



# Child Protection and Safeguarding Policy

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Our Values	POSITIVE	Our Expectations	PUNCTUAL	Our consistencies	Arrive to lessons on time 'ready to learn'
	RESPONSIBLE		RESPECTFUL		Respond positively on first request and be kind to each other
	SUCCESSFUL		SAFE		Walk sensibly and calmly, 100% Effort

***We believe:***

- ***Children and young people should never experience abuse of any kind***
- ***We all have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.***

***This policy applies to anyone working on behalf of Princes Risborough School, including senior managers and Governors, paid staff, volunteers, sessional workers, agency staff and students.***

**1. Aims**

Princes Risborough School recognises our statutory responsibility to safeguard and promote the welfare of all pupils.

We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors/members of Princes Risborough School and are consistent with those of Buckinghamshire Safeguarding Children Partnership (BSCP). The Buckinghamshire Safeguarding Partnership arrangements can be found here NSCP <https://bscb.procedures.org.uk/>

We believe clear governance and leadership is central to embedding a Culture of

Safeguarding. The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 [Education Act 2002](#) (section 157 for Independent academies and free schools) to 'safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question'.

Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annex B of [Keeping Children in Education 2021](#)** and have an auditable system in place to evidence this. In addition, all staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them as well as having an understanding of the Behavioural Policy for children and our Attendance Policy.

We recognise all staff<sup>2</sup> and Governors have a full and active part to play in protecting our students from harm and actively promoting their welfare and that the child's welfare is our paramount concern.

All staff believe our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

The school recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff will remain vigilant and alert to these potential risks.

The aims of this policy are:

To support students' development in ways that will foster security, confidence and resilience, free from discrimination.

To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident that they know how to approach adults if they are in difficulties.

To ensure all teaching staff, non-teaching staff and volunteers are aware of the need to safeguard and promote the wellbeing of children. Identifying the need for support early to promote well-being and promptly reporting cases of actual or suspected abuse in line with guidance from the Buckinghamshire Threshold Document.

To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the school, contribute to assessments of need and support plans for those children.

To acknowledge the need for effective and appropriate communication ensuring staff know how and when to share information to protect children in a way that is legal and ethical.

To ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children.

To underpin a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.

To ensure the school have robust systems in place which accurately records safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.

To develop effective working relationships, guided by the Threshold document [Buckinghamshire CONTINUUM OF NEED](#), with all other agencies involved in safeguarding and promoting the needs of children at our school.

To ensure that all staff appointed within our school, have been through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.

To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

This policy is published on our website, [www.princesrisborough.bucks.sch.uk](http://www.princesrisborough.bucks.sch.uk) and hard copies are available from the school office.

## 2. Contacts

### School Contacts

<b>Headteacher</b>	Mr Simon Baker (01844) 345496 ( <a href="mailto:sbaker@prsbucks.com">sbaker@prsbucks.com</a> )
Designated Safeguarding Lead (DSL)	Mr Mike Durose - Assistant Headteacher (01844) 345496 ext 3432 ( <a href="mailto:mdurose@prsbucks.com">mdurose@prsbucks.com</a> )
Additional Designated Safeguarding Lead	Mrs Sue Hine - Pastoral Support Manager (01844) 345496 ext 3108 ( <a href="mailto:shine@prsbucks.com">shine@prsbucks.com</a> )
Additional Designated Safeguarding Lead	Miss Vicky Bennell - Raising Achievement Officer (01844) 345496 ext 3109  ( <a href="mailto:vbennell@prsbucks.com">vbennell@prsbucks.com</a> )
Additional Designated Safeguarding Lead	Mr Darren Toovey - Raising Achievement Officer (01844) 345496 ext 3110  ( <a href="mailto:dtoovey@prsbucks.com">dtoovey@prsbucks.com</a> )
Additional Designated Safeguarding Lead	Mrs Linda Williams Learning Support Manager (01844) 345496 ext 3478 ( <a href="mailto:lwilliams@prsbucks.com">lwilliams@prsbucks.com</a> )
Nominated Safeguarding Governor	Mrs Vic Shenton ( <a href="mailto:gov_vshenton@prsbucks.com">gov_vshenton@prsbucks.com</a> )

Chairs of Governors	Chairs of Governors: Mr Richard List and Emma Wright ( <a href="mailto:chairofgovernors@prsbucks.com">chairofgovernors@prsbucks.com</a> )
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#### Contacts in Buckinghamshire County

Education Safeguarding Advisory Service	01296 382912
First Response Team (including Early Help, Channel)	01296 383962 (out of hours 0800 999 7677)
Local Authority Designated Officer (LADO):	01296 382070
RU Safe? (Barnardos-Child Sexual Exploitation Service)	01494 785 552
<a href="#">Bucks Family Information Service</a>	01296 383065
Children's Services	(out of hours) 0800 999 7677
Thames Valley Police	101(999 in case of emergency)
Bucks CC Equalities and School Improvement Manager	01296 382461
Bucks CC Prevent Co-ordinator	01296 674784
<a href="#">Buckinghamshire Safeguarding Children Partnership</a> for procedures, policies and practice guidelines	
<a href="#">Barnardos RUSafe Bucks</a>	
<a href="#">SchoolsWeb</a> School bulletin, Safeguarding links, A-Z guide to information and services	

#### Other Key Contacts

NSPCC	0800 800 5000
Childline	0800 11 11
Kidscape Parent Advice Bullying Helpline	0207 823 5430
Female Genital Mutilation Helpline (NSPCC)	0800 0283550 Email: <a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a> <a href="#">NSPCC FGM Helpline</a>
Samaritans Helpline	116 123
Foreign and Commonwealth Office (Forced Marriages Unit)	0207 008 0151
<a href="#">Crimestoppers</a>	0800 555 111
<a href="#">Forced marriage - GOV.UK</a>	020 7008 0151 fmu@fco.gov.uk
<a href="#">CEOP</a> (Child Exploitation and Online Protection)	
<a href="#">R-U Safe?</a> <a href="#">BarnardosChildren/Young People Sexual Exploitation Service</a> <a href="#">Barnardos RUSafe Bucks</a>	01494 785 552

### 3. Definitions

**Safeguarding and promoting the welfare of children is defined in KCSIE 2021 as:**

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

**Children** includes everyone under the age of 18.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Safeguarding** is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and well-being, including their mental health
- Meeting the needs of children with special educational needs and/or disabilities
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional wellbeing
- Online safety and associated issues
- Appropriate arrangements to ensure school security, taking into account the local context
- Keeping children safe from risks, harm and exploitation

**Safeguarding can involve a range of potential issues such as:**

- Neglect, physical abuse, sexual abuse and emotional abuse
- Contextualised abuse
- Bullying, including online bullying (by text message, on social networking sites, etc) and prejudice based bullying
- Peer on Peer abuse
- Racist, disability and homophobic, bi-phobic or transphobic abuse
- Gender based violence/violence against women and girls
- Extremist behaviour and/or radicalisation
- Child sexual exploitation and human trafficking
- The impact of new technologies, including 'sexting' and accessing pornography
- Child on Child Sexual Violence and Sexual Harassment
- Substance misuse
- Issues which may be specific to a local area or population, for example gang activity and youth violence (County Lines)
- Serious Violence
- Particular issues affecting children including domestic violence, female genital mutilation and honour-based violence and forced marriage

- 'Up skirting'- a criminal offence from 2019

## Legislation and statutory guidance

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

- 'Working Together to Safeguard Children' 2018 [Working Together to Safeguard Children 2018](#)
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges - Sept 2021 [Keeping Children in Education 2021](#)
- Information Sharing Guidance for Safeguarding Practitioners [Information Sharing Guidance](#) – DfE July 2018
- 'Children Missing Education; Statutory Guidance for Local Authorities' Sept 2016 [Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015 [Prevent Duty Guidance](#)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – Sept 2021 [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- 'The Equality Act' 2010 [Equality Act 2010: guidance - GOV.UK](#)
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)
- The United Nations Convention on the Rights of the Child (UNCRC) [United Nations Convention on the Rights of the Child](#)

## 4. Responsibilities

### All Staff

All staff understand that safeguarding children is **everyone's responsibility**. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it

We will include opportunities across the curriculum, including PSHE and IT for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help. We will maintain an attitude of "it could happen here" where safeguarding is concerned.

All staff **will read and understand part 1 of the Department for Education's statutory safeguarding guidance**, Keeping Children Safe in Education"- statutory guidance for schools and further education colleges - Sept 2021 [Keeping Children in Education 2021](#) **and review this guidance at least annually.**

It is essential that all staff have access to this online document and read Part 1 and Annex A, which provides further information on:

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation

- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse including Forced Marriage and FGM
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges
- What is sexual violence and sexual harassment
- Upskirting
- The response to a report of sexual violence or sexual harassment. This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance

Staff will sign annually to say that they have read and understand KCSIE.

**All staff will be aware of:**

**What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.**

Our systems which support safeguarding, including the staff code of conduct and the role of the designated safeguarding lead (DSL) and any deputies, the behaviour policy, and the safeguarding response to children who go missing from education.

The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.

The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

That safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Please refer to the BSCP Website for specific guidance on identification of neglect, Please use the full suite of documents and guidance contained within the BSCP webpages -

[1.1 Neglect Practice Guidance](#)

**5. The designated safeguarding lead (DSL)**

Our DSL is Michael Durose -Assistant Head. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during

school hours for staff to discuss any safeguarding concerns.

If you need to contact the school's DSL Team see below

Designated Safeguarding Lead (DSL)	Mr Mike Durose - Assistant Headteacher (01844) 345496 ext 3432 ( <a href="mailto:mdurose@prsbucks.com">mdurose@prsbucks.com</a> )
Additional Designated Safeguarding Lead	Mrs Sue Hine - Pastoral Support Manager (01844) 345496 ext 3108 ( <a href="mailto:shine@prsbucks.com">shine@prsbucks.com</a> )
Additional Designated Safeguarding Lead	Miss Vicky Bennell - Raising Achievement Officer (01844) 345496 ext 3109  ( <a href="mailto:vbennell@prsbucks.com">vbennell@prsbucks.com</a> )
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Additional Designated Safeguarding Lead	Mrs Linda Williams Learning Support Manager (01844) 345496 ext 3478 ( <a href="mailto:lwilliams@prsbucks.com">lwilliams@prsbucks.com</a> )

In the absence of any of the above, concerns should be brought to the attention of the most senior member of staff on site. Staff understand if there is an immediate risk of harm then they should call The Police (999) or Bucks First Response Team (01296 383962) directly and update the DSL at the earliest opportunity.

## **6. Procedures for dealing with concerns about a child**

If staff suspect or hear an allegation or concern of abuse or neglect from a child or any third party, they must follow the relevant procedure below.

All staff should:

- listen carefully
- avoid asking leading questions use the TED: Tell, Explain, Describe
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain to the child that staff will only share the information with those who need to know to help the child

All staff should explain next steps and who the information will be passed to.

**All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing using CPOMS <https://www.cpoms.co.uk/> and the safeguarding tab clicked to ensure the appropriate person is notified. Should there be an access issue staff should send their account by email to [childprotection@prsbucks.com](mailto:childprotection@prsbucks.com)**

Where there is a safeguarding concern, the School will ensure the student's wishes and feelings are taken into account wherever possible and will work with them (and their families where appropriate) when determining what action to take and what services to provide. This is particularly important in the context of harmful sexual behaviours, such as sexual harassment and violence.

The School manages this by ensuring the child has an opportunity to express their wishes and feeling using the VOC (Voice of Child) pro forma].[Voice of the Child - Buckinghamshire Safeguarding Children Partnership](#)

Safeguarding information will often be special category personal data and the School will have due regard to its data protection obligations when sharing such data. Whilst the School aims to get consent to share information, relevant personal information may be shared without consent if there is a lawful basis to do so such as where a child's safety may be at risk. This is because the Data Protection Act 2018 includes 'safeguarding children and individuals at risk' as a condition that allows information to be shared without consent. Any decision to share or withhold information will be recorded together with the reasons for it and who the information has been given to. The School operates its processes with the best interests of the student at their heart

## **7. The Governing Body**

**The Governing Body understands and fulfils its safeguarding responsibilities.**

It must:

- Ensure that the Headteacher and (when not the Headteacher) the DSL create and maintain a strong, positive culture of safeguarding within the school.
- Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision (see section 4). This will be reviewed at least annually in line with changes to guidance and legislation.
- Regularly monitor and evaluate the effectiveness of this Child Protection Policy and be satisfied that it is being complied with.
- Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority, and also appoint at least one Deputy DSL. The Headteacher has overall responsibility for safeguarding within the school; they can be the DSL or can delegate that work to a member of the SLT. The SLT must report to the Headteacher on a regular basis. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions.
- Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.

- Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.
- Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children in the school understand, at age and stage appropriate levels, safeguarding and how to keep themselves safe in a contextually appropriate way.
- Ensure safe and effective recruitment policies and disciplinary procedures are in place, which adhere to [Keeping Children Safe in Education 2021](#) and legislation referred to therein.
- Ensure that school is following the statutory RSE guidance – [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)
- Ensure resources are allocated, as a priority, to meet the needs of pupils requiring child protection or early intervention.
- Ensure the DSL completes an Annual Safeguarding Report for Governors, demonstrating how we are meeting our statutory responsibilities for safeguarding and promoting the welfare of children. Ensure a copy of this report is shared with the Education Safeguarding Advisory Service within the specified time frame.

It is the duty of the Chair of Governors (Mr Richard List and/or Emma Wright) to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

The Governing Body must ensure that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

The governing body has a statutory duty to appoint a Nominated Governor for Child Protection. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

- Work with the DSL to produce the Child Protection Policy annually.
- Undertake appropriate safeguarding training, to include Prevent Training.
- Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.
- Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record.
- Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance: [Inspecting safeguarding in early years, education and skills settings](#) and [Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](#)

All governors must complete safeguarding training on appointment, to also include Prevent training.

Overall responsibility for the safeguarding of pupils remains with the Headteacher, although tasks may be delegated to other members of the team, including the nominated DSL if appropriate. We have a Designated Safeguarding Lead (DSL) who is responsible for:

- Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious and vigilant in order to question behaviours and challenge perceptions if they have concerns for a pupil.
- Ensuring children receive the right help at the right time using the Buckinghamshire Threshold Document to inform plans for support or protection (see Appendix for definitions of the categories of abuse).
- Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact, including referrals to First Response.
- Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, in order to support timely interventions and allow prompt follow up. This includes use of the Escalation Process found on the BSCP website.
- Ensuring safeguarding records, legislation and guidance are up to date and are maintained in accordance with data protection. Ensuring records are stored safely and securely and remain confidential. That:
  - the DSL must share information, both internally and externally, on a 'need to know' basis only, being able to justify the reason for sharing and in accordance with the confidentiality policy.
  - all child protection files are held separately from pupil educational records.
- Maintaining the record of staff safeguarding training. Ensuring that our most up to date Child Protection Policy is widely available (this may be on the website), publishing the Safeguarding Statement and other relevant information on the school website. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
- Being the designated point of contact for staff to be able to discuss and share their concerns, developing a culture whereby staff feel comfortable to do so. In their absence the DSL will ensure the Deputy DSL, or most senior member of staff, is available (The DSL and the Deputies are all trained to the same level within our school).
- Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours.
- During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
- Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, this could include:
  - participating in Strategy discussions
  - attending Child Protection Case Conferences
  - submitting reports to the conference, which must be shared in advance with the parents/carers
  - contributing effectively and taking shared responsibility for core group meetings with all other agencies involved
  - engaging fully, as requested, in any other multi-agency planning meetings
  - contributing to the Framework for Assessments process
  - ensuring coverage is available at all times during the year

Providing the Headteacher (if the Headteacher is not the DSL), with an annual report for the Governing Body, detailing how the school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.

Meeting regularly, at least termly, with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure.

Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.

Referring immediately to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.

## 8. Procedures

Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, **“Working Together to Safeguard Children 2018”** [Working Together to Safeguard Children 2018](#), **“Keeping Children Safe in Education 2021”** [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](#) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#).

We will ensure:

- We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCP. Our DSL will be required to update their training in accordance with the Learning Pathway agreed by the LSCB.
- We have a member of staff (*Additional/Deputy Safeguarding Leads*) who will act in the DSL's absence who has also received training for the role of DSL and who will have been briefed in the role. In the absence of an appropriately trained member of staff, the Headteacher will assume this role.

All adults (including supply teachers, volunteers and contractors) new to our school are made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under **“Keeping Children Safe in Education 2021”** [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](#) and the booklet **“What to do if You're Worried a Child is Being Abused”** [Stat guidance template \(publishing.service.gov.uk\)](#) . They will have these explained, as part of their induction into the school.

Visitors must be:

- Clearly identified with visitor/contractor passes.
- Met and directed by school staff/representatives.
- Signed in and out of the school, by school staff.
- Given child protection advice for visitors working in our school.
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative as required.

- Given access to pupils restricted to the purpose of their visit.

All members of staff are required to attend annual training opportunities arranged or delivered by the DSL, in order to develop their understanding of the signs and indicators of abuse, how to respond to a student who discloses abuse and the procedure to be followed to promote a child's welfare. Staff are supported to further develop their understanding - mechanisms are in place to enhance this via team meetings, newsletters and email updates.

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through this Policy which is available on our website. Hard copies are also available from the school office. Further reference is made to this in our prospectus/brochure and in our home school agreement.

## **Attendance**

Through our [Attendance Policy](#) , we have in place a robust system for monitoring attendance and will act to address absenteeism with parents and students promptly to effect change and identify any safeguarding issues arising.

Parents must notify the school on each day of any unplanned absence — by 8.30 am or as soon as practically possible. We ask all parents to preferably call the main office on 01844 345496 or if this is not possible email [studentabsence@prsbucks.com](mailto:studentabsence@prsbucks.com)

All children attending our school are required to have a minimum of two identified emergency contacts; this is to support prompt communication in the event of a serious incident or a child missing from school.

Parents are texted on the first day of absence of their child if they have not contacted the school.

Any student absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.

Any absence of two consecutive school days, without satisfactory explanation, of a student currently subject to a Child Protection Plan is immediately referred to their social worker.

At Princes Risborough School we will support all students and their families.

This may mean that absences for different reasons are authorised:

- Religious observance - where the day is exclusively set apart for religious observance by the religious body to which the student's parents belong.
- Traveller pupils travelling for occupational purposes - this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers.

Support can be offered to those parents that have barriers, these include, but are not limited to:

- Helping parents to read and fill out forms
- Emails to be used as a way of communicating to allow parents or carers to easily translate it into their spoken language
- Contact to be made to an agreed English speaking relative
- Financial support

Parents must inform school if there are any changes to a student's residential status.

School has a mandatory duty to inform the local authority via the First Response Team, if a child under the age of 16 yrs., lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

All staff, parents/carers and children are made aware of the school's escalation process on the school website [Commendation and Complaints Policy](#). This can be activated in the event of concerns not being resolved after the first point of contact. For staff, **Initially, professionals should attempt to resolve differences through discussion, within a timescale that protects the child from harm. However, if there is concern that a child is at imminent risk of harm and the concern has not been resolved at the first point of contact (DSL), escalate to the Headteacher and contact first response.**

We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up to date **Child Protection Policy** of any organisation hiring the school's facilities.

Community users organising activities for children are made aware of and required to demonstrate their understanding of the need for compliance with the school's child protection guidelines and procedures, as part of their use of our facilities.

The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.

We apply the same level of scrutiny to staff employed via an agency, ensuring their identities, qualification and suitability to work safely with children.

Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.

- Disqualification by association – not relevant to Princes Risborough School because we do not have any students aged under 8.  
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- Our procedures are reviewed and updated annually as a minimum.
- The name of the DSLs are clearly displayed around the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. The DSLs will be available during school hours and term time to support safeguarding within our school.

## 9. Prevention

We recognise school plays a significant part in the prevention of harm to our students by providing effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role school plays in identifying vulnerability and preventing the political indoctrination of students either by self-radicalisation or through exposure to extremist views.

We are aware of the Prevent Duty to protect young people from radicalisation and extremism. At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable student.

Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will follow the same process of reporting as with any other safeguarding concern. A referral will be made to the First Response Team and passed by them via the Channel coordinator.

All school staff are required to attend training to support them to identify a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.

Whilst a central part of our work with students is to support them to stay safe whilst on-line, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor.

We recognise that some students because of their life experiences or additional needs including SEN, may be disproportionately affected by the behaviours of their peers or vulnerable to the influence of others. We will work in partnership with colleagues in other agencies to promote the wellbeing of this cohort of students.

The school community will therefore:

- Establish and maintain a safeguarding ethos, which is understood by all staff, enabling students feel secure. Ensuring all students know there are staff in the school whom they can approach if they are worried or in difficulty. Encouraging students to share their worries, knowing that they will be listened to.
- Receive focused annual training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM, themes of exploitation and management of sexual violence and sexual harassment.
- Understand that safeguarding and protection of students has to be viewed within the context of the students lived experience and the factors that influence him/her may impact on this; friends, family school and their community.
- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.
- Ensure staff work effectively with partner agencies to seek advice, support and guidance, drawing on multi-agency expertise, knowledge and experience to support students at risk

of harm including emotional and intellectual harm via social media and use of the internet.

- Be sensitive and alert to the possibility of some children's behaviours and the risk they may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

## 10. Supporting Children

We recognise the young minds of our students can be vulnerable and may be exploited by others, therefore staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism, grooming or indoctrination and report concerns via our child protection procedures.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm, we therefore take our responsibilities seriously.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staff are therefore trained to **question behaviours** and be **professionally curious** about changes noted, all staff are required to be prepared to "think the unthinkable", raise the concern and ensure safeguards are in place. We recognise children with communication difficulties may be especially vulnerable and for this reason we link behaviour with safeguarding, "listening to behaviours" acknowledging not all children will be able to verbalise what may be troubling them.

To support safeguarding staff understand the need for a culture of vigilance to be present in the school. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are at risk of radicalisation.

The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual. Our admissions process will therefore ask for proof of identification and who has parental responsibility for a student – if parents go through the County this process will have been initiated by them. We will however ask parents/carers to update contact details and alert us to changes of address or care arrangements within 48 hrs.

Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive.

Staff receive comprehensive CP training annually and regular updates and specific training through the National College. Staff know to report incidents and students have an email address to contact that is monitored by the CP team, if they have concerns about themselves or others. Allegations are investigated by a member or members of the CP Team, who are all fully trained Level three DSLs. Parents/Carers and agencies are contacted and involved if the investigation indicates this is needed and support is put in place

Our school will support all students by:

- Encouraging the development of self-esteem, resilience and critical thinking in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and using the expertise and resources of colleagues in other service areas to promote the welfare of students.
- Ensuring staff work with Prevent Officers and the Channel Panel to support and safeguard if a student is thought to be vulnerable to or espousing radical political ideologies.
- Liaising with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place if a student has medical needs.
- Developing a good working knowledge of the Threshold Document and how it can be used to safeguard and promote the wellbeing of students, informing the notification to Social Care (First Response) as soon as there is a significant concern.
- Ensuring that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. We will work with the Virtual Schools Team to support the educational attainment for Children Looked After at our school. Our member of staff designated for Looked After Children is Mr Mike Durose Assistant Headteacher (01844) 345496 ([mdurose@prsbucks.com](mailto:mdurose@prsbucks.com))
- Staff are sensitive to the needs of children who are "looked after", recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying or when negotiating relationships.
- Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- Providing continuing support to a student (about whom there have been concerns), who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the student's new school as a matter of urgency/within the first term.

Our school has a Work Related Learning Policy and procedures which comply with national and local guidance and which are regularly reviewed and updated.

We are aware of our responsibilities for the safeguarding of students who are educated off site or who are in alternative provision and work with Bucks County Council to monitor and review this.

At our school we work hard to understand the impact on children living in families that are experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the child/ren might experience abuse or neglect as a result of these difficulties.

The DSLs, along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise. Ensuring signs and indicators are progressed to inform plans of support.

Students are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home or elsewhere.

Whilst we strive to work together with families, staff understand that sharing information with parents may not always be appropriate and ensure that decisions of this nature are made in partnership with Children's Social Care or the police.

## **11. Confidentiality**

- We recognise that all matters relating to child protection are confidential.
- The Headteacher or DSL will disclose personal information about a student to other members of staff on a need to know basis only. This will be governed by BSCP Information Sharing Protocols.
- All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- Staff will not duplicate or keep personal records of child protection concerns. All information will be reported to the DSL and securely stored only in the designated location within the school, separate from the student records.
- In the absence of the DSL, provision is in place for the information to be accessed, in an emergency.
- All staff are aware that they cannot promise to protect a child's secret if it might compromise the child's safety or well-being or that of another child. Staff will however reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.
- We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns in line with '**Working Together**'.

## **12. Dealing with a disclosure**

In the event of a child disclosing abuse staff will:

- Listen to the child. Allowing the child to tell what has happened in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
- Remain calm. Be reassuring and supportive but try to not respond emotionally.
- Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED: Tell, Explain, Describe.
- Make an accurate record of what they have seen/heard using the schools record keeping processes, recording: times, dates or locations mentioned, using as many words and expressions used by the child as possible. Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically.
- Reassure the child that they did the right thing in telling someone; they will reassure the child that they have not done anything wrong.
- Staff will explain to the child what will happen next and the need for the information to be shared with the DSL

- In the unlikely event the DSL and deputy DSLs are not available, staff are aware they must ring First Response for advice.

**If there is immediate risk of harm to a child Staff will NOT DELAY, and will ring 999**

The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded

### **13. Multi-agency working**

Princes Risborough School knows what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

When named as a relevant agency and involved in safeguarding arrangements, Princes Risborough School will co-operate alongside other agencies with the published arrangements.

Princes Risborough School will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

Princes Risborough School will allow access for and work with children's social care to conduct or consider whether to conduct as section 17 or section 47 assessment.

### **14. Supporting Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

In consultation with all staff, we have adopted a Code of Conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.

All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff Code of Conduct.

We recognise that our DSL(s) should have access to support and appropriate workshops, courses or Forums as organised by the County Council.

### **15. Allegations against staff**

Here at Princes Risborough School, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors

It is always advisable for interviews or work with individual children or parents to be

conducted in view of other adults. There should be no 1;1 contact between staff and students which is not "open to the casual observer".

Staff should be aware of the school's behaviour/discipline policy/Code of Conduct which can be found on the school's website.

We understand that a student may make an allegation against a member of staff. If such an allegation is made, **the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.**

The Headteacher/senior teacher on all such occasions should immediately discuss the content of the allegation with the LADO. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree on a course of action.

The Head Teacher/Senior Teacher will:

- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.
- Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation.
- Ensure feedback is provided to the LADO about the outcome of any internal investigations within your agency.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the Headteacher first.
- The school will follow the County Councils procedures for managing allegations against staff, a copy of which can be found [here](#) .

**KCSIE 2021**- Part four contains comprehensive guidance covering the two levels of allegations/concern:

1. Allegations that may meet the harms threshold

2. Allegations/concerns that do not meet the harms threshold- referred to for the purpose of this guidance as 'low level concerns'.

- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO in making this decision, as well as being guided by HR.
- If a suspension is made, restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.
- Our lettings agreement for other users requires that the organiser will follow the County Council procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

## **16. Transfer of Risk**

Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children or young people.

## **17. Whistleblowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason we have a separate Whistleblowing Policy which can be found [here](#). Staff are required to familiarise themselves with this document during their induction period.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Governors.

## **18. Physical Intervention and positive handling**

Our policy on physical intervention/positive handling by staff is set out separately, as part of our behaviour Policy.

Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Any use of force or restraint will be recorded and signed by a witness. The parent/carer will be informed of the incident.

Staff who are likely to need to use physical intervention must be appropriately trained.

We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

If the police need to carry out a search on site, there will be a member of PRS staff designated as the appropriate adult.

'Arrange for an Appropriate Adult to be present in the case of a child or young person or vulnerable adult (except in cases of urgency where there is a risk of harm to the detainee or others)'

and

'If the subject is under 18 and does not wish an Appropriate Adult to be present during the actual search, ensure they explain this in the presence of the Appropriate Adult and obtain the agreement of the Appropriate Adult'

## **17. Anti-Bullying**

While there is no single definition of bullying, the DfE identifies three points which most definitions share:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

We have an Anti-Bullying [policy](#) and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

This policy is available to all staff, parents and carers and students. The policy is written in language that is accessible to students and a child-friendly version is made available to all students.

Staff, students and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

## **18. Racist Incidents**

In line with the Equalities Act 2010, Our Equalities and Cohesion policy references how racist incidents will be dealt with and acknowledges the serious nature of these events and their impact on the individual/group of students involved including those who may witness the incident. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

## **19. Health and Safety**

We recognise the importance of safeguarding students throughout the school day. Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically within the school environment, in relation to internet use and when away from the school when undertaking school trips and visits.

Part of the safeguarding measures we have in place include the safe dropping off and collection of students at the start and end of the school day. Parents are encouraged, if driving students to and from school, to drop their child/ren off safely a short distance away from school site to allow students to walk on to school site. This procedure minimises the flow of traffic through the school gates at peak times.

Students who leave the site during the school day do so only with the written permission of a parent /and are collected by an authorised adult where appropriate. School should be notified by the parents regarding whom they have authorised for this task. Students must sign out at reception.

Students usually make their own way to/from school, both at normal school times and after

clubs, detentions, sporting fixtures, trips etc. If someone is to collect a child we always make sure that they bring identification if we do not know them, and that we know from the parent who is collecting. This includes Social Workers coming to collect students for whatever reason, and ad- hoc taxis for students.

Students attending learning support who are taxied to and from school and dropped/picked up from outside by the English block. Some SEND students, however, travel to and from school independently.

Staff who support children during unstructured time such as break and over the lunch period have received training to remain alert to signs of concern or vulnerability, ensuring students feel safe. This includes lunch time staff who follow the schools reporting process to alert the DSL of concern.

Our school site is secure. All staff are aware of 'hotspots' in the school where students have expressed anxieties or where areas of potential vulnerability may exist. There is an action plan in place to address safety in these areas.

In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, staff will then make contact with the student's parents and inform the police.

## **20. Prevent Duty**

We are aware of the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 to protect young people from being drawn into terrorism.

All school staff and governors have completed Prevent training.

We have in place and monitor appropriate web filtering systems.

The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/Prevent_Duty_Guidance_for_England_and_Wales.pdf)

## **21. E-Safety**

All staff are aware of the school policy on E-Safety which sets out our expectations relating to:

- Creating a safer online learning environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe online, question the information they are accessing and support the development of critical thinking
- Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which may make students vulnerable including sexting
- Use of mobile technology both within school and on school trips/ outings
- Use of camera equipment, including camera phones
- What steps to take if there are concerns and where to go for help
- Staff use of social media as set out in the Staff Code of Conduct

Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or use of coercion. Through our contextual safeguarding approach we will also report any concerns to the appropriate agencies to

support and protect students.

Students, staff and parents are supported to understand the risks posed by the **CONTENT** accessed by students – their **CONDUCT** online– and who they have **CONTACT** with in the digital world.

We have a mobile phone policy within the behaviour policy which sets out the acceptable use of mobile technologies by students whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

Staff use of mobile technology whilst on site is set out in the Staff Code of Conduct.

## **22. Mental Health**

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff recognise how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, in the same way staff would report a concern

Staff understand that they have an important role to play in supporting the mental health and wellbeing of their pupils.

The department has published advice and guidance on Preventing and Tackling Bullying [Preventing and tackling bullying](#), and Mental Health and Behaviour in Schools [Mental health and behaviour in schools - GOV.UK](#)

In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans. [Mental wellbeing | Overview | PHE School Zone](#)

We have two mental health leads at Princes Risborough School, Sue Hine and Vicky Bennell.

## **23. Sending nude or semi-nude images**

Sending nude images or semi-nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link below:

[Sharing nudes and semi-nudes](#)

Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.

Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in:

Sharing nudes and semi-nudes: advice for education settings working with children and young people

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

If the incident meets the threshold it may be necessary to refer to the police in a timely manner.

## **24. Peer on Peer Abuse**

Princes Risborough School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via peer on peer abuse.

All staff operate a zero-tolerance policy to peer on peer abuse and will not pass off incidents as 'banter' or 'just growing up'.

All staff recognise that peer on peer issues may include, but may not be limited to:

Bullying (including cyber bullying)

Racial abuse

Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm

Sexual violence and sexual harassment

Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

Abuse related to sexual orientation or identity

Sending nude or semi-nude images (consensual & non-consensual)

Upskirting and initiation/hazing type violence and rituals

Emotional abuse

Abuse within intimate partner relationships

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator

In order to minimise the risk of peer on peer abuse taking place, school must:

- Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns

- Develop robust risk assessments if appropriate
- Refer to any other relevant policies when dealing with incidents, such as the Behaviour Policy and/or the Anti-Bullying Policy

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge.

We understand that it causes the victim distress and humiliation and that any gender can be a victim.

Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidents to the Headteacher, DSL or most senior member of staff.

Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education, Sept 2021** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97222/ksie-part-5-sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges.pdf)

## 25. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.

As a staff team we are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. We promote awareness through training and access to resources.

Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.

We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.

At our school we are aware of a range of practices and belief which can be classified as honour based violence, we include within this female genital mutilation, forced marriage and breast ironing. Whilst this may be a part of a long held tradition within communities we categorise this as child abuse and will act according to our child protection processes to safeguard the student concerned.

Teachers at our school understand there is a legal duty to report known cases of FGM to the police and they will do this with the support of the DSLs.

School are aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some students due to capacity or additional learning needs may not be able to give an informed consent and this will be dealt with under our child protection processes.

We recognise both male and female students may be subject to honour based abuse e.g. where young people's cultural background are at odds with their behaviours such as

homosexuality, under-age sex, relationships or life style choices.

We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSL and the Forced Marriage Bureau as well as First Response.

Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in some instances where there may be cultural differences of opinion on abuse. Staff will report concerns to the DSL who will liaise with First Response, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the student.

## **26. So Called 'Honour' Based Violence**

Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Violence to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of children abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. Our staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)

We recognise both male and female pupils may be subject to honour based abuse e.g. where children's cultural background are at odds with their behaviours such as sexuality, under-age sex, relationships, gender identity or life style choices.

We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

Any suspicions or concerns for forced marriage are reported to the DSLs who will refer to First Response or the police if emergency action is required.

## **27. Retention of Records**

When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our Record Keeping Policy and Data Protection Legislation.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

There is a statutory requirement for our school to pass any child protection records to the pupil's next school. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method.

The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.

We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.

## **28. Contextual Safeguarding**

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer-children relationships.

At Princes Risborough School, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

In such cases the individual needs and vulnerabilities of each child will be considered. Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

## **29. Serious Violence**

All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

At Princes Risborough School we are aware of the range of risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising. [Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612227/preventing-youth-violence-and-gang-involvement-practical-advice-for-schools-and-colleges.pdf)

## **30. Sexual Violence & Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can

take place inside or outside of school. As set out in Part five of the KCSIE 2021, all staff maintain an attitude of 'it could happen here' and it is never acceptable.

All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

### **31. Domestic Abuse**

All staff recognise that children who experience domestic abuse, including intimate partner abuse, can suffer long lasting emotional and psychological effects. Staff must report any concerns using the school's safeguarding procedures.

Princes Risborough School recognise that some groups of children are potentially at greater risk of harm.

### **32. Children who need a social worker (Child Protection and Child In Need Plans)**

Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.

Princes Risborough will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.

Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

### **33. Use of Photography**

We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students.

As confirmed in the Data Protection Act, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 before any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (*for example, in a school brochure or website*) and how widely (*as part of a schools bulletin for all parents, on the child's individual development record etc.*) Our agreement with parents and students includes how images will be stored, how long they will be stored for and how they will be disposed of.

Due consideration will be given to the appropriateness of clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image (*such as the acceptance of an award*) in particular when additional identifiers (i.e. a school or uniform logo) are being shared.

We acknowledge the right of parents and students to withhold or withdraw consent at any point in time of the duration the student is at the school.

### **34. Policy Review**

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

## Appendix 1

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

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

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

### Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

#### 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.

#### Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), 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, though it may occur alone.

#### Sexual Abuse

Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. 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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The [Brook Sexual Behaviours Traffic Light Tool](#) can be used as guidance to support professionals in identifying and responding to sexual behaviour in children.

## **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:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Exploitation**

Exploitation is a form of child abuse and may take a number of forms:

### **Child Sexual Exploitation**

Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

### [CSE Guidance Core Document](#)

We recognise that exploitation includes the trafficking of children and Modern Day Slavery. [Victims of modern slavery – frontline staff guidance](#)

## **Extremism**

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

## **County Lines**

As set out in the Serious Violence Strategy (see link below), published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs

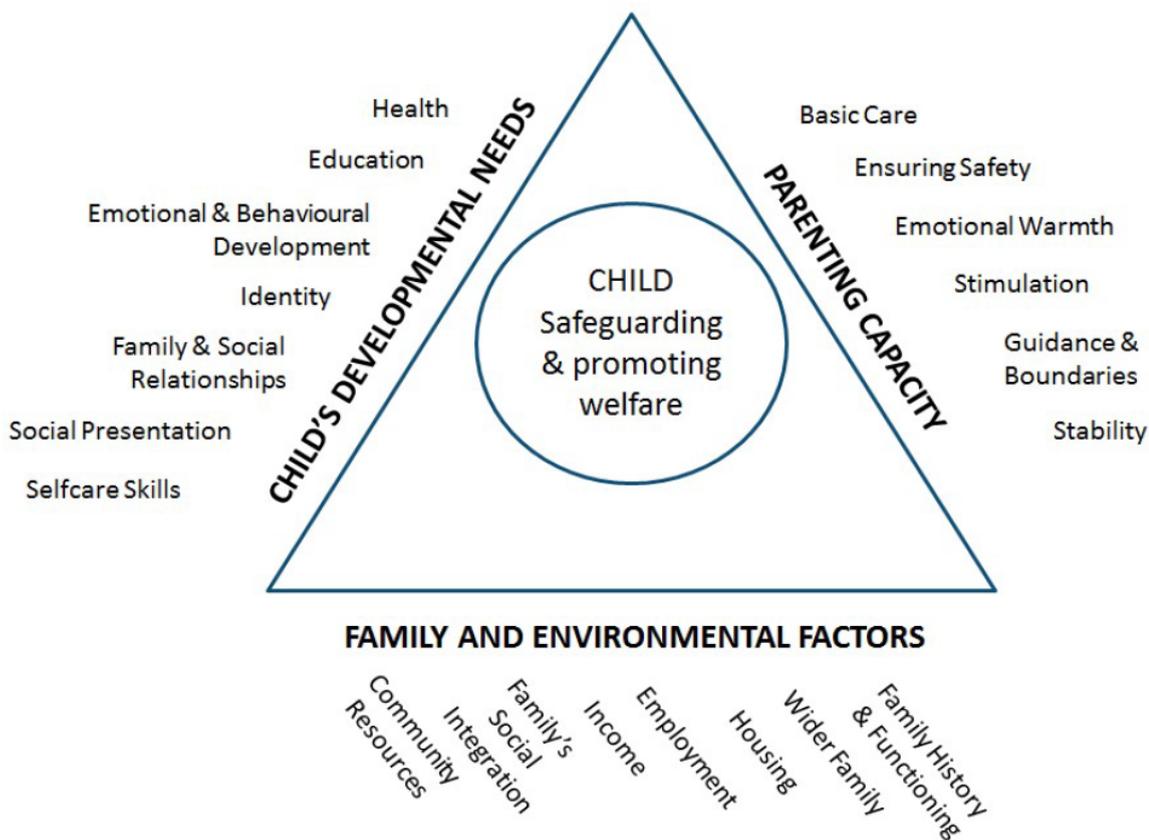
into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

**Child Criminal Exploitation**

As set out in the [Serious Violence Strategy](#) published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Taken from "[Working Together to Safeguard Children](#)" 2018

**Assessment Framework** (from Working Together to Safeguard Children, July 2018)



Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children’s social care should have their

individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

### 32. Version Control

<b>Date</b>	<b>Circulation</b>	<b>Amendments to previous version</b>
07/04/2022	Governor Hub	18.Appropriate Adult