages and mixed age dorms similarly involve pupils of varying ages sharing space within the house. House staff monitor and promote respectful and supportive relations across age boundaries. Each of the 9 senior houses has a peer support network through the system of house families.

5.1 Staff recognise that children are capable of abusing their peers. There are many different forms of peer on peer abuse, for example pupils being sexually touched, assaulted or sexually harassed by another pupil, and they 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 all appropriate support.

While bullying between children is not a separate category of abuse, it is a very serious issue that can cause considerable anxiety and distress. Children with SEND or Lesbian, Gay, Bi or Trans (LGBT) pupils can be at greater risk of being targeted by their peers. In some cases, a child perceived by their peers to be LGBT can be just as vulnerable as children who identify as LGBT. We recognise that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.

All incidences of bullying including cyber-bullying should be reported and managed in accordance with the School's anti-bullying policy. If bullying is particularly serious and there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm it could lead to the implementation of child protection procedures.

5.2 Disclosure of Abuse from One or More Pupils Against Another

This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence, sexual violence, sexual harassment and sexting. In the event that one pupil makes a disclosure about another pupil the general principles of listening and reporting to the DSL remain the same. All children involved, whether perpetrator or victim, are treated as "at risk" and should be supported. Advice will be sought from Bucks Children's Services before proceeding further, for instance, to discuss the incident with the parent of the abused child. At all stages the guidance of Bucks Children's Services must be followed. See Anti-Bullying Strategy and Behaviour, Rewards and Sanctions Policy.

Many factors could lead to one pupil abusing another and often they themselves are being abused. It is vital therefore that each disclosure 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.

5.3 Dealing with allegations of sexual violence or sexual harassment

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 passed to the police. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil, parents will be informed if appropriate, and appropriate specialist support offered.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim 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. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes and sharing bedrooms and boarding houses.

6.0 Serious Violence

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, a change in friendship groups, relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of injury. Unexplained gifts could also indicate that children have been approached by, or involved with, individuals associated with criminal networks. Concerns should be reported to the DSL.

7.0 Child Sexual Exploitation

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 assaults. In some cases, young people 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 doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Exploitation can include trafficking of children and modern day slavery.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or don't take part in education.
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting/out of different cars driven by unknown adults
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations

- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

8.0 Child Criminal Exploitation

Refers to 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. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources. The most prolific form of child criminal exploitation 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 ('county lines').

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and

is typified by some form of power imbalance in favour of those perpetrating the exploitation.

9.0 Domestic abuse

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.

Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. The School should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy.

10.0 Homelessness

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the MASH where a child has been harmed or is at risk of harm, in accordance with this policy.

11.0 Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds available on the gov.uk website. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

12.0 Children with family members in prison

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. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children

13.0 Honour-Based Abuse including Forced Marriage (FM)

So-called '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. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced Marriage - This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviour. School staff should never attempt to intervene directly.

14.0 Female Genital Mutilation (FGM)

In line with the Buckinghamshire Safeguarding Children Partnership (BSCP) FGM policy we recognise 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 and as a school we need to work with partner agencies to promote understanding and safeguard families who may be at risk of this practice. We also recognise that the practice of FGM in the UK is a criminal offence.

Female Genital Mutilation is a form of child abuse and this section of the policy gives depth to our understanding of the issues and our duty of care if we believe a child is at risk of, or has had, any form of FGM performed on her.

The School aims to work sensitively with community groups where this may be a cultural belief and practice to educate and inform. The welfare of the child is paramount, however and the School will act to safeguard and promote our pupils' welfare.

14.1 Definition of FGM

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse and violence against women with long-lasting harmful consequences.

"FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."

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. The School embraces the fact that we live in a multi-cultural society but there are some practices which are permitted in other parts of the world which are against the law in the United Kingdom. The practice of female genital mutilation is one of these. All staff need to be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM.

14.2 Raising Awareness

14.2.1 FGM training has been undertaken by the Designated Safeguarding Lead.

14.2.2 All staff attend training to support them in their understanding that this issue is one of Child Protection.

14.2.3 **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, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Best practice

would be to make this report by the end of the next working day. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's Designated Safeguarding Lead and involve children's social care as appropriate. If a girl discloses to you that she has had FGM (whether she uses the term 'female genital mutilation' or any other term or description, e.g. 'cut') then the duty applies.

The duty applies to cases directly disclosed by the victim; if a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the police is not mandatory. Any such disclosure should, however, be handled in line with our wider safeguarding responsibilities and should be reported to the Senior Designated Lead for Safeguarding, or directly to Children's Services.

Members of staff **must personally** report to the police cases where they discover that an act of FGM appears to have been carried out. The only exception to this would be when the member of staff concerned knows that a referral has already taken place from the school. The member of staff should always inform the Designated Safeguarding Lead as well.

- I4.2.4 Staff are aware that reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day. A longer timeframe than the next working day may be appropriate in exceptional cases where, for example, there is a concern that a report to the police is likely to result in an immediate safeguarding risk to the child (or another child, e.g. a sibling). Staff are aware that, in such cases they should always discuss the timing of the report with the designated safeguarding lead, as soon as practicable. Records should be kept of any discussions and decisions made. It is important to remember that the safety of the girl is the priority.
- I4.2.5 Making a report:** A report to the police should be made by calling the non-emergency number 101.
- I4.2.6 Staff have been advised of the need to challenge requests from families for extensions to holiday times and to report changes in patterns of behaviour if a child is taken out of the country.
- I4.2.7 The Wellbeing programme is tailored appropriately to each age group, to ensure all pupils understand the risks and their rights in respect of their own bodies.
- I4.2.8 Staff are alert to possible indicators that a child is at risk of FGM:
- the family comes from a community that is known to practise FGM – especially if there are elderly women present
 - in conversation a child may talk about FGM
 - a child may express anxiety about a special ceremony
 - the child may talk or have anxieties about forthcoming holidays to their country of origin.
- I4.2.9 The DSL will refer all concerns in relation to possible or actual FGM via the First Response Team. 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.
- I4.2.10 Referral to the First Response Team (Tel: 0845 460 0001) will be made verbally in the first instance and followed up within 24 hours with a written account using the Referral Form following the usual CP procedures.

15.0 Preventing Radicalisation

Wycombe Abbey staff must be alert to the possibility of pupils becoming radicalised and exposed to subversive organisations and must report concerns immediately to the DSL/DDSL (see separate guidance on Preventing Radicalisation and Extremism and Visiting Speakers Procedure) or direct to Local Authority Channel Referral and Intervention processes.

Signs to watch for:

- growing social isolation
- feelings of grievance and injustice
- cutting off from former friendship groups, change of dress
- feeling under threat
- change of social activities to a narrow focus
- a need for identity, meaning and belonging
- greater time spent online
- a desire for status
- a desire for excitement and adventure
- a need to dominate and control others
- a desire for political or moral change expressed in extreme language

- family or friends' involvement in extremism
- mental health issues
- development of 'Them and Us' thinking and dehumanising of a perceived 'enemy' by using derogatory terms

16.0 Impact of Abuse

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

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

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 only with relevant agencies and individuals
- storing records securely
- offering details of help lines, counselling and other avenues of external support
- co-operating fully with relevant statutory agencies.

16.1 Good practice involves:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- encouraging positive, respectful and safe behaviour amongst pupils
- effectively assessing the need for early intervention
- being a good listener
- being alert to changes in pupils' behaviour and demonstrating appropriate professional curiosity
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the School's Safeguarding Policy and guidance documents on wider safeguarding issues,
- maintaining the appropriate standard of conversation and interaction with and between pupils
- maintaining professional standards of pastoral care within the context of appropriate professional separation and avoiding the use of sexualised, derogatory or over familiar language in the company of pupils
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

16.2 Children who may be particularly vulnerable

16.2.1 Some children may be at increased risk. Many factors may contribute to this including prejudice, discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

16.2.2 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:

- are living in challenging family circumstances e.g. domestic violence, substance abuse, adult mental health
- do not have English as their first language
- are living away from home, in temporary accommodation or have transient lifestyles
- who run away or go missing
- are vulnerable to being bullied or engaged in bullying
- are vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- are in care or have returned home from care
- are showing signs of engaging in antisocial behaviour
- are at risk of forced marriage or female genital mutilation (FGM)
- are showing early signs of neglect
- is misusing drugs or alcohol themselves
- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education health or care plan)
- is a young carer
- is at risk of being radicalised or exploited
- is at risk of modern slavery, trafficking or exploitation
- is a privately fostered child.

16.2.3 Staff should be aware that children with Special Educational Needs and Disabilities (SEND) can provide additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

17.0 Helping Children to Keep Themselves Safe

- 17.1 Pupils are taught to understand and manage risk through the School's Wellbeing programme, year assemblies, events such as the Healthy Lifestyles Day and pastoral input from Housemistresses and tutors etc. The School's approach is to help children think about the risks they may encounter and with staff work out how these risks might be overcome. Being taught to manage risk is a valuable part of a child's education. Children are regularly reminded about e-safety and tackling bullying issues. The School promotes an ethos of mutual respect and pupils are encouraged to speak to a member of staff if they have concerns about themselves or others.
- 17.2 **Online Safety:** We recognise the role of technology in many safeguarding issues. The risks are associated with three main areas:
 content: being exposed to illegal, inappropriate or harmful material;
 contact: being subjected to harmful online interaction with other users; and
 conduct: personal online behaviour that increases the likelihood of, or causes, harm.

We recognise that abuse can take place wholly online, or technology may be used to facilitate offline abuse.

- 17.3 **Training:** Pupils are taught in their Wellbeing lessons, through General Studies does this still exist?, through age-appropriate year group talks and in their Computing lessons about how to stay safe online. All pupils sign our Responsible Digital Device Use statement every year, which reminds them, among other things, about the importance of protecting their identity online, what to do if they come across harmful or inappropriate material, and never to arrange to meet someone who they have only previously encountered online. We recognise the value of delivering these messages through small discussion groups as well as in more formal settings and so online safety also forms part of the agenda for Housemistresses and their teams when talking to pupils in House. Senior pupils in every House are also trained as Digital Leaders, and a Digital Officer is appointed, in order to promote issues around online safety within the pupil body.
- 17.4 Staff who work in boarding and in pastoral roles are trained regularly, both by attending externally run courses, and by cascade training to the whole Pastoral Team, in order to help them identify pupils at risk of harm as a result of their or another's use of the internet or technology, and to give them up to date information in a rapidly changing field. Staff should intervene with sensitivity in any situation where a pupil may be at risk through the use of technology, and should inform the DSL as in any other case of actual or potential harm to a child.
- 17.5 **Filtering and Monitoring:** We recognise our responsibility to do all we can to prevent pupils here coming to harm through their use of technology but we are also aware of the importance of not over-blocking, which can be counter-productive and does not help young people to learn to recognise and manage risk for themselves in an appropriate way. More detail of our filtering and monitoring procedures can be found in the Online Safety Policy.

18.0 Abuse of Trust

- 18.1 All staff are made aware that inappropriate behaviour with or towards children is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child. Inappropriate behaviour with a current pupil over the age of 18 constitutes gross misconduct.

19.0 Disclosure or Suspicion of an Abused Child

- 19.1 Disclosure may take place at any time of the day or night and members of staff need to be aware of procedures, the limits on confidentiality (which if improperly applied may amount to collusion), and who to approach for support.
- 19.2 School trips: where a member of staff is made aware of possible abuse during the course of a trip away from school, then the Headmistress or the member of ELT on overnight duty or designated as Responsible Person should be informed as soon as possible. It should not be left until the group returns to school.

Disclosure of abuse by a pupil to any member of staff or suspicion of abuse or concern about a child's care must be dealt with immediately. There are strict procedures to be followed and the time element is important. The DSL must be informed straight away regardless of the time during the day or night.

20.0 Referral Guidelines – What to do if you are concerned about a child

The School distinguishes between safeguarding children who have suffered or are likely to suffer significant harm and those in need of additional support or early help from one or more agencies. The former are referred to BFRT immediately and the latter receive inter agency assessment using the Common Assessment Framework via The Multi Agency Safeguarding Hub. Staff should not assume that somebody else will take action and share the information that might be critical in keeping children safe.

Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life. We understand that early help assessments involve the child and family and the support of professional agencies. In order for early help to be most effective all professionals, including those in schools should understand their role in identifying emerging problems and the importance of sharing information with other professionals to support early identification and assessment.

All staff here have a responsibility to be alert to children who may benefit from early help.

Where a child would benefit from coordinated early help an early help inter-agency assessment should be arranged. The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them. If parents or child do not consent, advice will be taken on a referral to children's social care.

If staff members have any concerns about a child (as opposed to a child being in immediate danger - see below) they should raise these with the designated safeguarding lead. The designated safeguarding lead should usually help decide whether a referral to children's social care, early help or other support is appropriate. If early help is appropriate the designated safeguarding lead should support the relevant staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

Our local procedures are as follows: children in need should be referred to Targeted Advice Service – Practitioner Consultations; children at risk will be referred to BFRT immediately. See Appendix 3 for the BSCP Threshold document.

Advice is always taken regarding informing parents of the referral. Parental consent is not required if there is any concern that a child is at risk of significant harm.

- 20.1 If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. In most instances the designated safeguarding lead should make the referral. However, any member of staff **can** make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration, for example if the staff member feels that action is too slow or inadequate. Concerns should always lead to help for the child at some point.
- 20.1.1 In the case of pupils identified as at risk of radicalisation, the School will consider the level of risk to identify the most appropriate referral which could include Channel or BFRT.
- 20.1.2 Particular attention will be paid to the attendance and development of any child about whom the School has concerns, or who has been identified as being the subject of a Child Protection Plan and a record will be kept. Adherence to the School's guidance regarding registration at the start of lessons is vital in identifying pupils who could be at risk.
- 20.1.3 Allegations against anyone working or volunteering at the School must be referred to the LADO within 24 hours of the referral being made.
- 20.1.4 If a crime may have been committed or a case of significant harm, it should be reported to the police.
- 20.1.5 In the following circumstances the DSL will take advice from the LADO before a decision about making a referral is made:
- the complaint does not involve a serious criminal offence
 - a referral would be contrary to the wishes of the pupil complainant who is of sufficient maturity and understanding and properly informed, and contrary to the wishes of the complainant's parents; and
 - the case is one that can be satisfactorily investigated and dealt with under the School's internal procedures, the parents being kept fully informed, as appropriate.

However, if during the course of the internal procedures, it appears that the situation is more serious the DSL will again consider whether a referral should be made.

21.0 Action when a child has suffered or is likely to suffer harm

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

The guidance, Information Sharing: Advice for Practitioners Providing safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead ('DSL').

21.1 How to respond to Child Protection Concerns – A Step by Step Guide for Staff

21.1.1 Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse, which may involve abuse by another pupil.

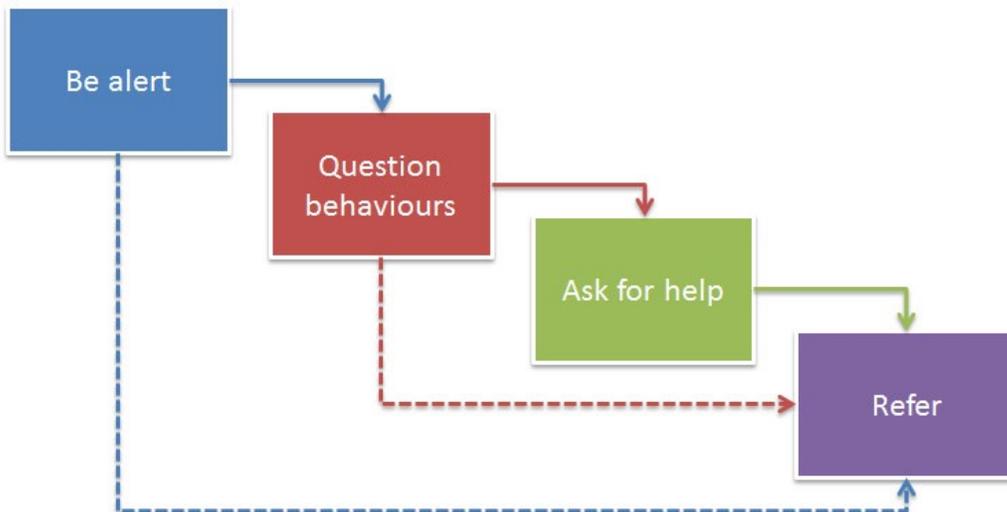
- Do not promise confidentiality
- Listen to what is being said without displaying shock or disbelief
- Accept what is being said and do not ask leading questions
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep and do not promise confidentiality
- Reassure the child that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Do not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Do not ask leading questions

21.1.2 If you can, write brief notes of what the pupil is telling you while they are speaking (these may help later if you have to remember exactly what was said) - and keep your original notes and do not destroy them, however rough and even if you wrote on the back of something else. It's what you wrote at the time that may be important later - not a tidier and improved version you wrote up afterwards. If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards using the record of concern sheet. Notes should be a clear, precise, factual account of the observations.

- 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. Records should be kept, by the DSL, in a designated file separate from the child's academic records and in a secure place.
- Information can be submitted via CPOMS using the appropriate Safeguarding category.

21.1.3 Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people or making your own enquiries. BFRT and police are the people trained to do this. You could cause more damage and spoil possible criminal proceedings.

21.1.4 There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.



- 21.1.5 It may not always be appropriate to go through all four stages sequentially. **If a child is in immediate danger or is at risk of harm, you should refer to children's social care and/or the police.** Before doing so, you should try to establish the basic facts. However, it will be the role of social workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation.
- 21.1.6 **Record Keeping:** All concerns and discussions about a child's welfare, the decisions made and the reasons for those decisions should be recorded in writing in CPOMS. Records are stored confidentially in the DSL's office and CPOMS. The DSL, Headmistress and Deputy Head (Pupils) meet regularly to review pupils in school who are vulnerable or causing concern. The DSL also prepares a termly, anonymous update for Governors on pupil issues. Both of these mechanisms should contribute to early identification of patterns of behaviour which might be concerning.
- 21.2 **Support**
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/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL who may refer the colleague to the School Counsellor or Chaplain.

Summary of our Safeguarding Policies

With these core policies, and the several others which are related, we aim to keep the pupils from harm and also support them effectively and sensitively if they are at risk. We aim to create a climate where all pupils feel safe and know that their happiness and well-being are of paramount importance.

Related policies and procedures

Accommodation – Adults staying/visiting on site with resident staff
Anti-Bullying Strategy
Appointment, Induction and Retirement of Governors
Behaviour, Rewards and Sanctions
Checks and supervision on Contractors, Lettings and Residents' Guests
Codes of Practice for Confidentiality
Staff Behaviour Policy
Equal Opportunities for Pupils
Guardians and Host Family Policy
Health and Safety
Responsible Digital Device Use for Pupils
Online Safety
Missing Pupils
Physical Restraint
Preventing Extremism and Radicalisation
Pupil Support and Outside Listener
Safer Recruitment Policy and Procedure
Registration and Attendance Policy and Procedures
Whistleblowing
Relationships and Sex Education
Access to Site and Premises
Special Educational Needs and Disability (SEND)
Sexual violence and sexual harassment between pupils – staff guidance.
Supervision of Pupils
Training INSET and NQT(Procedures)
Trips and Educational Visits
Visiting Speakers Procedure
Wellbeing and Mental Health Policy

Member of Staff	Director of Safeguarding and Pupil Welfare
Updated	September 2020 Updated March 2021
Reviewed by Safeguarding Governor	September 2020
Council Approved	September 2020
Council Committee	Staff Development and Safeguarding

VERSION:
SAFE/7a/v17/21

CONFIDENTIAL (When Completed)NOT PROTECTIVELY MARKEDCHANNEL REFERRAL FORM

Name of Subject:		DOB:
Guardian:		Relationship:
Ethnicity:	Place of Birth:	Religion:
Address Telephone number		Referral Date
Author	Organisation	
Contact Details		

This form is to help you refer concerns to CHANNEL, regarding an individual who may be vulnerable to being drawn into terrorism. On the reverse are questions which may assist in helping you quantify and structure your concerns in order to better record them below. They are intended as a guide to help communicate your professional judgement about what has led you to make this referral. Completed forms should be sent to the Channel team.

What is the behaviour / occurrence that has led you to make this referral

Assessment	Comment / Evidence
Faith / Ideology	
Personal / emotional & Social	
Risk / Protective factors	
Desire for change	

From what you know of the referral:

Faith / ideology

Are they new to a particular faith / faith strand? What was the context of their conversion?

Do they seem to have naïve, narrow or limited religious / political knowledge?

Are there concerns about a highly inconsistent vocalisation / practicing of their faith?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “Them and Us” language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual or sudden travel abroad without satisfactory explanation?

Personal / emotional / social issues

Are there concerns over conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, eg paint balling?

Risk / Protective Factors

What are the specific factors which are contributing towards making the referral more vulnerable to radicalisation by others or moving towards violent extremism? Eg mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are there already in place or could be developed to firm up support for the referral or help them increase their resilience to negative influences? Eg positive family ties, employment, mentor / agency input etc.

Desire for change

Do they have the ability to change with / without support? Why / Why not?

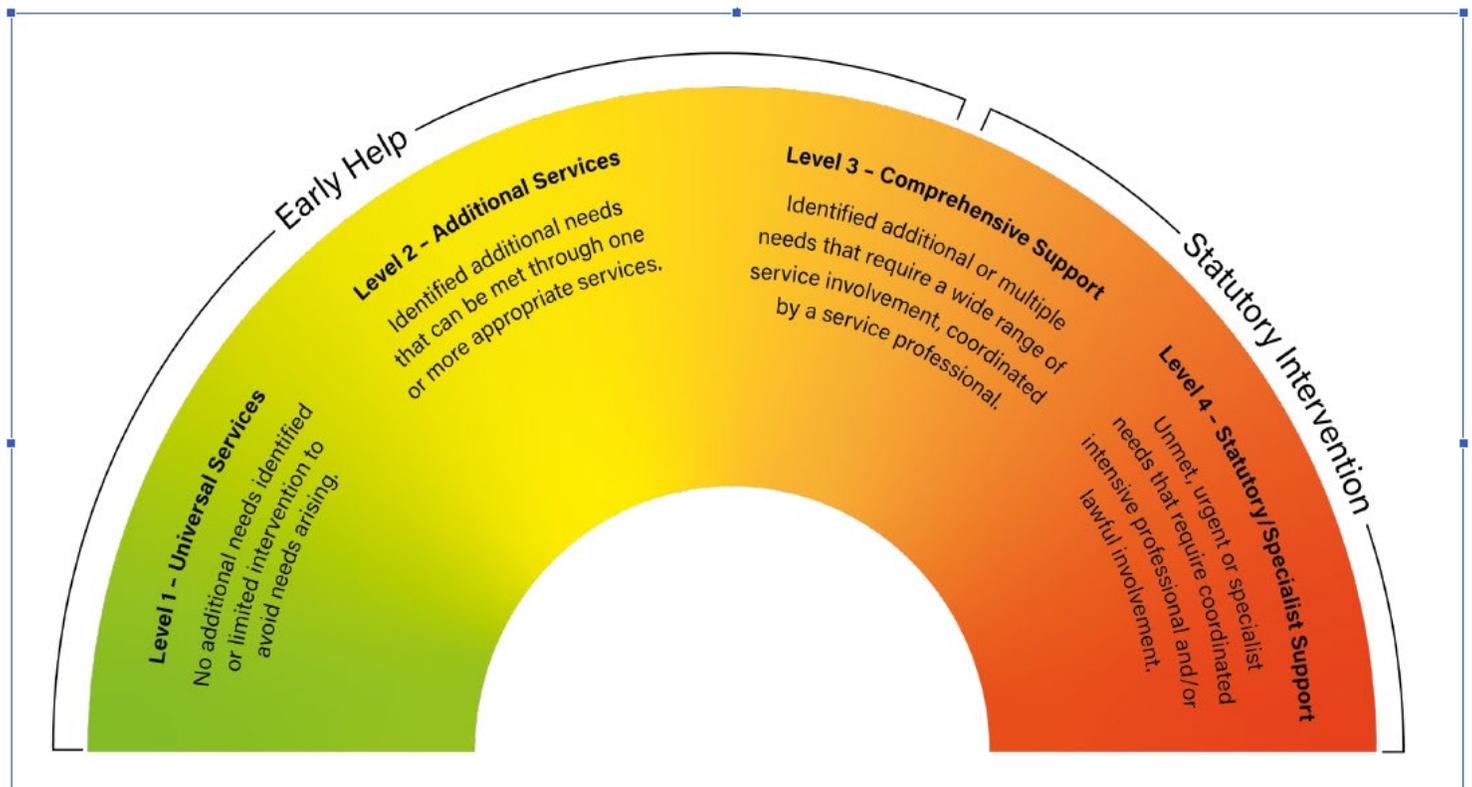
How motivated are they to make steps towards changing their attitudes and behaviour?

How sustainable do you think their motivation / desire is?

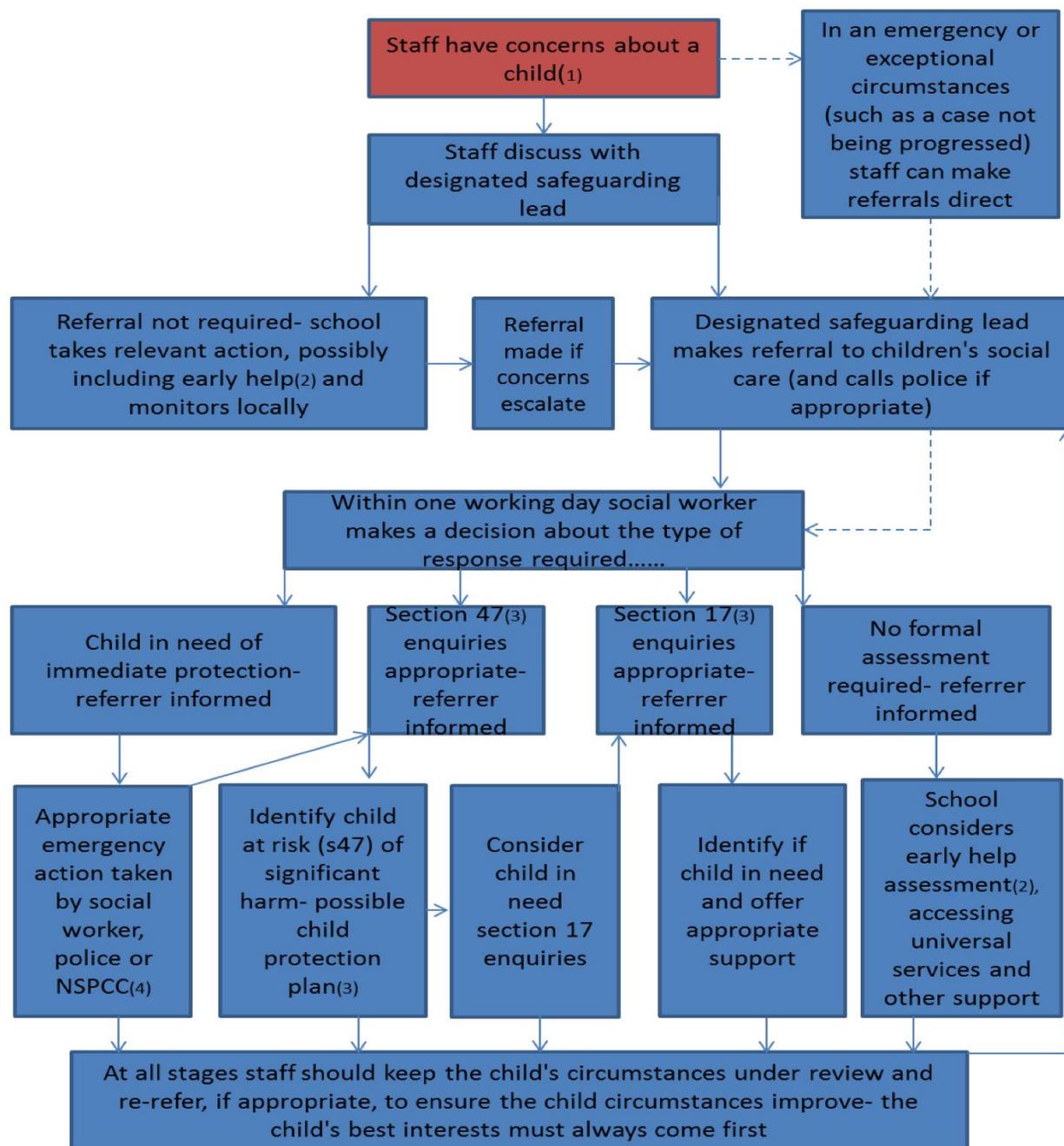
Please forward completed forms to the PREVENT team at Preventreferrals@thamesvalley.pnn.police.uk

NOT PROTECTIVELY MARKED when incomplete

Continuum of Need



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

Actions where there are concerns about a child

1. In cases which also involve an allegation of abuse against a staff member, see Part four of KCSIE September 2020.
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 coordinated 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. 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. This can include section 17 assessments of children in need and section 47 assessment of children at risk of significant harm - full details in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).

Other useful contacts and information resource:

NSPCC NSPCC	0800 800 5000
Childline Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fm@fco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	01494 785 552
CEOP (Child Exploitation and Online Protection)	

Taken from Buckinghamshire Safeguarding Children Partnership – Sept 2019

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 (Pupils) 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.

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 two Deputy DSLs
- Liaise closely with the Housemistresses, attending their meetings as appropriate and maintaining close contact with boarding houses through regular informal visits
- To oversee the Peer Listening Service, run by the Chaplain
- Liaise closely with the Deputy Head (Pupils) 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 (Pupils) in relation to the work of the School Doctors and Health Centre
- Line manage the Lead Teacher – 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 practise 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 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 concerns and referrals
- 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.

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.