

## Child Protection Policy

	Page
Introduction	1
Responsibilities	3
Procedures	9
Support and Prevention	11
Child Protection and New Technologies	13
Other Policies & Documentation	15
Appendix A Procedures when a Member of Staff faces Allegations of Abuse	17
Appendix B Indicators of Abuse and Specific Safeguarding Issues	22
Appendix C Policy on Taking, Storing and Using Images of Children	30
Appendix D Designated Safeguarding Lead Job Description	32
Appendix E Contact Details for BSCB, LADO & DSLs	34

**Updated: September 2018, DB / GF**

**Review: September 2019, DB / GF**

Signed: .....

Dated: .....

*Governor responsible for Child Protection*

This Policy applies to the whole school, including the EYFS.

*The School will endeavour to update and remedy any deficiencies or weaknesses in the Child Protection arrangements without delay*

# Child Protection Policy

## Introduction

### *Child Protection is always a top priority at Davenies*

The Governing Body takes seriously its responsibility under section 157 of the Education Act 2002 and the Education (Independent School Standards) (England) Regulations 2014 to safeguard<sup>1</sup> and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our School to identify, assess, and support those children who are suffering harm.

We recognise that all staff<sup>2</sup> and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern, with all decisions based on their best interests. The School prohibits the use of Corporal Punishment.

## Legislation and Guidance

This Policy has been developed in accordance with the principles established by the Children's Act 1989 and in line with the following:

- *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, July 2018, which also refers to the non-statutory advice Information Sharing, March 2015*
- *Buckinghamshire Safeguarding Children Board Multi-Agency Information Sharing for Children, Young People & Families - Code of Practice, 2013*
- *Keeping Children Safe in Education (KCSIE): statutory guidance for schools and colleges, September 2018, incorporating the statutory guidance Disqualification under the Childcare Act 2006 and referring to the non-statutory advice for practitioners What to do if you're worried a child is being abused, March 2015*
- *Early Years and later years (under-8's) childcare-disqualification under the Childcare Act 2006 (February 2015)*
- *Prevent Duty Guidance: for England and Wales (March 2015)*

## Aims

The aims of this Policy are:

- To support the child's development in ways that will foster security, confidence and resilience
- To provide an environment in which children and young people feel safe, secure, valued and respected, confident and know how to approach an adult if they are in difficulties

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

<sup>2</sup> For the purposes of this Policy, "Staff" covers ALL adult staff on site, including teaching, non-teaching, support, temporary, supply, ancillary and peripatetic staff, and volunteers working with children.

- To raise the awareness of all Governors, staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils
- To develop a structured procedure within the School which will be followed by all members of the school community in cases of suspected abuse
- To develop effective working relationships with all other agencies involved in safeguarding children
- To ensure that all adults within the School who have access to children have been checked as to their suitability. This includes other community users of our facilities
- To provide a framework to underpin the Governing Body's annual review of this Policy and related procedures and the efficiency with which related duties have been discharged

## Responsibilities

At Davenies we understand that our responsibility to safeguard children requires that we all appropriately share concerns that we may have about children. We note the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

## Governors

The Governing Body, under the chairmanship of Mr Nick Edwards understands and takes full responsibility for safeguarding children at Davenies, in line with Part Two of KCSIE. Mrs Karie van Vuuren is the acting nominated Governor responsible for Child Protection at Davenies and meets each half-term with the School's Designated Safeguarding Leads. The Governors carry out an annual review of this, the School's *Child Protection Policy*, and procedures with day-to-day issues being delegated to the Headmaster and the appointed Designated Safeguarding Leads.

The Governing Body is responsible for:

- ensuring there is an effective Child Protection Policy in place, the procedures within which are fully implemented in practice in accordance with paragraph 47-51 of KCSIE;
- reviewing the procedures for and the efficiency with which the child protection duties have been discharged;
- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay; and
- approving amendments to child protection arrangements in light of changing Regulations or recommended best practice

The School is aware that it will be asked, as part of routine inspection, to confirm that they have disclosed to inspectors all instances of action in relation to safeguarding concerns.

## Designated Safeguarding Leads (DSLs)

At Davenies there are two appointed Designated Safeguarding Leads (DSLs) who have undertaken single agency Designated Senior Person training and "Working Together" training, delivered through BSCB, and who undertake other training as recommended by the Local Authority or similar provider at least every two years which meets the requirements of KCSIE. The School makes arrangements to ensure that the DSLs have sufficient time, funding, supervision and support to fulfil child welfare and safeguarding responsibilities effectively.

The DSLs for the academic year 2018-19 are Mrs Deborah Battersby, Head of Pre-Prep, who as a member of the School's Senior Leadership Team (SLT) acts as '**Lead DSL**', and Mr Greg Fearon, Pastoral Head of Middle School. The identities of the DSLs are clearly shown in the School's *Staff Handbook* and on notices around the School, including in the Staff Room, Medical Room and on the noticeboard at the school gate. It is recognised that Mr Fearon can make decisions over other members of the SLT concerning safeguarding issues.

The DSLs have a job description for their safeguarding roles and key activities (*see Appendix D*), and are responsible for:

- Maintaining close links with the Buckinghamshire Safeguarding Children Board (BSCB) (<http://www.bucks-lscb.org.uk/>).
- Referring a child who has suffered or is likely to suffer significant harm to BSCB, or referring a child who is in need of additional support from one or more agencies to the local authority's designated team of officers as soon as is reasonably practical (within 24 hours). **It is important to note that anybody has the right to report a concern, not just a DSL.** A written referral using the Multi Agency Referral Form (MARF) will be faxed/posted/emailed to **First Response**, Buckinghamshire County Council's Children's Social Care as soon as possible within the school day.

DSL's must take care not to impose high thresholds when making decisions about referrals, placing the importance on: a child receiving the right help at the right time to address risks and prevent issues escalating, acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. In the event of a borderline matter where the DSLs are unsure whether to make a referral, they will not undertake to make this decision but will contact **First Response** to discuss any doubts or concerns without disclosing the names of the individuals concerned in the first instance. The School will always give due weight to the views of the professionals and follow what they advise, unless it is considered inappropriate.

The DSLs understand that it is not their duty to investigate an allegation, and doing so may jeopardise any future police investigations.

- Ensuring that all records are kept confidentially and securely in the Head of Pre-Prep's Office and are separate from pupil records, with a listing of dates and brief entry to provide a chronology. Access is restricted to the Headmaster and DSLs only.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process and provides a report which has been shared with parents.
- Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently on the child protection register, is referred to their Education Welfare Officer and/or Social Worker.
- Ensuring that all school staff are aware of the School's *Child Protection Policy* and Procedures, and know how to recognise and refer any concerns.
- The Headmaster will give an annual report to the Governing Body, detailing any changes to the *Child Protection Policy* and procedures, training undertaken by the DSLs and by all staff and Governors,

relevant curricular issues, number and type of incidents/cases and number of children referred to Social Care and on the child protection register (anonymised). In addition each term the DSLs will provide a written report of current Child Protection issues to the designated Governor.

- Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training at least every two years, provided by the BSCB, the Safeguarding in Education Team or a similar provider.
- In the event of both DSL's being absent from school, the Headmaster has been identified as the person who will cover this role.

## **Definition**

For the purpose of this document safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's 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.

## **Staff**

It is recognised at Davenies that the safeguarding and promoting of children's welfare is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Staff must therefore familiarise themselves and comply at all times with this Policy. In addition all staff and volunteers must have read at least Part One of KCSIE. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns; it could happen here. Staff are made aware that anyone (not just the DSLs) can make a referral to the BSCB or LADO if there is a risk of immediate serious harm to a child, however staff with concerns about a child are advised to speak first to the School's own DSL's, except in exceptional circumstances. Staff members who do make a referral are advised to inform the DSL, as soon as possible.

All school staff are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment. Any such cases will be kept under constant review and consideration will be given to a referral to Children's Social Care for assessment if the situation is not improving or getting worse.

We recognise that children cannot be expected to raise concerns in an environment where members of staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. Please see the School's *Whistleblowing Policy*.

All school staff should take care that their behaviour or actions do not put themselves in a vulnerable position or at risk of harm or of allegations of harm to a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

The School's *Staff Code of Conduct* (contained within the Staff Handbook) gives advice on how our staff can establish a safe working environment for the boys, hence reducing the risk of staff being falsely accused of unprofessional conduct, which may have a bearing on child protection. The School's *Whistleblowing Policy* includes guidance on duty of care and includes clear processes for the reporting of allegations.

Staff are reminded that those children with special educational needs are more prone to peer group isolation and that additional pastoral support should be considered.

When away on residential trips staff must take the contact details for at least one DSL (usually Mrs Deborah Battersby as she will not be away from school) and the First Response contact details.

Staff are asked to plan ahead when undertaking school activities and where possible use school cameras/ i-pads to take photographs. If a member of staff needs to use their own personal mobile device to take images they may do so for teaching, learning or school communication and media purposes. It is expected that they upload the images to the school's network and delete this photo from their own machine as soon as possible.

No personal devices should be used when teaching boys in the EYFS or to photograph them.

Where staff are deemed not to have followed safeguarding procedures, the disciplinary process will be followed in accordance with that which is outlined in the Staff Employment Handbook.

## **Others**

All parents/guardians are made aware of the School's responsibilities in regard to Child Protection procedures through publication of the School's *Child Protection Policy* on Davenies' Website and Intranet, and reference to it in our prospectus. A paper copy will be sent on request.

Community users organising activities for children are aware of and understand the need for compliance with the School's child protection guidelines and procedures.

## **Safer Recruitment Practices**

Davenies follows the government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safer recruitment procedures as set out in Part Three of KCSIE, members of the teaching and non-teaching staff at the School, including part-time and temporary staff, and visiting staff such as musicians and sports coaches, are subject to the necessary statutory child protection screening before starting work. All Governors, volunteers, and contract staff, e.g. catering staff working regularly during term-time are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection screening and procedures apply to any staff employed by another organisation and working with the School's pupils at School or on another site.

The School is aware that it is a criminal offence to allow a person barred from working with children to work at Davenies. Our *Recruitment Policy and Procedure* sets out procedures for carrying out checks on staff suitability, including an Enhanced DBS Disclosure with barred list information, a check of the Secretary of State Prohibition Orders for staff employed as teachers or self-employed as peripatetic staff, and a Disqualification by Association Declaration by staff considered to be within the scope of the guidance, as

recommended by the Local Authority and Independent Schools Regulations, KCSIE, and in accordance with current legislation.

The name of any member of staff considered not suitable to work with children will be notified to the Disclosure & Barring Service (DBS), (with the advice and support of Bucks County Council Human Resources) within one month of them leaving the School via their [online referral form](#).

Members of the SLT and HR staff have all undergone 'Safer Recruitment Training', and will sit on an interview panel. Please refer to the School's *Recruitment Policy & Procedure* for further details regarding safer employment practices at Davenies.

## **Induction and Training**

All Governors have received Child Protection training, the majority by completing an EduCare NSPCC Child Protection Awareness in Education online training session, with those currently working in education having received Child Protection training within their own schools. Each Governor will receive refresher training at three yearly intervals as best practice, with in-house Child Protection training offered to them in the interim. In addition, the Governor responsible for Child Protection has also undertaken Safer Recruitment training.

Every new member of staff, including part-timers, temporary, visiting and contract staff working in the School receive appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the Headmaster, and, if required, to the main points of local procedures of the BSCB. Child protection training is also given to new governors and volunteers.

All existing teaching staff, non-teaching staff, including part-time staff, governors, temporary, visiting and contract staff receive regular thorough refresher training in line with best practice and advice from the BSCB every three years, with the DSLs receiving appropriate training every two years. In addition, staff receive regular and continuous child protection updates from the DSLs via email and through staff briefings, and also on InSeT days.

The training the staff of Davenies receives covers the following topics, and allows them to be confident that they understand their role in keeping children safe and promoting the welfare of pupils:

- Understanding the basics
- Recognising child abuse
- Reporting child abuse
- Confidentiality
- Working together

In addition, all members of staff new to our School will be informed of the name and contact details of the DSLs, and will be made aware of the School's policies and procedures, including our *Staff Code of Conduct*, *Whistleblowing Policy*, and other policies related to child protection, as part of their induction into the School. See *Staff Induction Policy* for further information.

## **Confidentiality**

The School recognises that all matters relating to child protection are confidential.

The DSLs will disclose personal information about a pupil to other members of staff on a need to know basis only. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

The School will always undertake to share their intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, the School will consult with **First Response** the single point of contact for Buckinghamshire's Children's Social Care on this point.

### **First Response Contact Details:**

Safeguarding children who have suffered or are likely to suffer significant harm ('at risk').

- Phone: 01296 383962 (or Out of Hours 0800 999 7677)
- Email: [secure-cypfirstresponse@buckscc.gcsx.gov.uk](mailto:secure-cypfirstresponse@buckscc.gcsx.gov.uk)

### **Local Authority Designated Officer (LADO):**

Safeguarding children who are in need of additional support from one or more agencies ('in need').

- Phone: 01296 382070
- Email: [secure-LADO@buckscc.gcsx.gov.uk](mailto:secure-LADO@buckscc.gcsx.gov.uk)

## **Parents**

In general the School believes that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Headmaster who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

## **Transparency**

Davenies prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Davenies. This Policy, together with the School's other policies relating to issues of child protection are on the School's website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this Policy. Open communications are essential.

## Procedures

In all matters relating to child protection the School will follow the procedures laid down by our own local safeguarding children board which is Buckinghamshire Safeguarding Children Board (BSCB) ([www.bucks-lsrb.org.uk](http://www.bucks-lsrb.org.uk)) together with DfE guidance contained in *Working Together to Safeguard Children* and *Keeping Children Safe in Education*.

### Procedures for dealing with allegations or concerns about a child

The School treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All members of staff are made aware of their duty to safeguard and promote the welfare of children in the School's care.

There are currently no looked after children at Davenies. In the event of the School acquiring any looked after pupils in the future, the School will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by the Local Authority. This includes ensuring that relevant staff have up-to-date assessment information from the relevant Local Authority, the most recent Care Plan and contact arrangements with parents, and delegated authority to carers, and information available to the DSLs. Staff members recognise the particular potential vulnerabilities of looked after and previously looked after children, with an emphasis on the importance that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

All members of staff and designated Governors have received detailed instructions in how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. Volunteers are provided with procedural information to allow them to respond accordingly to such disclosures. In particular, all staff, Governors and volunteers will be told:

- the signs of possible abuse
- that confidentiality cannot be promised to a pupil giving evidence
- to provide reassurance and to record the child's statements
- the need to avoid probing or asking leading questions, limit questioning to the minimum necessary for clarification; and not putting words into the child's mouth
- guidance to ensure that their behaviour and actions do not place themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil): volunteer staff will be made aware of annual retraining sessions

Every member of staff is required to report instances of actual or suspected child abuse or neglect to the DSLs. This includes alleged abuse by one or more pupils against another pupil. Where the allegation concerns a DSL the staff member should report the matter directly to the Headmaster (see *Appendix A for Procedures when a Member of Staff faces Allegations of Abuse*, which follows the statutory guidance found in Part Four of KCSIE).

We understand that a pupil may make an allegation against another pupil. If such an allegation is made, the member of staff receiving the allegation will immediately inform a DSL or the Headmaster.

The DSL will report safeguarding concerns to the Headmaster. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to BSCB, and where a child is in need of additional support from one or more agencies a referral to First Response, (in line with BSCB procedures) will be made as soon as possible, but most certainly within 24 hours of the safeguarding issue being raised. Whilst this will usually be done by the DSL, **anybody has the right to report a concern**. The School's local authority is Buckinghamshire County Council which operates the Buckinghamshire Safeguarding Children Board (BSCB) (*see contact details above*). All discussions with the LADO or BSCB will be recorded in writing. If it is deemed that a criminal act has taken place the School will contact the police as required.

### **Children Missing in Education**

All children, are entitled to a full-time education which is suitable to their age, ability, aptitude and any Special Educational Needs they may have. A child missing from education is a potential indicator of abuse, neglect, or radicalisation. Any pupil who fails to attend school regularly, or has been absent with the School's permission for a continuous period of 10 school days, will be reported to the BSCB.

## Support and Prevention

### Promoting Awareness

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. We expect all the teaching staff and the School Nurse to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our *Behaviour Policy* and in enforcing our *Anti-Bullying Policy*. All pupils know that there are adults to whom they can turn to if they are worried.

### Supporting Children

We recognise that children may be subjected to physical abuse, emotional abuse, sexual abuse or neglect or any combination of these.

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame himself and find it difficult to develop and maintain a sense of self-worth.

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 aggressive or withdrawn.

Staff should ask themselves:

- Does the boy seem 'normal' for his age?
- Does he seem emotionally or socially withdrawn?
- Is he unusually aggressive?
- Has there been a real change in his behaviour?

Possible indicators of Child Abuse can be found in Appendix B.

Davenies will support all pupils by:

- By fostering positive relationships between staff and boys to enable to boys to voice any concerns they may have.
- A Peer Mentoring system is also in place for boys to discuss concerns, this also includes a closely monitored e-mail address which the boys can access at any time.
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the School.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the School by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headmaster at the pupil's new school as a matter of urgency. A photocopy of these records should be kept in a confidential file.
- The option of a counsellor is offered should the school deem it necessary.

### **Supporting Staff**

We recognise that members of staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with a DSL and to seek further support. This could be provided for all staff by, for example, the Headmaster, by Occupational Health, and/or a teacher/trade union representative as appropriate.

### **Physical Intervention/Positive Handling**

Our policy on physical intervention/positive handling by staff is set out separately, as part of our *Behaviour Policy*. It complies with DfE guidance *Use of Reasonable Force: advice for head teachers, staff and governing bodies* (July 2013) relating to section 93 of the *Education and Inspections Act 2006: The Use of Force to Control or Restrain*. This guidance states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Members of staff who are likely to need to use physical intervention should be appropriately trained.

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

### **Prevention**

We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
- Provide across the curriculum opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## Child Protection and New Technologies

From the School's *PSHE and Citizenship Policy*:

"ICT is an important part of school life at Davenies and the boys from Year 4 – 6 have access to iPads during lessons as and when they are needed. Awareness of safeguarding online is a vital aspect of PSHE. Particular attention is paid to helping the children understand the best ways to keep safe online, including radicalisation. Age-appropriate lessons about the risks posed through the use of social media will be imbedded into the PSHE curriculum."

Further information is available in the latest resources promoted by the DfE:

- The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))
- CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

### The Internet

Please see the School's *IT Policies* which outline our purpose in providing access to the Internet and e-mail facilities, and explains how Davenies is seeking to avoid the potential problems that unrestricted Internet access could give rise to.

The *Staff Code of Conduct* gives guidance to staff regarding communication with pupils and parents.

Staff are advised to be vigilant when displaying personal details and photographs of themselves in public domains, and to keep a distinction between their professional and their private lives where possible.

### Cyber Bullying

Cyberbullying is a particularly pernicious form of bullying because it can be so pervasive and anonymous. There can be no safe haven for the victim who can be targeted at any time or place. Davenies expects all staff and pupils to adhere to the School's *Internet Access Policy* and *Computer and Internet Misuse Policy*, and the School's *Anti-Bullying Policy* describes the preventative measures and the procedures that will be followed in the event that the School discovers cases of bullying.

- Proper supervision of pupils plays an important part in creating a safe IT environment at School but everyone needs to learn how to stay safe outside the School.

- Davenies values all of its pupils equally: it is part of the School's ethos to promote considerate behaviour and to value diversity.
- Bullying and harassment in any form should always be reported to a member of staff. It is never the victim's fault, and he or she should not be afraid to come forward.

### **Mobiles**

Mobile telephones are not permitted in school, except those belonging to boys who in Years 7 & 8 who travel to and/or from school unaccompanied, or where permission has been given due to exceptional circumstances. These phones remain in the School Office during school hours. Mobile phones found on boys during the school day, especially where they are being misused, will be confiscated.

## Other Policies & Documentation

This Policy and the Appendices should be considered in conjunction with those policies and documentation already referred to within this document, and in addition with the following related policies and documentation of the School:

- *Anti-Bullying Policy* – acknowledges that to allow or condone bullying may lead to consideration under child protection procedures
- *Behaviour Policy*
- *Complaints Procedure*
- *Data Protection Policy & Notices*
- *Educational Visits Policy*
- *Equality Policy*
- *Ethos, Mission and Aims of the School*
- *Health & Safety Policy* – reflects the consideration we give to the protection of our children both physically within the school environment and when away from the School when undertaking school trips and visits
- *IT Security Policy (includes E-Safety Policy)*
- *Missing Child Policy* – action to take if a child is missing
- *Pastoral Care Policy*
- *PSHE & Citizenship Policy*
- *Recording Serious Disciplinary Offences Policy*
- *Recruitment Policy and Procedure*
- *Registers Policy – Admissions & Attendance Registers*
- *Staff Code of Conduct*
- *Staff Central Register (SCR)*
- *Staff Employment Handbook*
- *Staff Induction Policy*
- *Whistleblowing Policy*

All Policies are available on the staff area of the intranet, and hard-copies are available on request from the HR & Compliance Officer ([admin@davenies.co.uk](mailto:admin@davenies.co.uk)).

### Data Protection

The DSL will retain a separate and secure filing system for safeguarding records. These may be held for a period up to 35 years. They will be reviewed every 6 years and where appropriate destroyed securely. For further information, please see our *Privacy Notices*.

### Monitoring and Evaluation of this Policy

The Governing Body of our School is responsible for ensuring the annual review of this Policy and its implementation and for undertaking an annual review of the procedures and of the efficiency with which the related duties have been discharged. Where the LADO or BSCB considers improvements need to be made to the School's procedures or practice as a result of an allegation or referral, the Governing Body and the School's DSLs will work together with the LADO or BSCB to achieve this.

The School monitors and evaluates its *Child Protection Policy* and procedures through the following activities:

- Governor visits to the School
- Pastoral Meetings
- SLT Meetings

## APPENDIX A

### **Procedures when a Member of Staff, Volunteer, Designated Safeguarding Lead or Headmaster faces Allegations of Abuse**

Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in Part Four of KCSIE

#### **Introduction**

Allegations that a member of staff or a volunteer has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- parents
- the abused pupil
- other members of staff
- other pupils
- the Police or Social Services
- a third party

We understand that one or more pupils may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headmaster, who will deal with the matter according to procedures below.

If the allegation made concerns the Headmaster, the person receiving the allegation will immediately inform the Chairman of Governors who will consult as above, without notifying the Headmaster first. The Headmaster will normally be suspended for the duration of the investigatory process, and the Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue.

If the allegation made concerns a DSL, the person receiving the allegation will immediately inform the Headmaster who will inform the Chairman of Governors on the same day. That DSL will normally be suspended for the duration of the investigatory process, and the remaining DSL will assume all DSL responsibilities until the conclusion of the investigation and resolution of the issue.

An allegation against a member of staff will always go directly to the Headmaster, who will contact the LADO for advice.

If an allegation of abuse is made against any member of staff or volunteer working with children at Davenies, all unnecessary delays will be eradicated. The School will not undertake its own investigation of the allegation without prior consultation with the LADO, or in more serious cases, the Police. In borderline cases discussions with the LADO can be held informally and without naming the School or the individual.

## The First Response

We will respond promptly and sensitively to the concerns of the victim and his family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously
- Contact **First Response** (the single point of contact for BSCB) to seek advice and guidance within 24 hours of disclosure or suspicion of abuse
- In the case of serious harm, the Police would be informed from the outset
- Establish the facts before jumping to any conclusion, but without asking leading questions or attempting an investigation which may jeopardise any future criminal investigations by the police
- If deemed appropriate, inform the member of staff concerned honestly of the allegation that has been made
- Advise him or her to contact their Professional Association for advice and support
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact

## The Next Step

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Invite the police to conduct the investigation
- Involve the Buckinghamshire Safeguarding Children's Board (BSCB)
- Consider suspending the member of staff (or volunteer) concerned

During the course of the investigation the School in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions of the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

## Support for the Pupil

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Headmaster, together with the DSLs, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, **First Response**, or other agencies involved to identify the support strategies that will be appropriate.

## Suspension

Every effort should be made to ensure that the impact of suspension on a member of staff is as neutral as possible. This is a serious step which needs careful consideration; therefore we will inform the LADO and may also take legal advice beforehand. We will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child
- The allegations are so serious as to constitute grounds for dismissal, if proven

- The police are investigating allegations of criminal misconduct

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached
- Interview a member of staff before suspending him or her
- Keep him or her informed of progress of the investigation
- Inform the member of staff of the reasons and justification for suspension and record the same

The matter will be dealt with in accordance with the Disciplinary Procedures set out in the School's *Staff Employment Handbook*. Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend.

### **Alternatives to Suspension**

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave
- Giving him or her non-contact duties
- Ensuring that a second adult is always present in the classroom when he or she teaches

### **If the Member of Staff Resigns**

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

### **Referral to the Disclosure and Barring Service (DBS)**

Davenies follows DBS guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009.

The School plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. The School understands that it has legal duty to respond to any requests for information that we receive from the DBS at any time, but do not have to find any such information from another source.

The School is aware of its legal duty to respond to requests from the DBS for information they hold.

### **Referral to National College for Teaching and Leadership (NCTL)**

If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the School will consider making a referral to the NCTL and a prohibition order may be appropriate. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in *Teacher misconduct: the prohibition of teachers*, July 2014.

## **Referral to Ofsted – EYFS**

As a registered provider of EYFS, the School will notify Ofsted within 14 days of any allegations of serious harm or abuse made against a person working with or looking after children on the school premises, whether the said harm or abuse took place on school premises or elsewhere, or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

OFSTED Safeguarding Children: 08456 404046 (Monday to Friday from 8:00 to 18:00)

## **Charity Commission**

The School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

## **Recording Allegations of Abuse**

The outcome of investigation of an allegation will record whether it is substantiated, unsubstantiated, false or malicious. If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

## **Handling Unfounded or Unsubstantiated Allegations**

### ***The Child***

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with **First Response** to set up a professional programme that best meets his needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from the School Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

A pupil who has been at the centre of a malicious allegation of child abuse may be found to have breached the *School's Behaviour Policy*. Appropriate sanctions will be imposed in line with this and other relevant policies.

Where it is believed that a criminal offence has been committed, the matter will also be referred to the police.

### ***The Member of Staff***

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of “no smoke without fire”. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

Where an allegation is found to have been malicious, any record of the allegation will be removed from that staff members personnel file. The School will not refer to any malicious, unfounded or unsubstantiated allegations in any requests for future employer references.

### **Confidentiality and Publicity**

The School will make every effort to maintain confidentiality and guard against unwanted publicity. We are aware of the restrictions on the reporting or publishing of allegations against staff which apply up to the point where the individual is charged with an offence or the DFE / NCTL publish information about an investigation or decision in a disciplinary case.

### **Review**

If there has been a substantiated allegation against a member of staff, the Governing Body 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.

## APPENDIX B

### Indicators of Abuse and Specific Safeguarding Issues

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm to by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

The NSPCC's child protection fact sheet: *The definitions and signs of child abuse*, which is available on the staff section of the School's intranet, should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse. Staff should also refer to Part One of KCSIE and *What to do if you're worried a child is being abused*, March 2015.

#### Physical Abuse

- injuries that are not consistent with the explanation offered
- injuries not consistent with the child's age and development
- repeated injuries over a period of time
- runaway attempts and fear of going home
- stilted conversation, vacant stares or no attempt to seek comfort when hurt
- describes self as bad and deserving to be punished
- cannot recall how injuries occurred, or offers an inconsistent explanation
- wary of adults or reluctant to go home
- often absent from school
- may flinch if touched unexpectedly
- extremely aggressive or withdrawn
- displays indiscriminate affection-seeking behaviour
- abusive behaviour and language in play
- overly compliant and/or eager to please
- poor sleeping patterns, fear of the dark, frequent nightmares
- sad, cries frequently
- depression
- poor memory and concentration

#### Neglect

- unattended medical and dental needs
- consistent lack of supervision
- consistent hunger
- nutritional deficiencies
- inappropriate dress for weather conditions
- poor hygiene
- persistent (untreated) conditions (e.g. head lice or other skin disorders)
- developmental delays (e.g. language, weight)
- irregular or non-attendance at school – see *Missing Child Policy*
- demands constant attention and affection
- lack of parental participation and interest
- regularly displays fatigue or listlessness, falls asleep in class
- frequently absent or late
- lacks trust in others, unpredictable

## Emotional Abuse

- bedwetting and/or diarrhoea
- frequent psychosomatic complaints, headaches, nausea, abdominal pains
- mental or emotional development lags
- behaviours inappropriate for age
- fear of failure, overly high standards, reluctance to play
- fears consequences of actions, often leading to lying
- extreme withdrawal or aggressiveness, mood swings
- overly compliant, too well-mannered
- excessive neatness and cleanliness
- extreme attention-seeking behaviours
- poor peer relationships
- severe depression, may be suicidal
- runaway attempts
- violence is a subject for art or writing
- complains of social isolation

## Sexual Abuse (it is important to note that no child under the age of 16, can give informed consent to sexual activity)

- forbidden contact with other children
- fatigue due to sleep disturbances
- sudden weight change
- cuts or sores made by the child on the arm (self-mutilation)
- recurring physical ailments
- difficulty in walking or sitting
- unusual or excessive itching in the genital or anal area due to infection(s)
- torn, stained or bloody underwear
- injuries to the mouth, genital or anal areas (e.g. bruising, swelling, sores, infection)

## Sexual abuse in a younger boy

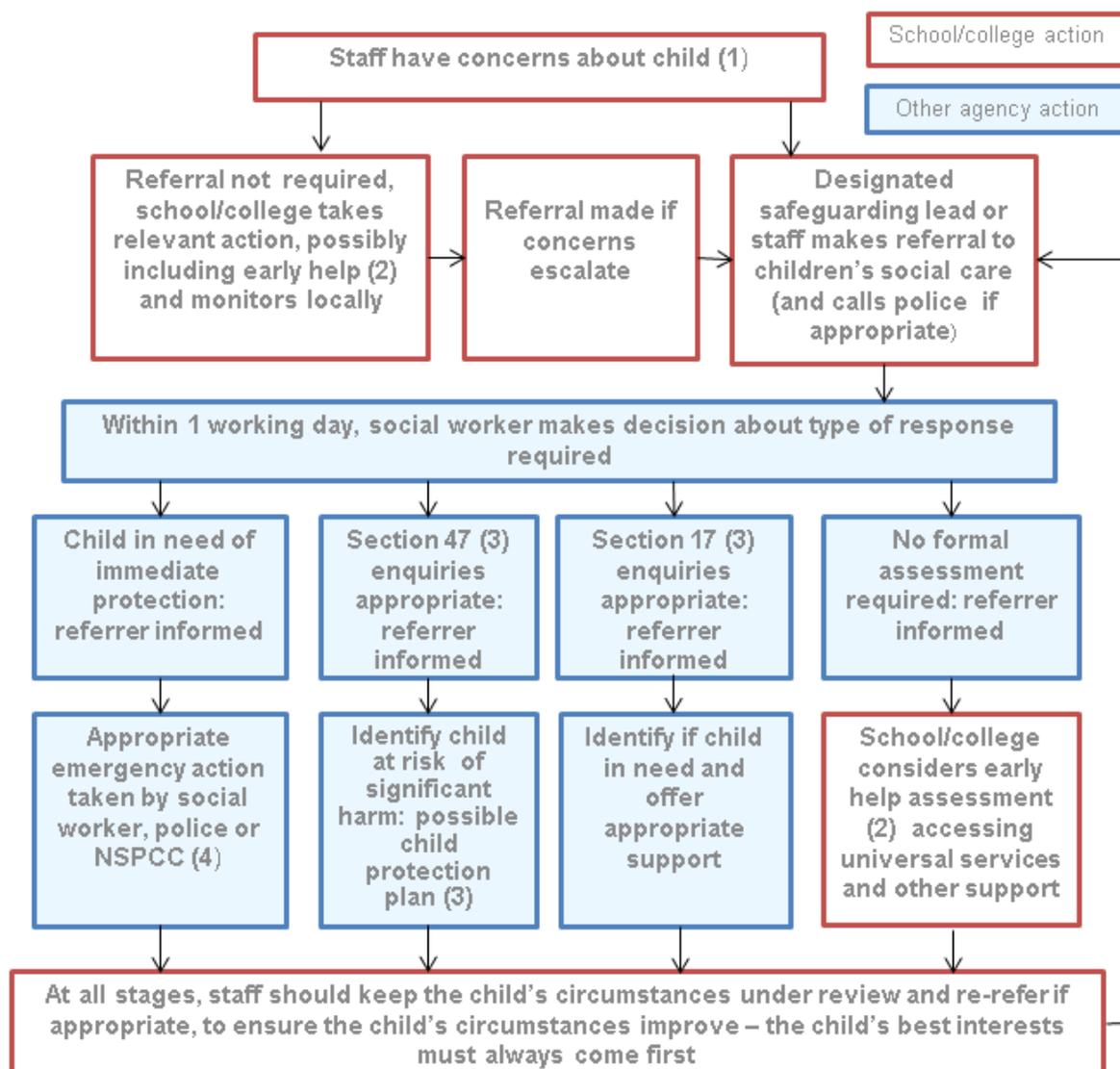
- sad, cries often, unduly anxious
- short attention span
- change or loss of appetite
- sleep disturbances, nightmares
- excessively dependent
- fear of home or a specific place, excessive fear of men or women, lacks trust in others
- age-inappropriate sexual play with toys, self, others (e.g. replication of explicit sexual acts)
- age-inappropriate, sexually explicit drawings and/or descriptions
- bizarre, sophisticated or unusual sexual knowledge
- reverts to bedwetting/soiling
- dramatic behavioural changes, sudden non-participation in activities
- poor peer relationships, self-image
- overall poor self-care

## Sexual abuse in an older boy

- sudden lack of interest in friends or activities
- fearful or startled response to touching
- overwhelming interest in sexual activities
- hostility toward authority figures
- need for constant companionship
- regressive communication patterns (e.g. speaking childishly)
- academic difficulties or performance suddenly deteriorates
- truancy and/or running away from home
- wears provocative clothing or wears layers of clothing to hide bruises

- recurrent physical complaints that are without physiological basis (e.g. abdominal pains, headache, nausea)
- lacks trust in others
- unable to "have fun" with others
- poor personal hygiene
- sexual acting out in a variety of way

## Actions where there are concerns about a child



## Specific Safeguarding Issues

Staff should make themselves aware of the growing number of specific safeguarding issues that affect children today. Further information about these issues can be found on the TES website, the NSPCC website, and links to government guidance on the issues are available on the online copy of KCSIE.

- bullying including cyberbullying
- children missing education
- children missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence / violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering (as a school we are aware of our duty to inform the Local Authority if we become aware of such an arrangement)
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

## Peer on Peer Abuse

The School recognises that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Staff should be aware that pupils are capable of abusing their peers, and this abuse can take many forms including but not exclusively:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Abuse can also be one-on-one, or more-than-one pupil against another.

At Davenies we are clear that abusive comments and interactions are abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Please see the School’s *Anti-Bullying Policy* for further information. The School’s threshold for dealing with an issue of pupil behaviour or bullying under the *Child Protection Policy* rather than the School’s *Anti-Bullying Policy* or *Behaviour Policy* is where there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’.

Any allegation of peer on peer abuse should be reported in the same way as any other concern or allegation, either to a DSL, or directly to First Response. If the allegation is reported directly, staff should also inform a DSL. It would be expected that all pupils involved, whether perpetrator or victim, are treated as being 'at risk'. Risk assessments are to be carried out, recorded and reviewed to ensure staff acting in the best interests of the child. Staff familiar to the pupils involved will offer support throughout the investigative process and ensure clear lines of communication between pupils, parents and agencies working together until the investigation is completed. The School will seek advice on confidentiality as necessary from the local agencies or police as appropriate.

**Contextual Safeguarding:** safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. In these cases assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

### **Preventing Radicalisation**

The Counter-Terrorism and Security Act, 2015 placed a duty on education provider, in the exercise of their functions, to have regard to the need to prevent people from being drawn into terrorism, "The Prevent Duty". Mrs Deborah Battersby, Lead DSL, received training on Prevent and this has been cascaded to staff.

If there are concerns about a boy relating to radicalisation, their or their parents' consent will not necessarily be sought before a referral is made. A "Prevent Duty – Visitor Form" is completed by staff members when individuals/groups are invited in to speak to the boys as we try to ensure that our boys are not influenced.

Extremism is defined as: "Extremism goes beyond terrorism and is defined in the Government's Counter Extremism Strategy as vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of armed forces as extremism. Extremists often target the vulnerable – including the young – by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society".

### **Channel General Awareness**

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Staff have completed online PREVENT Training either via the following link, or via our online training providers, EduCare: [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

If any concerns are identified, then First Response continues to be a first port of call or we can telephone the Police on their non-emergency number of 101. Further advice is also available at the following website: [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

### **Child Sexual Exploitation (CSE)**

Child sexual exploitation involves exploitative situation, contexts and relationships where young people receive something as a result of engaging in sexual activities, marking out an imbalance of power in a relationship. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse.

### **Female Genital Mutilation (FGM)**

#### **Signs and Indicators**

Some indications that FGM may have taken place include:

- The family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family
- A girl / young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems
- A long absence from school or in the school holidays could be an indication that a girl / young woman has recently undergone an FGM procedure, particularly if there are behavioural changes on her return
- A girl / young woman requiring to be excused from physical exercise lessons without the support of her GP
- A girl / young woman may ask for help, either directly or indirectly
- A girl / young woman who is suffering emotional / psychological effects of undergoing FGM, for example withdrawal or depression
- Midwives and obstetricians may become aware that FGM has taken place when treating a pregnant woman / young woman

Some indications that FGM may be about to take place include:

- A conversation with a girl / young woman where they may refer to FGM, either in relation to themselves or another female family member or friend
- A girl / young woman requesting help to prevent it happening
- A girl / young woman expressing anxiety about a 'special procedure' or a 'special occasion' which may include discussion of a holiday to their country of origin
- A boy may also indicate some concern about his sister or other female relative

Action to take if staff believe a child is at risk of FGM:

- Any information or concern that a girl / young woman is at risk of, or has undergone FGM should result in an immediate discussion with the DSLs following which a referral will be made to First Response at the Buckinghamshire Children's Safeguarding Board and Police will be informed.
- Whilst Davenies is a boys school, we are aware that information may be passed on to us via family members, friends etc. or that we may become aware of behaviours which may indicate FGM has, or is about to, take place and, as such, will act accordingly as stipulated above.

## **Policy on Taking, Storing and Using Images of Children**

This Policy should be read in conjunction with our *Data Protection Policy – Pupils* in which we endeavour to comply with the principles of the Data Protection Act 1998.

At Davenies, we are an open and inclusive community that is very proud of all of the achievements of all of our pupils in their academic, artistic and sporting endeavours.

We particularly welcome parents to our concerts, plays and sporting events, as well as to more formal occasions during the school year. The School walls are decorated with examples of pupils' work, team photographs and photographs of trips and expeditions in which our pupils have participated. Our website and other social applications are updated regularly, and all parents are sent our weekly newsletter in order to keep them fully abreast of the news of our active community.

### **The Application of Data Protection Laws to Taking Using and Storing Images of Children**

Parents who accept a place for their child at Davenies are invited to agree to the School using photographs of their child and information relating to his achievements for promotional purposes, which may be published in the prospectus or on the website, on the School's social media applications as well as displayed within the premises, and in bulletins sent to the school community.

#### **Use of Images – Displays, etc.**

We will only use images of our pupils for the following purposes:

- Internal displays on notice boards within the school premises
- Communications with the school community (parents, pupils, staff and Governors) via Davenies' Intranet, social media applications, newsletter or termly magazine
- Marketing the School on the Davenies' website, social media application, by prospectus, and other marketing functions

#### **Use of Images – Internal Identification**

All pupils are photographed individually on an annual basis. We identify the pupil by name, year group and ID number. These photographs are made available for purchase by the pupil's parents, and thereafter are downloaded onto the School's database.

Our library uses the photos for identification of individuals on a DfE-approved secure bar-coded Librarian System, access to which is restricted to the School's Librarians via password protection.

### **Images that we use in Displays and on our Website and in Social Media**

The images that we use for displays, publications and communications purposes will not identify an individual pupil without the express agreement of the pupil's parent/guardian. We only use images of school activities, such as plays, concerts, sporting fixtures, prize-giving, school trips etc. in their proper context. We never use any image that might embarrass or humiliate a pupil. Pupils are always properly supervised when professional photographers visit the School.

### **Use of Cameras and Recording Equipment by Parents and Guardians**

Parents are welcome to take photographs of their own children taking part in sporting and outdoor events. When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and recording devices with consideration and courtesy for the comfort of others.

Flash photography can disturb others in the audience, or even cause distress for those with medical conditions; we therefore ask that it is not used at indoor events.

## Designated Safeguarding Lead (“DSL”)

### Job Description

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The Governing Body of Davenies designates appropriate senior member(s) of staff to take lead responsibility for child protection. This person will have the status and authority within the School to carry out the duties of the post, including committing resources and, where appropriate, supporting and directing other staff. The School will ensure that the DSLs have sufficient time, funding, supervision and support to fulfil child welfare and safeguarding responsibilities effectively.

The DSL nominated as ‘Lead’ will be a member of the Senior Leadership Team (DSL).

The broad areas of responsibility for the DSL are:

### Managing Referrals

- Refer all cases of suspected abuse to the Local Authority Children’s Social Care and:
  - The Local Authority Designated Officer (‘LADO’) for child protection concerns (all cases which concern a staff member);
  - Disclosure and Barring Service (cases where a person is dismissed or left due to risk / harm to a child); and / or
  - Police (cases where a crime may have been committed).
- Liaise with the Headmaster to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### Training

The DSL should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the School’s *Child Protection Policy* and procedures, especially new and part-time staff.
- Be alert to the specific needs of children in need, those whose health or development is likely to be significantly or further impaired without the provision of services, young carers or a child who is disabled.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

### **Raising Awareness**

The DSL should ensure the School's policies are known and used appropriately:

- Ensure the School's *Child Protection Policy* is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governors regarding this.
- Ensure the *Child Protection Policy* is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this.
- Link with the Local Safeguarding Children's Board ('LSCB') to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the School ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.

## APPENDIX E

### Contact Details

At Davenies there are two **DESIGNATED SAFEGUARDING LEADS (DSL)** responsible for the Safeguarding and Child Protection of the boys.



### Mrs Battersby

Lead DSL & Head of Pre-Prep  
[dbattersby@davenies.co.uk](mailto:dbattersby@davenies.co.uk)  
01494 685404



### Mr Fearon

DSL & Pastoral Head: Y5&6  
[gfearon@davenies.co.uk](mailto:gfearon@davenies.co.uk)  
01494 689237

### Outside Agencies

**First Response** – Safeguarding children who have suffered or are likely to suffer significant harm

- Phone: 01296 383962 (or Out of Hours 0800 999 7677)
- Email: [secure-cypfirstresponse@bucks.gcsx.gov.uk](mailto:secure-cypfirstresponse@bucks.gcsx.gov.uk)

**Local Authority Designated Office (LADO)** – Safeguarding children who are in need of additional support from one or more agencies

- Phone: 01296 382070
- Email: [secure-LADO@buckscc.gcsx.gov.uk](mailto:secure-LADO@buckscc.gcsx.gov.uk)

**NSPCC** – To report concerns

- Phone: 0808 800 5000
- Whistleblowing helpline: 0800 028 0285

**Prevent**

- Local Police: 101 or First Response (above)

**Childline**

- Phone: 0800 11 11