



High March

CHILD PROTECTION AND SAFEGUARDING POLICY

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This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

Useful Websites

www.highmarch.co.uk

www.education.gov.uk

www.isi.net

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School Safeguarding Contacts

<i>Role</i>	<i>Name</i>	<i>Contact Information</i>
<i>Designated Safeguarding Lead</i>		
<i>Designated Safeguarding Lead for EYFS</i>	Mrs Amanda Dale	T: 01494 675186 E: amdale@highmarch.co.uk
<i>Designated Safeguarding Lead for Before and After School Care</i>		
<i>Deputy Designated Safeguarding Lead</i>		
	Miss Sharon Walker	T: 01494 675186 E: swalker@highmarch.co.uk
	Mrs Michelle Honiball	T: 01494 675186 E: mhoniball@highmarch.co.uk
	Mrs Rebecca Short	T: 01494 675186 E: nurse@highmarch.co.uk
<i>Headmistress & DDSL</i>		
<i>Out of Hours and Out of Term Time Contact</i>	Mrs Kate Gater	T: 01494 675186 or 07930 686491 E: head@highmarch.co.uk
<i>Nominated Safeguarding Governor</i>	Mrs Belinda Avery	T: 07813 837225 E: bavery@highmarch.co.uk
<i>Chair of Governors</i>	Mr Colin Hayfield	T: 01494 675186 (via School Office)
<i>Designated Teacher for Looked After Children (LAC)</i>	Mrs Amanda Dale	T: 01494 675186 E: amdale@highmarch.co.uk

<i>Person Responsible for Prevent Duty</i>	Mrs Kate Gater	As above...
<i>Mental Health Lead</i>	Miss Emily Green	T: 01494 675186 E: egreen@highmarch.co.uk

Contacts in Buckinghamshire/Police

<i>Education Safeguarding Advisory Service</i>	<i>ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.</i>	T: 01296 387981
<i>First Response Team (including Early Help, Channel)</i>	The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	T: 01296 383962 Out of hours: 0800 999 7677
<i>Children Missing Education Officer</i>		T: 01296 383098 E: childrenmissingeducation@buckinghamshire.gov.uk
<i>Local Authority Designated Officer (LADO)</i>	The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	T: 01296 382070
<i><u>Bucks Family Information Service</u></i>	Information for families on a range of issues including childcare, finances, parenting and education	T: 01296 383065
<i>Buckinghamshire Education Safeguarding Advisory Service (ESAS)</i>		T: 01296 382817

<i>Buckinghamshire Council Equalities & School Improvement Manager</i>	T: 01296 382461
<i>Buckinghamshire Council Prevent Co-ordinator</i>	T: 01296 674784
<i>Buckinghamshire Prevent Education Officer – Alison Watts</i>	T: 07793 658693 E: alison.watts1@buckinghamshire.gov.uk
<i>Thames Valley Police</i>	T: 101 In an Emergency: 999
<i>Child Abuse Investigation Unit (CAIU)</i>	T: 101
<i><u>Buckinghamshire Safeguarding Children Partnership (BSCP)</u></i>	Procedures, policies and practice guidelines
<i><u>Schools Web</u></i>	School bulletin, Safeguarding links, A-Z guide to information and services

Other useful contact details are:

<i>Childline</i>	<i>T: 0800 1111</i>
<i>NSPCC</i>	T: 0808 800 5000 E: help@nspcc.org.uk
<i>NSPCC FGM</i>	T: 0800 028 3550 E: fgmhelp@nspcc.org.uk

<i>NSPCC Whistleblowing</i>	T: 0800 028 0285 E: help@nspcc.org.uk
<i>R U Safe? (Barnardo's – Bucks Child Exploitation Helpline)</i>	T: 01494 785552
<i>DfE Counter Extremism (non-urgent) helpline and email service</i>	T: 020 7340 7264 E: counter-extremism@education.gsi.gov.uk

Linked Policies

This Child Protection and Safeguarding Policy forms part of a set of documents and policies which relate to the safeguarding responsibilities of the School and should be read in conjunction with these. In particular, there are links with the following:

- Safeguarding and Child Protection at High March
- Anti-Bullying Policy
- Attendance and Registration Policy
- Behaviour and Pastoral Care Policy
- Drugs, Alcohol, Tobacco and Substance Abuse Policy
- Equal Opportunities Policies and Procedures
- Health and Safety Policy
- Health and Safety Educational Visits Policy
- ICT Security Policy
- Inclusion Policy
- Induction Policy
- Missing Pupil, Security and Supervision Policy
- Mobile Phone and Images Policy
- Privacy Notices for Pupils, Parents and Staff
- PSHE & Relationships Education Policy
- Risk Assessment Policy
- Safer Recruitment and Selection Policy
- SENDA Policy & Accessibility Plan
- SMSC Policy
- Staff Code of Conduct
- Whistleblowing Policy

These are available from the School Office by contacting 01494 675186

High March

Child Protection and Safeguarding Policy

Introduction

High March is in a position of trust in relation to its pupils and staff take their welfare seriously. High March is committed to safeguarding and promoting the welfare of children and young people and expects all staff, supply staff, contractors, governors and volunteers to share this commitment.

The School draws on the expertise of staff, including the DSL, DDSL(s), in shaping the School's safeguarding arrangements and policies. The Child Protection and Safeguarding Policy and procedures apply to all staff, supply staff, governors and volunteers. Parents are informed of the policy and procedures through the website.

The school recognises that as well as risks 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 must remain vigilant and alert to these potential risks. We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and for some, a sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk.

The aim of this policy is to provide staff, supply staff, governors and volunteers with the framework they need to keep children at High March safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

Safeguarding children and young people and promoting their well-being is more than just child protection. In order to safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose. The Proprietors and Governors take their responsibility seriously under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify, assess, and support those children who are suffering harm or who may be at risk of harm. The Proprietors and Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1, Part 5 and Annexe A of Keeping Children Safe in Education, September 2024.

All children, without exception, have the right to protection from abuse regardless of disability, sex, gender reassignment, race, religion or belief, or sexual orientation (Equality Act 2010).

This policy has been developed in line with the Buckinghamshire Council Child Protection Framework Policy (2021) as well as the following legislation and guidance documents:

- Keeping Children Safe in Education (KCSIE) September 2024 additional statutory guidance, Disqualification under the Childcare Act 2006 (February 2015)
- KCSIE's non-statutory advice for practitioners 'What to do if you're worried a child is being abused' (March 2015)

- Working Together to Safeguard Children 2023
- Prevent Duty Statutory Guidance: for England and Wales under s29 Counter-Terrorism and Security Act 2015 and the 2022 update.
- Prevent is supplemented by non-statutory advice and a briefing note:
 - The Prevent Duty: Departmental advice for schools and childminders (June 2015 and the 2022 update)
 - The use of social media for on-line radicalisation (July 2015)
- Statutory Framework for the Early Years Foundation Stage 2024
- Children Act 1989
- Children Act 2004 as amended by the Children and Social Work Act 2017
- The Independent Schools' Standards Requirements (ISSRs) Part 3
- Education Act 2002 section 175
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – Sept 2021
- Data Protection Act 2018 and the UK GDPR
- Any other relevant guidance issued by the Secretary of State

A review of this Child Protection and Safeguarding Policy will take place at least annually, including an update and review of the effectiveness of procedures and their implementation using the following procedure:

- Initial review by DSL and DSG.
- Review by the Senior Leadership Team which includes the DDSLs.
- Review and endorsement by the full Governing Board.

Definitions

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online,
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Child Protection is part of the safeguarding process, and it refers to the procedures undertaken to protect individual children who have been identified as suffering or likely to suffer significant harm.

A **Child in Need** is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services; or a child who is disabled.

Concerns that a child may be in need should be acted upon immediately by reporting to the DSL who will then seek early help, institute pastoral support or seek advice from children's social care as appropriate.

A **Child at Risk** is a child defined as at risk of significant harm. The DSL should be informed immediately and a referral will be made to children's social care or the police if a crime has been committed.

Abuse, neglect and exploitation

All staff should be aware of the indicators of abuse, neglect and exploitation (see page 52), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children 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 by another child or children. Further information regarding the categories of abuse can be found in the appendix this document.

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Further information regarding the categories of neglect can be found on page 50 of this document.

Exploitation: Both Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Further information regarding the categories of exploitation can be found on page 50 of this document

In this policy, the term 'Staff' includes permanent, temporary, supply and ancillary staff whether teaching or non-teaching as well as governors and volunteers in accordance with regulatory definitions statutorily amended from time to time.

Responsibilities and the Management of Child Protection

All Staff

All staff, supply staff, volunteers, visitors, governors and contractors understand safeguarding children is everyone's responsibility. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the DSL (Mrs Amanda Dale) or, in their absence, to the Deputy DSLs (Miss Sharon Walker, Mrs Michelle Honiball, Mrs Rebecca Short and Mrs Kate Gater). In the absence of any of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity.

It is better to help children as early as possible, before issues escalate and become more damaging. By dint of frequent and ongoing reinforcement of the message that safeguarding is paramount, through regular training, staff meetings, staff briefings, communications and the requirement to read updates to this policy, everyone in the School shares an objective to help keep children and young people safe.

What school and college staff should look out for

Early help

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

As a result, all staff:

- Recognise the definition of safeguarding and promoting the welfare of children.
- Must maintain a good working knowledge of the Buckinghamshire Continuum of Need any updates and how it should be used to inform decision making regarding a referral to First Response.
- Have the skills, knowledge and understanding to keep both looked after and previously looked after children safe.

- Understand vulnerability and that barriers exist when recognising abuse and neglect for children.
- Create and maintain a safe learning environment, promoting safe practice and eliminating any unsafe practice.
- Prevent unsuitable people from working with children and young people.
- Identify where there are child welfare concerns, including mental health concerns, taking action to address these, in partnership with other agencies if required.
- Contribute to effective partnership between all those involved with providing services for children.
- Are signposted to advice and help to identify children in need of extra support, including possible mental health problems.
- Develop children's understanding, awareness, and resilience.
- Prevent children from being subjected to radicalism of any sort.
- Identify pupils affected by political indoctrination.
- Ensure that we practise safer recruitment at all times (please see the Safer Recruitment and Selection Policy).
- Follow the local inter-agency procedures of the Buckinghamshire Safeguarding Children Partnership with particular reference to Section 17 Children Act 1989 (children in need) or Section 47 (the local authority's duty to investigate concern of significant harm).
- Deal appropriately with every suspicion or complaint of abuse.
- Design and operate procedures which promote this policy.
- Design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- Support a pupil who has been abused in accordance with his/her agreed Child Protection Plan.
- Are alert to the medical needs of children with medical conditions.
- Operate robust and sensible health and safety procedures.
- Are aware and vigilant over pupils who may be at risk of being drawn into terrorism pursuant to the duty under Section 26 of the Counter Terrorism and Security Act 2015 ('The Prevent Duty'). The School has regard to the duty placed on education and other children's services to the need to prevent children and adults from being drawn into terrorism and with a view to preventing radicalisation and extremism. This part of our Policy should be read in conjunction with our ICT Security Policy. All staff should be vigilant and alert to pupils attempting to access online and via "apps" material that could be used in an attempt to radicalise children.
- Take all practicable steps to ensure that School premises are secure.
- Operate clear and supportive policies on drugs, alcohol and substance misuse.
- Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area.
- Have regard to guidance issued by the Secretary of State for Children, Schools and Families (DCSF) in accordance with section 157 of the Education Act 2002 and associated regulations.

- Ensure that all Child Protection Training required by statute to be provided to the Designated Lead, the Deputy Designated Lead, the Governor for Child Protection and all staff (as defined from time to time) is provided in accordance with KCSIE (as amended from time to time).
- Support those pupils who are in need of additional support from one or more agencies. These cases will be reported to the Safeguarding in Education Team at Bucks and could lead to inter-agency assessment.

The Proprietors, Governing Body and Headmistress

The Proprietors have overall responsibility for ensuring that safeguarding policies and procedures meet legal and regulatory requirements and that pupils are suitably safeguarded at all times. The Proprietors, supported by an advisory Board of Governors, monitor the discharge of all statutory responsibilities regularly and robustly. All governors and proprietors receive appropriate Safeguarding and Child Protection Training at induction to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at High March are effective and support the delivery of a robust whole school approach to safeguarding. Their training is updated regularly.

The Proprietors ensure that:

- The Headmistress and DSL creates and maintains a strong, positive culture of safeguarding within the school.
- This Child Protection and Safeguarding Policy and related procedures are in place.
- The Headmistress ensures that the policies and procedures, adopted by the governors and proprietors (particularly concerning referrals of cases of suspected abuse and neglect), are understood and followed by all staff and are implemented swiftly, correctly and safely in practice. This includes any information required by the local authority.
- This policy reflects the unique features of the community we serve, and the needs of the pupils attending our provision and is reviewed at least annually.
- This Policy is up-to-date and that any Child Protection risks are assessed regularly or whenever there is a regulatory change. Areas requiring action are dealt with immediately and any deficiencies or weaknesses are remedied without delay.
- The appointed DSL and at least one Deputy DSL are both members of SLT and are of suitable 'status and authority' to take responsibility and carry out the role.
- 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 is exercised and evidenced. Ensure robust structures are in place to challenge the Headmistress where there are any identified gaps in practice or procedures are not followed.

- Ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. See ICT Security Policy for details of filtering and monitoring review.
- Ensure that safeguarding and child protection training is regularly updated. Induction and training should be in line with any advice from the safeguarding partner, Buckinghamshire Safeguarding Children Partnership.
- 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 understand to keep themselves safe.
- Ensure that school is following the statutory RSE guidance –[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)
- The School follows safe recruitment procedures (see the Safer Recruitment and Selection Policy) and the Single Central Register of staff is in order, ensuring provision meets statutory requirements and advice.
- Ensure resources are allocated to meet the needs of pupils requiring Child Protection or early intervention.
- Ensure the DSL completes an Annual Safeguarding Report for Governors.
- The Designated Safeguarding Governor is nominated to be responsible in the event of an allegation of abuse being made against the Headmistress and 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 procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. The guidance in Part Four of Keeping Children Safe in Education 2024 must be followed if there were any such concerns. [Keeping Children Safe in Education 2024](#)
- 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 safeguarding. The governors and proprietors should be familiar with their obligations under the Human Rights Act 1998, The Equality Act 2010 and the [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. Further detail can be found in KCSiE 2024 (Paragraph 80-93).

- The governing body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the UK GDPR and DfE Data Protection guidance for schools, which allow them to share or withhold personal information when it is necessary to safeguard any child.
- Child Protection and Safeguarding is a standing item at termly Governor Meetings.
- Staff, supply staff, governors and volunteers attend relevant child protection training that is in line with local authority procedures, including training in line with Prevent Duty procedures.

Designated Safeguarding Governor (DSG)

Whilst overall Child Protection and Safeguarding duties remain the responsibility of the Proprietors and governing body as a whole, the Designated Safeguarding Governor's role is to:

- Be familiar with local authority procedures and guidance issued by the DfE relating to Safeguarding and Child Protection.
- Attend appropriate training for designated Safeguarding and Child Protection Governors.
- Ensure a correct record of all safeguarding training, including that of governors' training is maintained by the DSL.
- Take responsibility to ensure that the school is meeting the Independent School Standards (Regulatory Requirements) relating to Child Protection and Safeguarding as set out in the Education (Independent School Standards) Regulations (2014).
- Be familiar with the most recent ISI regulations regarding safeguarding, including safer recruitment of staff and the requirements regarding the central register of staff.
- Be aware that the School must report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and who meets the DBS referral criteria and ensure this is done promptly.
- Be aware of occasions when a referral to the Teaching Regulation Agency (TRA) is required when a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.
- Be aware of the requirements of the Prevent Duty guidance and ensure it is implemented effectively throughout the School and undertake Prevent training.

When ensuring school provision meets requirements the Designated Safeguarding Governor will:

- Ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and that all statutory governing body responsibilities are met.
- Monitor appropriate policies, including the Child Protection and Safeguarding and all attached policies, ensuring the Child Protection and Safeguarding Policy contains at least the regulatory areas set out in the Evaluating Safeguarding Section of the ISI Handbook (September 20) and is in line with locally agreed inter-agency procedures.
- Ensure the School meets requirements advised by Keeping Children Safe in Education and the ISI regulations regarding safeguarding.
- Regularly check the School's arrangements for handling allegations of abuse against members of staff, governors, volunteers and the Headmistress.
- Ensure the School has up-to-date information on how to recognise abuse.

- Monitor the School's Staff Code of Conduct Policy and Safer Recruitment and Selection Procedures.
- Review the management of safeguarding including the appointment of the DSL and the job description of the designated personnel.
- Monitor the training of the DSL, DDSLs, staff, governors and volunteers.
- Work with the DSL to review, update and produce the School's Child Protection and Safeguarding Policy and procedures annually.
- Ensure the Designated Safeguarding Lead (DSL) who has responsibility for responding to and overseeing safeguarding issues is suitably qualified and trained.
- Ensure there is at least one Deputy Designated Safeguarding Lead (DDSL) who has responsibility for responding to and overseeing safeguarding issues as delegated by the DSL, and who is also suitable qualified and trained.
- Where appropriate, ensure there is at least one Designated or Deputy DSL to be responsible for the Early Years.
- Ensure that the DSL supervises and supports the work, development and training of the DDSL.
- Ensure that there are clear lines of accountability regarding safeguarding procedures.
- Ensure all staff know:
 - names of Designated Safeguarding personnel
 - what the Child Protection and Safeguarding Policy contains
 - how to identify a child protection concern
 - what they do if they have any child protection concern
- Ensure the system for recording, storing and reviewing child welfare concerns is robust and secure.
- Liaise with the DSL about general child protection and broader safeguarding issues within the School.
- Meet regularly with the DSL in order to monitor the effectiveness of the implementation of the governing body's Child Protection and Safeguarding Policy.
- Provide reports to the governing body in respect of issues within the School to enable adequate oversight, understanding and development of solutions.
- Ensure that the training of all staff is up to date.
- Recommend Governors attend appropriate safeguarding training either arranged by the School or externally to include, for relevant governors, training in respect of allegations against staff.
- Recommend at least one Governor, who may be called to sit on the recruitment and selection panel for staff, has successfully completed accredited safer recruitment training or any future training that replaces this.
- Ensure interview panels are convened appropriately, and safer recruitment practices are followed.
- Have oversight of the Single Central Register, inspect it regularly and ensure it is up to date and maintained in line with guidance.
- Take account of how safe pupils feel when in school.
- Ensure the School reviews and considers the curriculum in order that key safeguarding 'messages and lessons' are implemented across all their work and embedded into the School's ethos.
- Ensure the School maintains regular communication and good relationships with external agencies available to support children and families.
- Monitor progress against any outstanding actions required that have been decided upon following any safeguarding audit.

- Ensure the School implements its procedures to prevent radicalisation effectively.

Following a full annual audit of provision, the Designated Safeguarding Governor should ensure that the governing body receives a report on the implementation of the School's Child Protection and Safeguarding Policy and procedures including:

- The date, time and manner in which the annual audit was completed.
- The arrangements that are in place for ensuring that the School's Child Protection and Safeguarding Policy is communicated to and understood and implemented by all staff, and how effective they are in practice.
- Judgement upon the time and resources allocated by the School to the designated member of staff with lead responsibility for child protection.
- Information on the training attended by the DSL and DDSL over the year.
- Information on the training in safeguarding undertaken by all staff, including lunch time staff, administrative staff, catering, maintenance, and medical staff over the year.
- Information on the effectiveness of the child protection procedures in the induction programme for all new people and volunteers in the School.
- The effectiveness of the arrangements for ensuring safe recruitment procedures and appropriate checks on new staff and volunteers are completed in the required time.
- The number of pupils currently on the Child Protection register.
- How effectively any issues linked to safeguarding and child protection have been dealt with.
- Information on how well child protection issues are addressed through the curriculum.
- The accuracy of the Central Register with regard to the most recent regulation.

Designated Safeguarding Lead

We draw on information in Annex C of KCSIE 2024 which gives details of the Role of the Designated Safeguarding Lead.

The DSL is responsible for:

- Maintaining an overview of, and taking ultimate lead responsibility for, safeguarding and child protection within the School (including online safety and understanding filtering and monitoring systems and processes in place).
- Creating a culture of safeguarding within the school, where children are protected from harm.
- Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.
- Alongside the Headmistress, ensuring all staff implement the Child Protection and Safeguarding Policy effectively.
- Establishing a safe and secure system for recording safeguarding and child protection records. Auditing regularly to ensure all actions are completed. Written records are particularly helpful in the event that a complaint is raised.
- Ensuring all child protection files are held separately from pupils' education records.
- Being available during term time school hours for staff and outside agencies to discuss any safeguarding concerns (or in her absence ensuring that a DDSL is available to do so).

- Ensuring a point of contact is available to staff and communicated to them during residential trips, extended school hours and out of school hours.
- On-line safety including reviewing regular reports from the Network Manager.
- Meeting the statutory requirement to keep up-to-date with knowledge enabling them to fulfil their role.
- Receiving appropriate higher-level training in line with BSCP procedures, including any LSP Prevent Duty procedures.
- Open channels and communicate effectively with local statutory agencies.
- Communicating well both verbally and in writing, to a high standard both in School and as a representative of the School at external agency meetings.
- Presenting a calm and efficient disposition in a crisis.
- Following procedures accurately and make informed decisions.
- Adapting swiftly to changing regulations.
- Leading the staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures.
- Training the staff team in safeguarding procedures, including those relating to the Prevent Duty and keeping a record of training.
- Ensuring that the contact details for the safeguarding team are displayed prominently for easy access as needed.
- Being an effective member of a multi-agency, local authority team.
- Listening objectively, actively and non-judgementally.
- Writing clear, full and informative reports for external agencies, senior managers and governors.
- Understanding the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments.
- Having a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.
- Working with the Designated Safeguarding Governor to undertake a full review of all aspects of safeguarding annually and assist in providing a comprehensive written report for the Governing Board.

The Designated Safeguarding Lead will refer all cases of suspected abuse and neglect to (as relevant):

- The local authority children's social care unit.
- The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member).
- The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child).
- Inform the Headmistress and Designated Safeguarding Governor and consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a referral has been made to the DBS, it is unnecessary to contact TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an TRA referral.

- The police for any cases where a criminal offence may have been committed or the risk of harm is imminent. [When to Call the Police](#) document is helpful in deciding when to call and what to expect.
- Instances of **suspicion** of Female Genital Mutilation will be referred to the local authority children's social care unit. Confirmed cases of FGM will also be reported to the police.
- Instances of political indoctrination and suspected radicalisation will be reported to the Channel programme.

The Designated Safeguarding Lead will:

- Ensure that the School operates within legislative frameworks (including where relevant and appropriate the new Ofsted Framework) and recommended guidance, including KCSIE Annex B.
- Meet regularly 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.
- Liaise with the Headmistress and Designated Safeguarding Governor regarding:
 - Ongoing enquiries under Section 47 of the Children Act 1989 and police investigations and be aware of the requirement for children to have an Appropriate Adult. Further guidance can be found in [PACE Code C 2019](#).
 - Referring of cases of suspected abuse or neglect regarding children in need to the local authority children's social care unit.
 - Referring child protection concerns (all cases involving a staff member) to the local authority designated officer (LADO).
 - Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service.
 - Referring cases where a crime may have been committed to the police.
 - Inform the Designated Safeguarding Governor of contact with the LA Prevent officer and police re suspicion of female genital mutilation, political indoctrination or radicalisation.
- Liaise with parents, informing the Designated Safeguarding Governor (and if appropriate the LADO, children's social care unit or police) of all meetings and discussions.
- Ensure records of all meetings are clear, comprehensive and dated.
- Act as a source of advice and expertise to staff on matters of safety and safeguarding.
- When deciding whether to make a referral always liaise with relevant agencies for advice.
- Co-operate with the Designated Safeguarding Governor in the annual check of the Safeguarding and Child Protection Policy and procedures to ensure they are in line with statutory regulations and implemented correctly.
- Be continually aware of any changes in statutory requirements and alter school documentation accordingly, informing Governors and Staff of any changes.
- Ensure all school records re safeguarding are comprehensive, updated and accessible but securely stored.
- Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating.
- Understand the importance of acting on and referring the early indicators of abuse and neglect, keeping clear records, listening to the views of the child and reassessing concerns when situations do not improve.

- Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the Designated Safeguarding Governor.
- Act as a support to pupils and staff, follow up and document progress re all concerns regularly.
- Ensure the records of any pupil who leaves the School and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file and as soon as possible. For an in-year transfer this should be within 5 days or within the first five days of the start of a new term.
- Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers.
- Share information to enable the new school to have support in place when a child arrives and ensure key staff, such as the SENDCO, are aware of any needs.
- Ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files, and marked 'Strictly Confidential'.
- Submit reports to, and ensure the School's attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
- Ensure any actions to be taken re children on the register are performed efficiently and the results monitored, recorded and evaluated.
- Maintain a continuous overview of safeguarding within the School, recording findings clearly.
- Ensure safeguarding maintains a high profile at staff meetings.
- Organise regular meetings of all involved in safeguarding within the School, including the Early Years.
- Ensure school policies such as the SMSC and ICT policies incorporate the requirements of the Prevent Duty, enabling pupils to understand that terrorism is unacceptable and preventing any form of radicalisation in school.
- Ensure staff know how to identify changes in behaviour or other aspects of pupils' demeanours that may indicate radicalisation.
- Ensure staff know how to report any suspicion of radicalisation.
- Ensure staff receive regular training on how to identify radicalisation amongst pupils.

The work of the Designated Safeguarding Lead will be reviewed annually by the Designated Safeguarding Governor.

The role of the Deputy Designated Safeguarding lead (DDSL):

- The DDSL will be fully conversant with the role and expectations of the Designated Safeguarding Person, including all matters appertaining to the Early Years.
- The DDSL will be available to support the Designated Safeguarding Lead (DSL) in whatever capacity is required.
- The DDSL will have the knowledge and skill to perform the duties of the DSL when requested.
- The DDSL will assume the role of DSL whenever requested and when the DSL is not on the premises.
- The DDSL will attend training in line with local authority requirements at least every two years, preferably the same training as the DSL.

- The DDSL will support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the indicators of abuse.
- The DDSL will assist the DSL in producing reports for senior managers and Governors
- The DDSL will understand the organisation and functioning of external agencies, including child protection cases and case conferences.
- The DDSL will support the DSL in attending child protection and case conferences.
- In the absence of the DSL the DDSL will be responsible for dealing with all matters appertaining to safeguarding and will follow the School's procedures accurately.
- The DDSL will share information on all matters brought to his/her notice with the Headmistress and will immediately seek advice should matters involve child protection with the First Response Team and should matters involve a member of staff with the LADO.
- If relevant, the DDSL will share any concerns that are reported with the Designated Safeguarding Governor.
- The DDSL will support staff at all levels in their implementation of the School's child protection procedures.
- The DDSL should be observant and a good communicator.

The role and responsibilities of the LAC (Looked After Children) Designated Teacher:

- The Designated Teacher should have responsibility for helping school staff understand what affects how 'looked after children' learn and achieve.
- The Designated Teacher should promote a culture of high expectations and aspirations for how 'looked after children' learn.
- The Designated Teacher should make sure the young person has a voice in setting learning targets.
- The Designated Teacher should ensure that, where appropriate, 'looked after children' are prioritised in one-to-one tuition arrangements.
- The Designated Teacher should ensure that carers understand the importance of supporting learning at home.
- The Designated Teacher should have lead responsibility for the development and implementation of the 'looked after' child's individual or Learning Success Passport within the School.

Child Protection and Safeguarding 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 \(BSCP\)](#) safeguarding procedures, "**Working Together to Safeguard Children 2023**" [Working Together to Safeguard Children 2023](#) "**Keeping Children Safe in Education 2024**" 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 \(www.gov.uk\)](#).

High March is a unique community, and we recognise that different members of our current community (and those that may join the school at different times) may have particular needs such as language barriers or cultural issues to which we will respond appropriately whilst ensuring that safeguarding takes precedence when there are any child protection concerns.

We have a DSL (Mrs Amanda Dale) who has undertaken appropriate training for the role. In her absence, we have four DDSLs (Miss Sharon Walker, Mrs Michelle Honiball, Mrs Rebecca Short and Mrs Kate Gater) who will act in her place and who have also received training for the role of DSL. In the absence of an appropriately trained member of staff being present, the most senior member of staff on site will take on the role. The Designated Safeguarding Governor (Mrs Belinda Avery) could also be contacted in the absence of the DSL or DDSL.

Training

Training for all staff:

All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. See paragraph 141 KCSIE 2023 for further information.

All staff should be aware of the process for making referrals to local authority children's social care and for the statutory assessments under the Children Act 1989 (See Chapter 1 of Working Together to Safeguard Children), especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

- All staff attend refresher training at least every three years.
- All staff training is in line with advice from the BCSP
- All staff, irrespective of their date of appointment, will be provided with and must confirm in writing that they have read and understood at least Part 1, Part 5 and Annex A of KCSIE (September 2023). The School will ensure any staff who have difficulties with English will receive assistance to ensure they fully understand the text.
- All staff will receive training on the Staff Code of Conduct and Whistleblowing Policies.
- All staff will be updated of changes in safeguarding requirements, as and when they arise, by the DSL. There is a standing Child Protection and Safeguarding agenda item at every pre-term staff meeting, with particular emphasis on a more detailed update at the start of each academic year.
- All staff will be given details of where full local procedures are available (in DSL's office and on BCSP website).
- All employed staff will receive 'Prevent' and 'Channel' awareness training, in line with BCSP advice, to give them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know to whom they refer children and young people for further help.
- All staff will be informed of any updates in KCSIE as soon as they occur.
- All staff will understand how to identify risks to pupils regarding female genital mutilation and terrorism and know what actions to take immediately they suspect any instance of such.
- All staff are trained to manage reports, including child on child sexual violence and sexual harassment.
- All staff, particularly those engaged in close one to one teaching are reminded of common sense safeguarding procedures.

Training for New Staff and Governors

All new staff are given training on Child Protection and Safeguarding before they start working with the children, as part of the staff induction programme. This training involves the DSL explaining the policy and procedures of the School with regards to child protection and safeguarding. All new staff are also required either to supply the School with a certificate showing that their training in child protection is up to date or to complete an online training module from an approved provider, e.g. Educare.

All new members of staff, including part-timers, temporary, volunteers, visiting and contract staff working in School, receive Child Protection induction training from the DSL that includes basic information on:

- Their responsibilities regarding safeguarding children.
- Discussion of the School's Child Protection and Safeguarding Policy, including the Whistleblowing Policy.
- Discussion of the Code of Conduct for Staff (Staff Behaviour Policy).
- Discussion of Part 1, Part 5 and Annex A of KCSIE (September 2024) in a level of depth appropriate to the person or the particular role for which they are being inducted.
- How to recognise the indicators of abuse and bullying.
- Identifying indicators of radicalism and how to report them.
- The need to be vigilant for indicators of Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE).
- The safeguarding response to Children Missing in Education.
- On-line safety for staff and pupils.
- The procedures for recording and referring any concerns to the DSL.
- Information on the roles of safeguarding personnel (DSL, DDSL and DSG).

New members of staff, Governors and volunteers are given electronic or hard copies of the School's policies on:

- Aims and Ethos
- Anti- Bullying
- Attendance and Registration (including Children Missing in Education)
- Behaviour and Pastoral Care
- Child Protection and Safeguarding; including the roles of the DSL and DDSLs
- Equal Opportunities Policy for Staff
- First Aid and Medicines
- Health and Safety (electronic copy given as this is a large document)
- ICT Security
- Keeping Children Safe in Education Part 1, Part 5 and Annex A (2023)
- Missing Pupil, Security and Supervision
- Mobile Phone and Images
- Parent Handbook; either for Junior House or Upper School whichever is relevant.
- PHSE and Relationships Education Policy
- Privacy Notice for Staff
- Staff Code of Conduct (including staff behaviour)
- Staff Handbook
- Staff Induction
- Whistleblowing

All staff, including new appointees, sign to indicate they have received, read and understood the document 'Keeping Children Safe in Education' [KCSIE] September 2024 Part 1, Part 5 and Annex A.

All staff, including new appointees, are informed of the identity of the DSL, the DDSs and the DSG.

Visitors, Contractors and Visiting Speakers

Visitors will be;

- On arrival at High March, visitors are expected to produce photographic proof of identity.
- Met and directed by school staff.
- Signed in and out of the school by a member of staff. They receive a photo identification visitor badge.
- Visitors with High March DBS checks and professionals such as educational psychologists who have shown photographic evidence of their identity wear their visitor badge in a green lanyard whilst on site and may be left unsupervised in school.
- Visitors without a DBS check wear their visitor badge in a red lanyard and are supervised at all times by a member of staff and not left alone with pupils.
- Given information about how to report a safeguarding concern (refer to information on visitor badge).

See the Safer Recruitment and Selection Policy and Health and Safety Policy for details concerning contractors who work on site.

Visiting Speakers are approved in advance by the Headmistress. All staff are required to seek written approval from the Headmistress for any visiting speaker. The Headmistress will request the Administrator/PA to the Directors to carry out suitable checks with regard to the School's Prevent duty and safeguarding obligations.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Reporting and Recording Child Protection and Safeguarding Concerns

It is our aim that all pupils receive the right help at the right time. It is important for staff to exercise professional curiosity so that early concerns can be acted upon swiftly so that they do not escalate. We consider it vital to keep clear and full records, to listen actively to pupils' views, to reassess the situation regularly and take further actions when required.

All staff and volunteers should be aware that the main categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff should be aware of indicators of abuse and neglect; understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All staff should be aware that children may not feel ready or know how to tell someone they are being abused, exploited or neglected and/or may not recognise their experiences as harmful. This could be because they feel embarrassed, humiliated or threatened. It may be due to their vulnerability, disability, sexual orientation or language barriers. Staff should still have a professional curiosity and report concerns.

If any member of staff is concerned about a pupil, he or she must follow the procedures outlined below:

- Inform (verbally in the first instance) the school's DSL or, in her absence, a DDSL without delay.
- Members of School staff must make a written record of the concern on CPOMS. External staff such as club leaders, peripatetic teachers and volunteers must make a written record of the concern using a 'Concern Form' and given to the DSL. A copy of the form is attached as Appendix 5 of this document. The Concern Form can also be found on the Staff Portal of Engage and paper copies can be found in the Staff Rooms at Junior House and Upper School.
- The recording must be a clear, comprehensive and factual account of the observations/incident. It should include who was involved, what was seen/heard/said, where the incident took place and any actual words or phrases used by the child.
- The date and time of the report must be recorded.
- A body-map should be used to record any injuries seen or reported by the child.
- The DSL will contact the First Response Team without delay. The DSL will then, under the guidance of the First Response Team decide what action will be taken, including whether a formal referral should be made. Consultation in this way is done as a first action, as soon as practicable and certainly within 24 hours of the disclosure or suspicion of abuse unless the disclosure is a Section 47 matter (a pupil is at risk of significant harm) in which case a referral should be made immediately.
- If it is decided to make a formal referral this will be done under advice from the LSP and normally with prior discussion with the parents, unless to do so would place the pupil at further risk of harm. Parental consent is not required if the School believes a pupil to be at risk of significant harm.
- Pupils who have, or are likely to, suffer significant harm are reported to the Children's Social Care team immediately.
- Pupils who are not considered to be at risk but are in need of additional support from one or more agencies will be reported to the LSP for inter-agency assessment using local processes.
- Whilst the decision to seek support for a pupil will normally involve consultation with parents, staff should be aware that anyone can in emergencies, make a referral if necessary and should do so immediately if there is a risk of significant harm.
- The School prefers to act speedily upon any reports of the early indicators of abuse or neglect.

- The School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The School manages this by the DSL, or in her absence, the DDSL speaking personally to the pupil to enable her/him to express their views and give feedback.

All staff 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Pupil Absence

Particular attention will be paid to the attendance and development of any pupil about whom the school has concerns.

The absence of any pupil who has been identified as being the current subject of a Child Protection Plan or Child in Need Plan will be immediately referred to their social worker.

All unexplained absences will be checked speedily (on the day of first absence) and any concerns over repeated absence, other unusual absences and/or persistent lateness will be followed up.

Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing Education (CME) using the Buckinghamshire CME Protocol.

If a pupil of compulsory school age leaves High March without a confirmed alternative destination:

- After 10 days of absence preliminary checks will be carried out.
- Form CME4 and Checklist (Schools) will be completed and sent to the Children Missing Education Officer at Buckinghamshire Council.
- The forms can be found in the Buckinghamshire Council Protocol on their website under the following link:

[Children missing education | Buckinghamshire Council \(buckscc.gov.uk\)](https://www.buckscc.gov.uk/children-missing-education)

The contact details for the above are telephone 01296 383098 and email: childrenmissingeducation@buckinghamshire.gov.uk

Dealing with a Disclosure

In the event of a child disclosing abuse staff must:

- Listen to the child, allowing the child to tell what has happened in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.
- Remain calm. Be reassuring and supportive, endeavouring 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 or to gain sufficient

information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

- Make an accurate record of what they have seen/heard using the School's 'Concern Form', recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible.
- Staff must not substitute anatomically correct names for body part names used by the child.
- Reassure the child that they did the right thing in telling someone.
- 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 not being available, staff are aware they must share concerns with the most senior member of staff or with the DSG.
- **If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**
- Ensure 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.

Following a report of concerns the DSL must:

- Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, [When to Call the Police](#). The rationale for this decision should be recorded by the DSL.
- Consider any inter-familial risks such as siblings and other family members
- And the School should, try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.
- If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).
- If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.
- If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

We recognise that staff could find that being involved with a child who has suffered harm or appears likely to suffer harm is stressful and upsetting.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred.

We will support staff by providing opportunity to talk through anxieties with the DSL and to seek further support if necessary. This could be provided by the DSG, another trusted colleague or trade union, as appropriate.

Allegations Against Staff

KCSIE 2023 – Part 4 contains comprehensive guidance covering the two levels of allegations/concerns:

- Allegations that may meet the harms threshold
- Allegations/concerns that do not meet the harms threshold – referred to as ‘low level concerns’

If any allegation of abuse is made against a member of staff including supply staff, a volunteer or the member[s] of staff responsible for safeguarding who are currently working at the School, regardless of whether the School is where the alleged abuse took place, the BCSP procedures will be followed ([BSCP Procedures for Managing Allegations](#)).

The person to whom the allegation is first reported must inform the Headmistress without delay. In the absence of the Headmistress, the Designated Safeguarding Governor or the Chair of Governors will be informed.

If the allegation should involve the Headmistress, the Designated Safeguarding Governor or the Chair of Governors should be informed directly, without informing the Headmistress. The DSG is Mrs Belinda Avery and the Chair of Governors is Mr Colin Hayfield. He can be contacted via the School Office.

If the allegations should involve one of the Proprietors, the Headmistress, or in her absence the DDSL, has sufficient independence to contact the LADO on any matter that cannot be properly dealt with internally.

High March Policy on Allegations that do not meet the harms threshold or ‘Low Level Concerns’

Everyone at High March should be committed to ensuring they, and others, behave and act in accordance with our values and Staff Code of Conduct. As part of this commitment, it is absolutely vital that **all** concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This should:

- Enable the DSL/Headmistress/Governors/Proprietors to identify and address inappropriate, problematic or concerning behaviour at an early stage and to identify in the School’s safeguarding system
- Minimise the risk of abuse
- Ensure that adults working in or on behalf of the School are clear about professional boundaries and appropriate behaviour and act within these boundaries and expectations, and in accordance with the ethos and values of High March.

What is a Low-Level Concern?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the School may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating children.

We recognise that such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

How to share a Low-Level Concern

If they have any concern about an adult, Staff will:

- Immediately share their concern (however small) with the DSL or the Headmistress directly. If shared with the DSL, she will inform the Headmistress in a timely fashion.
- The Headmistress will collect as much information as possible from the person raising the concern, from the Individual involved and any witnesses.
- The Headmistress may consult with the DSL about the type of behaviour and action to be taken.
- If there is any doubt about the 'level' of the concern, the LADO will be consulted.
- Details of the concern, the context in which it arose, the person who shared the concern and the action taken (along with the rationale for decisions and actions) will

be recorded in writing. These records will be added to a confidential file and held securely in a locked cupboard in the Headmistress's Office.

- Should the reporting individual wish to remain anonymous, this will be respected as far as reasonably possible.
- The records will be reviewed so that patterns of inappropriate, problematic or concerning behaviour can be identified and addressed as appropriate e.g. deciding that a concern has reached a level of concern that meets the harm threshold or that there is a cultural issue with the School which needs to be addressed.
- Records will be kept at least until a member of staff leaves the School and may be kept for up to seven years following their departure.
- Only substantiated safeguarding concerns/allegations that meet the harm threshold will be shared in references. Low-level concerns which do not relate to misconduct or poor performance will not be shared.

High March Policy on Allegations that meet the harms threshold

At High March we recognise that an allegation may be made if a member of staff, a member of supply staff, a governor, a volunteer or a contractor has:

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

The Headmistress will, on all such occasions, immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The Headmistress will:

- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor, volunteer or contractor against whom the allegation has been made, as well as supporting other staff within the workplace.
- Follow all advice given by the LADO relating to supporting the child making the allegation, as well as any other children connected to the organisation.
- Ensure feedback is provided to the LADO about the outcome of any internal investigations.

The school will not undertake its own investigations of an allegation without prior consultation with the LADO or, in the most serious case, the police, so as not to jeopardise statutory investigations.

In the case of serious harm or, when an allegation of abuse (within the meaning of KCSIE Paragraph 5), including historic abuse, has been made against a member of staff who is no longer at the School, the matter will be referred to the police.

All discussions held will be recorded in writing. The School must decide the action to take and, whether this be suspension or otherwise, decisions will be made together with the LADO.

If a suspension is made, restrictions will apply to all staff, supply staff, volunteers and contractors regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.

Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately 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.

The School will take all care to ensure confidentiality during the process and will avoid publicity. Confidentiality will be maintained until the person involved is charged or the DfE/ TRA publish details about the investigations as part of disciplinary procedures.

Additional Information About Allegations Against Staff

In all allegations the school will decide upon whether the allegation is:

- **Substantiated:** there is sufficient evidence to prove the allegation.
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

If it is decided that the allegation is unsubstantiated and does not meet the threshold for further referral, the DSL and the LADO will consider the appropriate course of action e.g. a joint evaluation meeting or an internal investigation. The Headmistress will as soon as possible, following briefing from the LADO, inform the subject of the allegation. The Chair of Governors and the Designated Safeguarding Governor will be kept informed at each stage.

In the case of the allegation being against the Headmistress, the Designated Safeguarding Governor or the Chair of Governors, together with the LADO, will inform the Headmistress of the allegation and of the actions to be taken, the timescales involved and the persons involved.

If it is decided that the allegation is substantiated and meets the threshold for further action the Headmistress must follow the guidance given by the LADO. In response to an allegation staff suspension will not be the default option. Staff against whom an allegation is made are not automatically suspended, except in the case of an immediate referral to the child protection agencies or police. However, the Headmistress may, after discussion with the Designated Safeguarding Governor and Chair of Governors, find it necessary to suspend the member of staff at any stage during an investigation until the matter has been investigated. If suspension is deemed appropriate, the reasons and justification will be recorded by the

School and the individual. The School will follow, as appropriate, the Disciplinary, Dismissal and Grievance Policy and procedures.

Allegations found to be unsubstantiated, malicious or false will be removed from personnel records. Unsubstantiated, malicious, false and unfounded allegations will not be referred to in employer references. Pupils found to have made malicious or false allegations may have breached the School's behaviour policy. The School will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or, indeed, referral to the police if there are grounds for believing a criminal offence has been committed.

If an allegation is found to be malicious, false or unfounded, every effort will be made to restore the good name of the member of staff. Allegations that are found to be false unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Headmistress will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

Recognising that a false allegation may be a strong indicator of a pupil's problems elsewhere, therefore further exploration may be required. If an allegation is determined to be unsubstantiated, false or malicious the DSL may, in liaison with the LADO, refer the matter to the children's social care services to determine whether the pupil concerned is in need of services, or may have been abused by someone else. In extreme cases the Headmistress, again in consultation with the Proprietors, may be required to take action in line with the School's Behaviour and Pastoral Care Policy.

The member of staff who is the subject of the allegation will be informed orally and in writing that no further action is necessary and will be offered support which may take the form of counselling and/or professional advice. The child's parents will be informed in writing of the false allegation and the outcome. Appropriate counselling and support will be considered for the pupil who has made the false allegation.

If the allegation is substantiated and the member of staff is dismissed or the school no longer uses his/her services, then the Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (TRA) must be informed. The School has a requirement to report to the DBS, within one month of leaving the School any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the address for referrals is PO Box 181, Darlington DL1 9FA (Tel: 01325 953 795).

During the reporting and investigation of allegations the School will make every effort to maintain confidentiality and to guard against unwanted publicity. This will continue until the point where an accused person is charged with an offence or the DfE/TRA publishes information about an investigation or decision in a disciplinary case.

For all allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the

person concerned. Allegations found to be malicious will be removed from the individual's personnel records. Clear guidance is given in the DfE document on dealing with allegations: (<http://www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuse-against-teachers-and-other-staff>)

The School is under a duty to make a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the School may be removed from the register of independent schools. The relevant legislation is contained in The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Settlement Agreements cannot apply in this connection. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

Support for Staff:

The School has a duty of care to its employees. The School hopes to create a caring environment where staff feel able to raise concerns and feel supported in doing so. If staff should experience a situation that is an emergency or extremely urgent they may make a direct referral to external agencies.

Being the subject of an allegation is traumatic for any member of staff, no matter how sensitively it is handled. Everyone who works with children is potentially at risk and must aim to minimise the risk. The School will act to minimise the stress inherent in allegations and disciplinary investigations and processes.

Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual may be advised to contact their trade union representative, if they have one, or a colleague for support. They may also be given access to welfare counselling or medical advice if considered appropriate.

The Headmistress (acting as the case manager) will keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual. Should the allegation be against the Headmistress, the DSG will act as the case manager. The case manager should give careful consideration as to whether the

circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details. The individual will be informed at the earliest opportunity, and certainly no later than their suspension, of the name and contact details of their representative.

Whistleblowing - What staff should do if they have concerns about safeguarding practices in the School

- All staff and volunteers are required and should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime and know that such concerns will be taken seriously by the Headmistress, DSL, DDSL or DSG as appropriate.
- Our Whistleblowing Policy explains the procedures that are in place for such concerns to be raised. A copy of this is provided to all new staff and they should familiarise themselves with this document.
- There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.
- Where a member of staff feels unable to raise an issue with the appropriate person within the School or feels their genuine concerns are not being addressed, other whistleblowing channels open to them are:
 - General guidance on whistleblowing can be found at www.gov.uk/whistleblowing
 - The NSPCC dedicated help line www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/. Staff can call 0800 028 0285 – line is available from 8.00am – 8.00pm Monday to Friday and email help@nspcc.org.uk

Other Safeguarding Arrangements

Corporal Punishment & Physical Restraint

The School does not use corporal punishment. Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. If a member of staff takes action physically to restrain a pupil a written report is made, as soon as practical and sent to the Headmistress (see Appendix 4). Please also see the Behaviour and Pastoral Care Policy.

Anti-Bullying

Our policy on bullying is set out in a separate Anti-Bullying Policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Alternative Provision

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to

Health and Safety

We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

Part of the safeguarding measures we have in place include the safe dropping off and picking up of pupils at the start and end of the school day. After 7:30am, once a child has been dropped off (or arrived in the case of those children who walk to school independently) they are supervised by a member of school staff and are not permitted to leave the school site. Between 7:30 and 8:00 pupils attend 'Up with the Larks'. Between 8:00 and 8.30am, pupils in Junior House must be placed in 'Early Birds' and dropped off at The Den or Nursery (for Foundation Stage pupils) with the staff on duty. Pupils in Upper School wait on the playground before going to Form Rooms at 8:25am.

Pupils who leave the site during the school day do so only with the written permission of a parent/carers and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task. If a pupil arrives late or leaves early they must be signed in/out by the authorised adult either at Upper School (Y3-Y6 pupils) or at the School Office (N-Y2 pupils).

If a child is in ASC or Prep, or is attending an after-school club, an authorised person should collect them. Their departure will be recorded. In Junior House children are collected from the Den or Nursery Wrens (for Foundation Stage Pupils) if in ASC or directly from the member of staff responsible for the club. At Upper School, children are collected from Prep via the main entrance or directly from the member of staff responsible for the club. Any child who is not collected from a club, will be placed in ASC or Prep – parents will be contacted to inform them that the child is at school and has not been collected by 5:55pm.

In the event of a pupil going missing during the course of the school day we will carry out immediate checks, in line with our Missing Child Policy, to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.

PREVENT (Radicalisation, Extremism and Terrorism)

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 is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use

or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

Staff should follow the School's normal referral processes when there are concerns about pupils who may be at risk of being drawn into terrorism. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a pupil being drawn into terrorism, they must call 999 or call the Team First Response Team – 01296 383962 (out of hours – 0800 999 7677). Advice and support can also be sought from children's social care.

The School will, in response to section 26 of the Counter-Terrorism and Security Act 2015, have due regard to the need to prevent pupils and staff from being drawn into terrorism. This is known, in brief, as the Prevent Duty. The School takes the following actions:

At the annual review of this policy the DSL, DDSL, DSG and senior leaders having consulted with the Education Safeguarding Advisory Service (ESAS) at Bucks, assess the influences and risks to which pupils may be exposed within the School and locality, through their friends, social media, the internet and their homes. The results are included in the prevent risk assessment (see Appendix 9) which is reviewed annually by Governors as part of their review of this policy.

If any risks or influences are discovered the above team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately. Staff receive training in how to identify indicators of radicalism, whether by way of Prevent or Channel or other targeted training by, or arranged by the DSL. Staff are advised on actions to take should they identify such indicators, such as observing changes in behaviour in pupils (reporting to DSL immediately). This may include making a direct referral to the Channel programme.

The DSL and senior leaders ensure the School's SMSC Policy and programme incorporates specific sections that assist the pupils to understand the dangers of extremist arguments.

The DSL and senior leaders ensure the School's ICT Security Policy has appropriate web-filtering systems in place to block any possible route for pupils to be targeted online or through the internet where they may be susceptible to terrorist or extremist material.

The Head of ICT in conjunction with the Network Manager is responsible for checking that no terrorist or 'grooming' organisations contact or are able to access pupils.

The Headmistress ensures parents are continually warned of the dangers of their children being targeted through the internet on home computers.

If the DSL suspects a pupil is being radicalised they may discuss the matter with parents. If the DSL considers the pupil to be at risk of significant harm they may contact the LADO immediately without informing the parents and then act accordingly.

Online Safety

The School's ICT Security Policy and appendices provide full details of the hardware risk assessments, safety measures, accesses and blocks in place. The ICT Security Policy details the online-safety and Acceptable Use permissions and our filtering and monitoring systems. In the Autumn Term parents of pupils in Years 1 to 6 receive letters detailing the age appropriate topics covered in online-safety lessons.

All staff are aware of the school ICT Security Policy which sets out our expectations relating to:

- Creating a safer online learning environment.
- Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking.
- Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.
- Use of camera equipment, including smart 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, social media and emails, whether carried out in school or outside of school will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

At High March we are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

Pupils, staff and parents/carers are supported to understand the risks posed by:

- the CONTENT accessed by pupils
- their CONDUCT on-line
- who they have CONTACT within the digital world
- COMMERCE - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The governors and proprietors of High March do all that they reasonably can to limit children's exposure to online risk from the School's IT system. They ensure that the School has appropriate filtering and monitoring systems in place and that their effectiveness is regularly reviewed. The Department for Education's filtering and monitoring standards guidance is referred to when monitoring the effectiveness of the School filtering and monitoring systems.

High March meets the filtering and monitoring standards by;

- Assigning roles and responsibilities to manage filtering and monitoring systems to the Network Manager and DSL
- The Network Manager, DSL and Headmistress review filtering and monitoring provision monthly
- The Network Manager and DSL ensure the software blocks harmful and inappropriate content without unreasonably impacting teaching and learning.
- The Network Manager and DSL have effective monitoring strategies in place that meet safeguarding needs
- High March will consider guidance on e-security from the National Education Network and Cyber security standards for schools and colleges.GOV.UK

High March will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely. We also reinforce the importance of children being safe online to parents via communications from the Head of Computing and IT Manager. Parents are informed of the sites and platforms children are asked to use in school and when completing homework.

We have a separate Mobile Phone and Images Policy which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to. Only girls in Y6 who are travelling to or from School are permitted to bring mobile phones and these must be handed in on arrival at school and collected at the end of the day.

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

All staff receive awareness training in order to understand the risks children are exposed to.

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.

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 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Share_nudes_and_semi-nudes_advice_for_education_settings_working_with_children_and_young_people.pdf) produced by the UK Council for Internet Safety.

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

Child on Child Abuse

Our core values at High March highlight the importance we place on Kindness and Friendship. We believe 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 child on child abuse.

All staff understand that even if there are no reports in their schools or colleges it does not mean it is not happening; it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

All staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature.

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

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse, such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All Staff should ensure that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the

impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

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 child on child abuse taking place, the school will:

- 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.
- Encourage pupils to share their concerns with a member of staff or to share their worries via the 'Worry Boxes'.
- Train Staff to be vigilant and to look for any signs of unhappiness.
- Discuss pupils in weekly Staff Briefings in order that everyone is aware of any concerns. Pupils are then monitored and meetings arranged with parents if appropriate.
- Ensure that pupils with SEND are discussed, in particular, at regular intervals (at least each term) in order to discuss any concerns about their academic and pastoral welfare.
- 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 under The Voyeurism (Offences) Act 2019 and must promptly report any such incidents to the Headmistress, 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 2024** 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://publishing.service.gov.uk)

Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

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 5 of KCSIE 2024 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.

It is particularly pertinent in our setting that staff should be aware that:

- It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.
- Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is 'Harmful sexual Behaviour'. Any concerns about Harmful Sexual Behaviour should be reported to the DSL.

In line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.

The DSL and Deputies should be confident about as to what local specialist support is available to support all children involved in sexual violence and sexual harassment and be confident to access it if needed.

Cultural Issues

As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community. Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

So-Called 'Honour' Based Abuse

This encompasses crimes which have been committed in the belief that they protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

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

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is considered child abuse in the UK. UK communities that are most at risk are Kenyans, Somalis, Sundanese, Sierra Leoneans, Egyptians, Nigerians, Eritreans and some non-African countries such as Pakistan and Indonesia. Girls are at particular risk during the school holidays as parents may take them abroad for the procedure. Girls as young as three and four are at risk from FGM.

We are aware of the indicators of FGM Female genital mutilation (FGM) | NSPCC

If a disclosure of FGM is made to a teacher or member of staff by a victim or discovers an act of FGM has been carried out through visual evidence it is mandatory for them to report such to the police and DSL immediately who will involve children's social care pursuant to Section 5B of the Female Genital Mutilation Act 2003.

When a teacher or member of staff **suspects** that a pupil is at risk of FGM or has suffered FGM they should follow the School's local safeguarding procedures.

Forced Marriage

Forced Marriage is where one or both people do not (or in cases of people with learning difficulties, cannot) give full and free consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is a crime in the UK and recognised as a form of violence against women and men, domestic / child abuse and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking the wages or not giving the person any money) can also be a factor. Since February 2023, it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday even if violence, threats or other form of coercion are not used.

High March is aware of the need to respond to concerns relating to forced marriage (including 'unofficial' marriages) and understand that it is illegal, a form of child 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. High March staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fmfco.gov.uk

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

Reference should be made to pages 13 and 14 of the [Multi-Agency Guidelines: Handling cases of Forced Marriage](#).

We recognise both male and female pupils may be subject to honour-based abuse.

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

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. 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.

At High March we 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/>

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from or are involved in 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 a significant change in wellbeing, or signs of assault or unexplained injuries. 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 High March we are aware of the range 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. However, we are not complacent and the 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)

Domestic Abuse

All staff recognise that Domestic Abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional.

We recognise that some groups of children are potentially at greater risk of harm.

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead will share information with a child's social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Mental Health

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

Staff are aware that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout a child's life. It is key that staff are aware of 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, following their child protection policy and speaking to the designated safeguarding lead.

Where there are concerns for a child's mental health, advice from a trained professional, who would be able to make a diagnosis of a mental health problem will be sought.

At High March we have two Mental Health Leads (listed at the beginning of this document) who should be consulted by staff who have concerns and who will lead staff in understanding children's mental health.

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Medical Abuse

This may include fabricated illness such as Munchausen Syndrome, Munchausen Syndrome by Proxy and may also constitute emotional abuse.

Communication with Parents

The School's DSL will ensure that parents or carers of pupils have an understanding of the responsibilities placed on the School and staff for safeguarding children. This will generally be carried out through information given prior to pupils commencing at the School. The parents or carers of a pupil involved in a case of abuse will be told about the allegation as soon as possible if they do not already know of it.

Where a strategy discussion is required, or police or children's social care services need to be involved, the DSL will not contact parents until all agencies have been consulted and have agreed what information can be disclosed. Parental consent is not required for a referral where the DSL believes a pupil is at risk of significant harm.

Parents or carers will be informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.

The only members of staff to make contact with parents in any instance of abuse are:

- The DSL if dealing with the abuse of a child by another child, and if the case involves the pupils' safety then the LADO may be involved.
- The DSL, Designated Safeguarding Governor and Chair of Governors and LADO and in certain instances, the police, if allegations are made against a member of staff or the Headmistress.

Childcare

Staff responsible for before and after school care are subject to the rigours of the School's Safer Recruitment procedures and complete the relevant Self Declaration Form (Childcare Act 2006, Childcare [Disqualification] Regulations 2009).

Children with special educational needs and disabilities

Children with special educational needs (SEND) or disabilities or certain medical or health conditions can face additional safeguarding challenges both online and offline. Such children are particularly vulnerable to child on child abuse. The School recognises that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any indicators of abuse, discussing this with the DSL as appropriate.

NSPCC - [Safeguarding children with special educational needs and disabilities \(SEND\)](#) and
NSPCC - [Safeguarding child protection/deaf and disabled children and young people](#)

Children Questioning their Gender and/or Sexuality

Statutory guidance awaited.

Children at Risk of Missing Education - Pupils joining and leaving High March

In order to track children and ensure that they receive full-time education the Local Authority, Buckinghamshire Council, requires High March to provide the following details for all pupils joining and leaving the School:

Notification to the Local Authority will include the following information:

- The full name of the pupil
- The full name and address of any parents with whom the pupil normally resides
- At least one telephone number of the parent
- The pupil's future address and destination school, if known

The information will be sent to the following email address by the Registrar:
childrenmissingeducation@buckinghamshire.gov.uk

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. Staff must respond to unexplainable and/or persistent absences and children missing education to identify such abuse, and in the case of absent pupils, help prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care. In accordance with statutory guidance Children Missing Education, the School reflects in its policies and procedures its statutory duty in relation to children including effective tracking and enquiry systems. Attendance is carefully monitored particularly on occasions of repeated absence. The School may notify the local authority when a pupil attendance falls below 90%. If a pupil is absent without leave for more than 10 consecutive days the School will complete a CME form immediately (see the Attendance and Registration Policy). The designated person responsible for referrals about children missing in education is Mrs Kate Gater. Specific reference is made to 'Working Together to Safeguard Children' and the checklist in Annex B.

Missing child procedures

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. See the Missing Pupil, Security and Supervision Policy.

Photography and filming of pupils

To safeguard the privacy of the pupils it is our policy that photos and films of High March pupils will not be published on social networking sites by parents, unless the photo or film contains only images of those parents' own children, or unless it is on the School's official pages on these sites and then only with the express permission of the Headmistress. This includes, but is not limited to, social networking sites such as Facebook and X Images Policy for further details.

Home Stays

High March does not arrange home stays for pupils whether in the UK or abroad.

Confidentiality

Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (LSP and the Police).
- If a pupil confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the pupil in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

- Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the DSL and securely stored, separate from the pupil records.

Confidentiality and information sharing:

- The School will keep all child protection records confidential and locked in the cupboard in the Headmistress' Office (or on CPOMS), allowing disclosure only to those who need to know the information in order to safeguard and promote the welfare of children.

Records should include:

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

Ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice set out in Parts one and two of this guidance.

- The School will co-operate with police and social services to ensure that all relevant information is shared for the purposes of child protection investigations under Section 47 of the Children Act 1989 in accordance with the requirements (KCSIE).
- We understand that Data Protection Act 2018 and UK GDPR must not be a barrier for sharing information regarding safeguarding concerns in line with 'Working Together to Safeguard Children' and KCSIE.
- The Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only.

If a pupil leaves the School, then all child protection records will be passed on to the receiving School as soon as possible and within 5 days of an in-year transfer or five days from the start of a new term. A letter is sent to all feeder schools requesting any child protection records when a child joins High March. (See Appendix 7)

Information referring particularly to EYFS

Taking photos of children in EYFS

Photos may be taken of children in EYFS for use in their profiles. Photos will only be taken by the EYFS staff and not by volunteers. Personal cameras may only be brought into school and used in school with specific permission from the Headmistress. These photos will be downloaded on to the School's server and deleted after they have been used. Staff are not permitted to take photographs or use recording equipment on their personal mobile phones without specific permission from the Headmistress. See the School's Mobile Phone and Images Policy for further details.

Dressing of children in EYFS.

The welfare of the child is paramount at all times; their privacy should be respected at all times when they are changing or being changed. All children are encouraged to become independent and to try to undress themselves. However, if the pupil requires help, staff will assist with changing clothes. (For further information please see Appendices 2, 3 and 4)

Monitoring and Review of Policy and Procedure

The Designated Safeguarding Lead will monitor the operation of this policy and its procedures and make an annual report to the Governors. The DSL reports termly on safeguarding to the Governors. The Designated Safeguarding Governor also reports to the Governors termly and stays closely in contact with the DSL as necessary over safeguarding matters.

The Governors will undertake an annual review of this policy and how their duties under it have been discharged. The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

The DSL is responsible for updating and reviewing safeguarding procedures and their implementation regularly. The DSL works in collaboration with the Designated Safeguarding Governor, reporting to governors on issues with individual children, referrals, themes which have emerged in the School and details of how the School has handled such, together with all supporting written information.

The Designated Safeguarding Governor checks annually to ensure the School contributes to local inter-agency working and cooperates with various local agencies. The Designated Safeguarding Governor undertakes an annual review of staff understanding and implementation of school safeguarding procedures. All procedures, including written reports and training records that are part of the annual review are recorded in detail and relayed to the full governors meeting.

Date of last Child Protection and Safeguarding Policy review: September 2024

Date of last Safeguarding Governor review of Policy: September 2024

Date of Safeguarding Governor's report to Governors: October 2023

Date of next Child Protection and Safeguarding Policy review: September 2024

Date of next Safeguarding Governor review: September 2024

This policy is reviewed on an annual basis.

Abuse

The NSPCC define child abuse as any action by another person – adult or child - that causes significant harm to a child under the age of 18. The adult can be a man or a woman. It can be physical, sexual or emotional but can just as often be about a lack of love, care and attention. We know that neglect whatever form it takes can be just as damaging to a child as physical abuse.

Child abuse can and does occur both within a child's family and in institutional or community settings. School staff are in contact with children all day and are in a strong position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have '*reasonable suspicion*' and under the Children Act 1989, this definition has been extended to include '*or may suffer in future*'.

All staff need to note that generally, in an abusive relationship the child may begin to:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home.
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups).
- Display insufficient sense of 'boundaries', lack stranger awareness.

- Appear wary of adults and display 'frozen watchfulness'.

A pupil who is in danger of being radicalised may:

- Detach themselves from their peers.
- Become very secretive.
- Remote themselves from any social activities in the School.
- Use language reflecting indoctrination or radicalisation.
- Be constantly on the internet or social media.

What is child abuse, neglect and exploitation?

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Neglect, physical abuse, sexual abuse or emotional abuse can be inflicted or knowingly not prevented, usually by adults towards children. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the School is suspected of abuse or inappropriate activity.

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame. 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 accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggression or withdrawal.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Categories of Abuse

Exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. KCSIE Annex A (September 2024) provides examples of signs to watch for in order to detect CSE and CCE.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Physical abuse

can include physical harm caused by hitting, shaking, throwing, burning or scalding, biting, suffocating or drowning, poisoning or giving a child alcohol or drugs without care and consideration for the child's health. It can also include not acting to prevent injuries, by intentionally putting the child at risk or by not paying reasonable attention to the child's care and safety.

Sexual Abuse

Occurs when a child is exploited through the power, authority or position of another person who uses the child to gain gratification for their own sexual needs. It involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of

clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. No child under the age of 16 can give informed consent to sexual activity. The Brook Traffic Light Tool is used by different agencies to identify sexual behaviours using the same criteria to make decisions and to protect children and young people

https://www.brook.org.uk/brook_tools/traffic/index.html?syn_partner=

Supporting Practice in Tackling Child Sexual Abuse – CSA Centre

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Affluent neglect refers to the neglect experienced by children in wealthy families. Often, neglect in wealthier families can be more difficult to spot, as the type of neglect experienced by children and young people in these circumstances is often emotional.

Extremism

Radicalisation and extremism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

INDICATORS OF ABUSE, NEGLECT AND EXPLOITATION

Recognising Child Abuse, Neglect and Exploitation

There are many ways in which child abuse may be recognised, these can be actual (happening now) or could be likely (in the sense that unless action is taken now the child may be exposed to significant risk of harm in the future) or historical.

Possible indicators of abuse which should cause concern include (but are not limited to):

- The child may tell you.
- A child's friend or relative may tell you.
- Unnaturally compliant to/fearful of parents or certain people.
- Overreaction to mistakes.
- Running away / fear of going home.
- Extremes of passivity or aggression.

- Self-harm.

Indicators of Physical Abuse

- The pupil says s/he has been abused or asks a question which gives rise to that inference.
- You may notice injuries.
- Injuries may include, fractures, grazes and cuts, burns (may be from cigarettes or immersion).
- Injuries may be of different ages, there is no reasonable or consistent explanation for a pupil's injury.
- The injury is unusual in kind or location.
- There have been a number of injuries.
- There is a pattern to the injuries.
- Injuries may be the result of heavy punishment e.g. severe bruises and/ or multiple hand shaped marks.
- Complaints of soreness.
- The pupil is very wary of physical contact.
- The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
- The pupil's development is delayed.
- The pupil loses or gains weight.
- The pupil is reluctant to go home, or has been openly rejected by his/ her parents or carers.
- The pupil has unexplained or regular absences.

Indicators of Neglect

- You may notice signs of neglect.
- Neglected appearance.
- May be left unattended or abandoned.
- Unattended health and/ or medical needs.
- Failure to thrive and/or gain weight.
- Consistent hunger/ compulsive stealing or scavenging.
- Poor hygiene.
- Delayed development.
- Lethargic, tired, falls asleep.

Indicators of Emotional Abuse

May be similar to the indicators of Neglect but may also include

- Often absent or late for school.
- Self-destructiveness.
- Hopelessness.
- Desperate attention seeker.

Indicators of Sexual Abuse

- The child may behave in a very sexually explicit manner.
- Sleeping and eating disturbances.
- Medical Problems such as pain, itching, urinary infection.

- Sexually transmitted disease.
- Pregnancy.
- Sexual knowledge or curiosity beyond child's years.
- Underclothes- torn, stained or bloody.
- Difficulty in walking or sitting- genital injuries.
- Reports abuse.
- Fear of particular individuals.
- Sudden change of personality or school performance or self-esteem.
- Aggressive or unusually compliant behaviour.
- Truancy.
- Depressed, withdrawn, sad, listless, self-injury. Suicide attempts, overdoses.
- Running away.
- Guilt, shame, anger.

Indicators of Exploitation

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.

Indicators of Radicalisation and Extremism

Detailed government guidance can be found [here](#).

Indicators of FGM

- Talking about a 'special procedure or ceremony' that is going to take place.
- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

APPENDIX 1

Guidance on how to respond to a child wanting to talk about abuse

GENERAL POINTS
<ul style="list-style-type: none">▪ Show acceptance of what the child says (however unlikely the story may sound).▪ Keep calm.▪ Look at the child directly.▪ Be honest.▪ Tell the child you will need to let someone else know – don't promise confidentiality.▪ Even when a child has broken a rule, they are not to blame for the abuse.▪ Be aware that the child may have been threatened or bribed not to tell.▪ Never push for information but tell the child you are always ready to listen. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen. If possible, provide the number of Childline 0800 1111.
HELPFUL THINGS YOU MAY SAY
<ul style="list-style-type: none">▪ I understand what you are saying.▪ Thank you for telling me.▪ It's not your fault.▪ I will help you.
DON'T SAY
<ul style="list-style-type: none">▪ Why didn't you tell anyone before?▪ I can't believe it.▪ Are you sure this is true.▪ Why? How? When? Who? Where?▪ Never make false promises.▪ Never make statements such as 'I am shocked don't tell anyone else'.
CONCLUDING
<ul style="list-style-type: none">▪ Again, reassure the child that they were right to tell you and show acceptance.▪ Let the child know what you are going to do next and that you will let them know what happens.▪ Contact the DSL (the Headmistress) immediately.▪ Consider your own feeling and seek pastoral support if needed.
DISCLOSURE
<p>DO the following:</p> <ul style="list-style-type: none">• Listen carefully• Make accurate note using the child's own words• Inform the DSL• Tell the child they have done the right thing by telling you <p>DON'T</p> <ul style="list-style-type: none">• Ask leading questions• Use your own words to describe events• Investigate• Promise confidentiality• Discuss with anyone other than the DSL

APPENDIX 2

POLICY FOR PHYSICAL CONTACT WITH CHILDREN (EYFS and Whole School)

At High March, we recognise that good practice within the Early Years Foundation Stage (EYFS) should define when it is acceptable, or not, to have physical contact with children. As part of our aim to provide a caring and nurturing environment for our young children, physical contact is both necessary and encouraged. However, it would be easy for physical contact to be misconstrued by a pupil, parent or observer. We also adopt these principles across the whole School.

Times when physical contact is acceptable

- There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Examples of this would include when children are injured or unwell, missing a parent, upset about an incident in the classroom or playground, etc. It is perfectly normal for a pupil to receive a cuddle, an affectionate arm around them or to sit on an adult's lap at these times. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has particular concern about the need to provide this type of care and reassurance they should seek the advice of the Head of Junior House.
- Young children at High March can also thrive from some form of physical contact when they receive praise and encouragement. This is in the form of a cuddle or pat on the back that is carried out in the manner of a caring parent. These gestures are not excessive or exclusive and are offered to all children at the discretion of each member of staff provided that the child is at ease with such gesture.
- It may also be necessary to have physical contact with a pupil who is reluctant to separate from their parent. This is always done with the permission of the parent and done in such a way to separate their child from their parent without causing physical injury. Where a member of staff has particular concern about the need to provide this type of support for a pupil regularly they should seek the advice of the Head of Junior House.
- There may be occasions when it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or attempting to leave the premises. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken action to restrain a pupil physically they should make a written report of the incident to the Head of Junior House, who will in turn inform the parents of what action was taken and why. A Physical Restraint Record Form can be found in Appendix 4 of the Child Protection and Safeguarding Policy.
- Some children may require intimate care, either as part of an on-going need or for isolated incidents. Our procedure for this kind of physical contact is specified in Appendix 5.

Times when physical contact is not acceptable

Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this, both to protect their own position and the overall reputation of the school.

APPENDIX 3

Record Form for Physical Restraint

Name of Pupil	
Class	

A description of the build-up to the event including the reason why restraint was used (e.g. to prevent injury to others, self-injury, damaging property, or an attempt to leave the premises) and also including details of any adult witnesses (if applicable)

Describe how you went about restraining the child

Name of member of staff	
Staff Signature	
Date	
Witness signature (if applicable)	
Date	
Head of Junior House signature	
Date	
Parent signature	
Date	

APPENDIX 4

INTIMATE CARE

- All staff realise that the issue of intimate care is a sensitive one and will require staff to be respectful of children's needs. This applies particularly to staff in the Early Years Foundation Stage (EYFS)
- Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of the genitals. Examples include care associated with continence as well as more ordinary tasks such as help with washing or bathing.
- When a pupil requires intimate care the assisting member of staff must inform another staff member of their intention to help the child.
- Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff who provide intimate care to children have a high awareness of child protection issues. Staff behaviour is open to scrutiny and staff at High March work in partnership with parents/carers to provide continuity of care to children wherever possible.
- Staff address the issue of personal safety with the children as part of the EYFS curriculum. This is at a level that is appropriate to their developmental level and degree of understanding.
- High March is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. High March recognises that there is a need to treat all children with respect when intimate care is given. No pupil should be attended to in a way that causes distress or pain.

OUR APPROACH TO BEST PRACTICE

- All children who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.
- Staff are given guidance at Induction on how intimate care is to be provided at High March. Health and Safety training in moving and handling is provided as the need arises. Apparatus will be provided to assist with children who need special arrangements following assessment from physiotherapist/ occupational therapist as required.
- There is careful communication with each child who needs help with intimate care to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.
- As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each pupil to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans may be drawn up

for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer, and health.

- Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers might need to be present when a child needs help with intimate care. Our Safe Recruitment procedures mean that it is acceptable for one adult to provide intimate care without the presence of another adult but each situation will be determined individually.
- If a pupil makes an allegation against a member of staff, all necessary procedures will be followed in accordance with this policy.

APPENDIX 5

Record of a Child Protection and Safeguarding Concern for an External Teacher or Volunteer

Pupil's Name:

Date of Birth:

Pupil's Form:

Date and Time of Concern:

Adult's Name

Job Title:

Signature of Adult:

Date and Time this Record made:

Please write below a record of your concern or the pupil's disclosure. This should be written on the same day or as soon as practicable thereafter. Your record should include the following, as relevant:

- Nature of the concern
- Where the information came from
- Factual account of what happened, where and who was present using the child's own words
- Any opinion / interpretation needs to be explained
- Your response
- If the child has an injury where is it, what does it look like, does the child appear in pain
- Others' accounts
- Witnesses
- Questions asked of child and/or others
- What action was taken by you or others
- A body map to record any injuries seen or reported by the child

You should ensure that you only discuss the contents of this form with the DSL, Mrs Amanda Dale. In her absence, please talk to one of the DDSs, Miss Sharon Walker (Upper School), Mrs Rebecca Short (Upper School or Junior House)) Mrs Michelle Honiball (Junior House) or Mrs Kate Gater.

Please email this form to Mrs Amanda Dale – amdale@highmarch.co.uk

<mailto:amdale@highmarch.co.uk>

APPENDIX 6



High March

High March School, Ledborough Lane, Beaconsfield, Buckinghamshire HP9 2PZ

Headmistress: Mrs K. E. Gater MA PGCE (Warwick)

Child Protection Officer
School or Nursery Name
Address

Date.....

Dear Sir/Madam

Re Transfer of Safeguarding and Child Protection or Welfare Concerns

In accordance with safeguarding procedures, you will know that it is now necessary for you to pass to us any records that you might have on pupils that are moving from your School or Nursery to High March next term.

If you have child protection or welfare records to send on to us, could you please mark them "Strictly Confidential" and mark them for my attention as I am the Designated Safeguarding Lead at High March. I would be grateful if you could complete the enclosed form(s), even if there are no child protection records relating to the pupil(s).

If you have any concerns, I would be happy to discuss them with you. I can be contacted by ringing the School Office on 01494 675186 or by emailing head@highmarch.co.uk.

Any information passed onto High March will be dealt with confidentially and securely. However, if we receive further concerns or disclosures, we may have to pass on records to the appropriate external agencies.

Yours sincerely

Mrs K Gater
Headmistress

CONFIDENTIAL SAFEGUARDING/PASTORAL ENQUIRY FORM

Name of Pupil:

Name of School:

Name of DSL:

Signature of DSL:

1. Has the pupil been the subject of any safeguarding concerns during his/her time as a pupil with you? **Y/N**

If yes, please provide details below and append copies of any records, referrals or correspondence with the police or children's related services.

2. Has the pupil been the subject of any welfare or mental health concerns (e.g. anxiety, depression, self-harm, notable periods of withdrawal or low mood, known or suspected family problems), during his/her time with you? **Y/N**

If yes, please provide details below including details of any referrals for counselling or to mental health professionals or services.

3. Does the pupil have any special educational needs or learning difficulties? **Y/N**

If yes, please provide details, appending copies of any assessments. Please indicate whether the pupil has received any learning support within (or outside) the school or setting.

**Please send this form, together with the child's safeguarding file, where applicable, to:
Mrs Amanda Dale, Designated Safeguarding Lead, High March School, Ledborough Lane,
Beaconsfield, Bucks. HP9 2PZ**

APPENDIX 7

PREVENT RISK ASSESSMENT FORM

Prevent Duty- Risk Assessment (Written with reference to The Prevent Duty Guidance; duty in the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people being drawn into terrorism.					
IDENTIFY THE HAZARD	WHO MIGHT BE HARMED AND HOW	LIST EXISTING PRECAUTIONS	RISK RATING High/med/ low	IDENTIFY ADDITIONAL PRECAUTIONS NEEDED AND DATE FOR COMPLETION	RISK RATING
<p>Children being drawn into terrorism.</p> <p>Current concerns for primary aged children highlighted by ESAS are:</p> <ul style="list-style-type: none"> • E-safety • Neglect • SEND • Child on child abuse • Children using sexually inappropriate behaviour / possible sexual abuse • Domestic Abuse • Parental mental illness / 	<p>All children; specifically those children who</p> <ul style="list-style-type: none"> • Find it difficult to make friends • May have an SEN that means it is difficult to interact with other people • May be vulnerable due to family circumstances 	<ul style="list-style-type: none"> • Preventing radicalisation guidance is part of the Child Protection and Safeguarding Policy • Safer Recruitment procedures followed • Acceptable ICT use policy for adults and pupils • DSL, DDSL and DSG trained in safeguarding referrals • Anti-Bullying Policy, Behaviour and Pastoral Care Policy, Child Protection and Safeguarding Policy • Curriculum teaches children how to assess risk • Curriculum teaches children strategies on keeping themselves safe • School's internet is filtered so as to ensure 	<p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p>	<p>All staff given training in the Prevent Duty in November 2015 and 2024. All staff then went on to complete the Prevent General Awareness E-Learning Module in April 2016. New staff are required to complete this training prior to commencement of employment.</p> <p>DSL completed:</p> <ul style="list-style-type: none"> • Channel Awareness training in November 2015 • WRAP training in January 2016 • Prevent General Awareness Training in March 2016 <p>DDSLs completed:</p> <ul style="list-style-type: none"> • Channel Awareness training in November 2015 • Prevent General Awareness Training in March 2016 <p>DSG completed:</p> <ul style="list-style-type: none"> • Channel Awareness training in January 2016 • ZAK training in March 2016 • Prevent General Awareness Training in March 2016 <p>DSL delivered training on Prevent and Channel to all staff following attendance at DSL Refresher</p>	<p>High</p> <p>Low</p>

fabricated illness by proxy		children are not exposed to inappropriate materials, in this case access to extremist ideas.	Low	training in June 2016 where she was shown resources that staff can use in their teaching.	
			Low	Annual update/refresher training given to all staff in Prevent and Channel. Update training records Appropriate checks are undertaken on visitors to School. Their identity is checked on arrival by a member of the office staff. They have to sign in and out and wear a visitor's badge. Visitors to school, particularly those talking in assemblies or lessons are supervised at all times by a member of High March Staff. Prior to their visit the Administrator/PA to the Directors checks social networking sites and the internet to be sure the visitor is suitable to talk to children.	

Key High March Personnel:

Headmistress – Mrs Kate Gater

Designated Safeguarding Lead (DSL) – Mrs Amanda Dale

Deputy Designated Safeguarding Leads (DDSLs) – Miss Sharon Walker Mrs Michelle Honiball and Mrs Rebecca Short

Designated Safeguarding Governor (DSG) – Mrs Belinda Avery

Key Bucks Personnel:

First Response Team – 01296 383962 (out of hours – 0800 999 7677)

Prevent Duty Lead in the Bucks Safeguarding in Education Team – Yvette Thomas – 01296 382461 or email yvette.thomas@buckinghamshire.gov.uk

Thames Valley Police:

Prevent Team at Thames Valley Police – Preventreferrals@thamesvalley.pnn.police.uk

National Anti-Terrorist hotline – 0800 789 321

RISK ASSESSMENT FOR PREVENT

Date created: 25 September 2017

Date of last Review: September 2023

Date of next Review: September 2024

Carried out by: Kate Gater, Headmistress, Amanda Dale, DSL, Belinda Avery, DSG, Sharon Walker and Michelle Honiball DDSL and the SLT

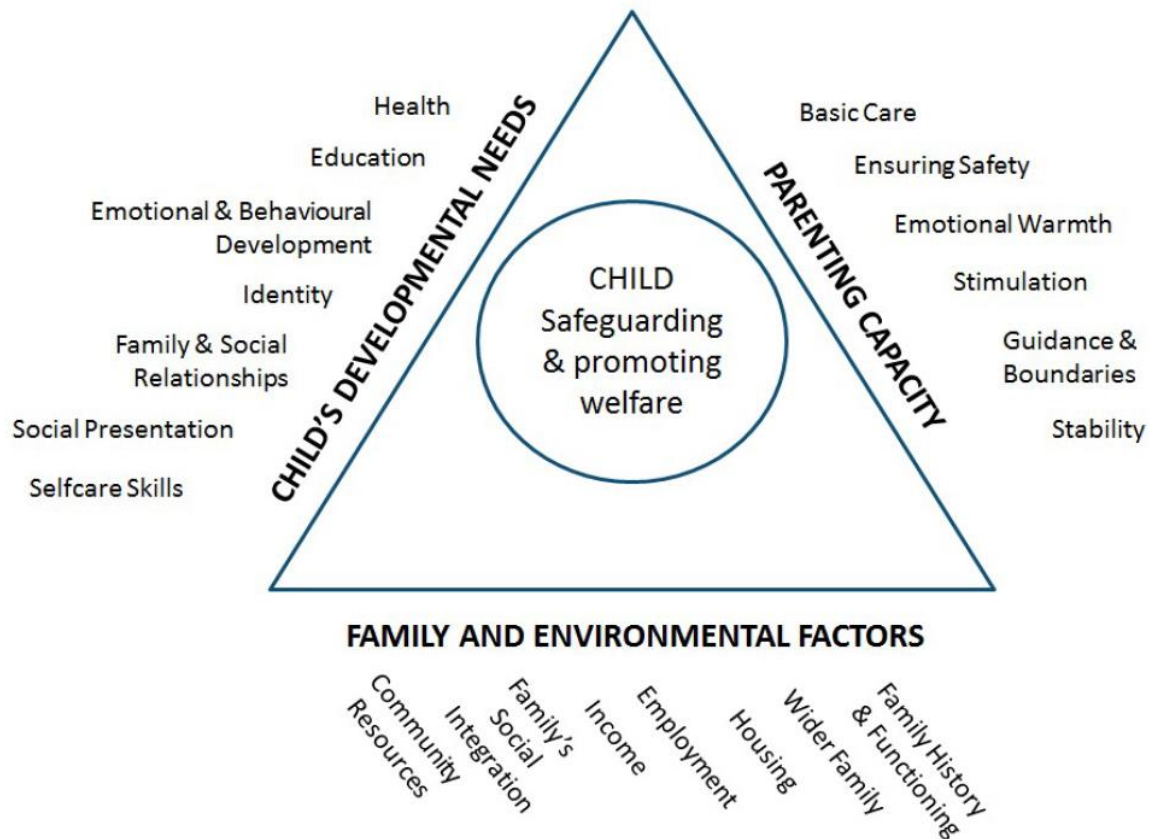
Buckinghamshire Threshold of Needs

The following link will take you to the latest version of the Buckinghamshire Safeguarding Continuum of Need and Threshold Guidance:

<https://www.buckssafeguarding.org.uk/childrenpartnership/wp-content/uploads/sites/2/2021/04/A3-COFN-incorporating-the-Threshold-guidance-April-2021-Version-3.0.pdf>

Assessment Framework

(from Working Together to Safeguard Children, July 2023)



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.

What to do if you have a concern about a child in Buckinghamshire

V2 June 2018

CONSULT

Use the Thresholds document, discuss with your safeguarding lead and use your professional judgement to identify the level of need. Thresholds document can be found at: www.bucks-lscb.org.uk/professionals/thresholds-document/

If you are a school and need some advice, you can consult the Education Safeguarding Advisory Service (ESAS) on 01296 382912.
If you think the need has reached level 3 or 4 and you need advice or guidance, you can consult by calling First Response on **01296 383962**

LEVEL 2: ADDITIONAL SUPPORT

LEVEL 3: COMPLEX NEEDS / SPECIALIST/ THRESHOLD FOR CHILD IN NEED

LEVEL 4: ACUTE / CHILD PROTECTION

CONSENT

Gain consent from the family to work with them to support their needs and prevent escalation of problems.

Speak with the family and gain written consent to ensure they agree to the referral, information sharing, assessment and intervention.

You do not require consent if the child is likely to suffer or is suffering significant harm. If you are unsure about whether consent is required you can call First Response who will advise you.

CONTACT

Can you support the child and their family through your own service?

Or can you signpost to another service?
Check the Buckinghamshire Family Information Service on www.bucksfamilyinfo.org (click on the Early Help tab) or call 01296 383065.

Contact First Response: send a Multi-Agency Referral Form (MARF): www.bucks-lscb.org.uk/concerned-about-child/
On the MARF clearly indicate what level of need you have identified and what your expected outcomes are.

or call First Response on **01296 383962** (0800 999 7677 out of hours).

Collect all the information you have and contact First Response *immediately* on **01296 383962** (0800 9997677 out of hours), followed up with a MARF: www.bucks-lscb.org.uk/concerned-about-child/
On the MARF clearly indicate what level of need you have identified and what your expected outcomes are.
Call Police 999 if immediate risk.

WHAT HAPPENS NEXT?

If you can support the family through your own agency - contact the family and talk through what support you can offer.

If you cannot support the family, can you work with the family to guide them to another service that can support their needs?

Decisions on what action to take will be made within 24 hours. More complex cases will be considered by the Multi-Agency Safeguarding Hub (MASH) where information is shared to help decide which service is appropriate for the family.

Referrers will be advised of the outcome in writing within 72 hours of the referral being received.

The family may be referred to a multi-agency Early Help Panel who will assign a lead agency. A lead family worker will work directly with the family and coordinate across agencies to support their needs. The panel will notify referrers of the outcomes within one week of the panel meeting.
Alternatively, the child's needs may be referred to Children's Social Care for a Children in Need assessment.

Where a child is assessed to have met the threshold for statutory intervention, statutory assessment will take place under the provisions of the Children Act 1989, led by Children's Social Care.

This document can be downloaded from: www.bucks-lscb.org.uk/professionals/thresholds-document/