DAVENIES

Safeguarding Policy

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Updated: **September 2024, DSLs**
Review: **September 2025, DSLs**

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

Safeguarding 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[1] 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[2] 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 or threatened 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 multi-agency working to help, protect and promote the welfare of children (December 2023), and referring to the non-statutory but important advice: *Information sharing* (2018)
- *Buckinghamshire Safeguarding Children Partnership Information Sharing Code of Practice* (November 2020)
- *Keeping Children Safe in Education* (September 2024) *(KCSIE): s*tatutory guidance for schools and colleges, incorporating the statutory guidance *Disqualification under the Childcare Act 2006* (updated August 2018) and referring to the non-statutory advice for practitioners *What to do if you're worried a child is being abused* (March 2015). *Prevent Duty Guidance: for England and Wales* (April 2021) and *The Prevent Duty: Departmental advice for schools and childcare providers* (June 2015)
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2019, updated Sept 2021)
- *The use of social media for online radicalisation* (July 2015)
- *Sexual Violence and Sexual Harassment between children in Schools and Colleges* (September 2021) to be read alongside Part 5 of KCSIE (Sept 2024)
- *Sharing nudes and semi nudes: advice for education settings working with Children and young people* (December 2020)
- *Meeting Digital and Technology Standards in Schools and Colleges: Filtering and Monitoring Standards for Schools and Colleges* (DfE, March 2023)

[1] 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."

[2] 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.

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.
- 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, neglect and exploitation. keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

Multi Agency Approach

In line with the most recent updates to KCSIE, we understand our responsibility to work in collaboration with other agencies to ensure the safeguarding of the children in our care. We understand that we must share relevant information with these agencies, where appropriate, and that GDPR should be superseded to ensure that this happens. Through the DSLs, the school will share any relevant information with the necessary agency to ensure the safeguarding of the child(ren) involved.

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 2 of KCSIE. The Governing Body takes a whole-school approach to safeguarding, ensuring that 'safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development' and that all policies and procedures operate 'with the best interested of the child at their heart'.

Dr Dal Sahota is the nominated Governor responsible for Child Protection at Davenies and meets each term with the School's Designated Safeguarding Lead and/or Deputy Designated Safeguarding Leads. The Governors carry out an annual review of this, the School's *Safeguarding 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 compliance with their strategic leadership duties under legislation and that policies, procedures and training in the school are effective and comply with the law;
- ensuring there is an effective Safeguarding Policy in place, the procedures within which are fully implemented in practice in accordance with paragraph 51-57 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;
- 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 is a Lead Designated Safeguarding Lead (DSL) and three Deputy Designated Safeguarding Leads (DDSLs) (together the DSLs) who have undertaken single agency Designated Senior Person training and "Working Together" training, delivered through BSCP, 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, training, resources and support to fulfil child welfare and safeguarding responsibilities effectively.

The Lead DSL for the academic year 2024-25 is Mrs Deborah Battersby, Assistant Head: Safeguarding & Pastoral and Pre-Prep; and DDSLs are Mr Joe Stephenson (Head of Junior School), Miss Sophie Bell (Head of Middle School) and Mr Jack Davidson (Head of Maths and Assessment Co-ordinator). All are members of the school's Senior Leadership Team (SLT). The identities of DSL's are shown clearly in the School's *Staff Handbook* and on notices around the School, including in the Staff Room, Medical Room and in each building. All DSL's can make decisions over other members of the SLT concerning safeguarding issues.

The DSL's 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 Partnership: (www.buckssafeguarding.org.uk/childrenpartnership/).

- Referring a child who has suffered or is likely to suffer significant harm to BSCP, 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.** An electronic referral using the Multi Agency Referral Form (MARF) will be used to contact **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, neglect and exploitation, 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 DSL is 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 DSL understands 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 Lead DSL'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.

- In conjunction with the Head of Computing ensure that the boys are aware of the dangers associated with keeping themselves safe online and promote safe working practices

- In conjunction with CST (the School's external contract IT Support) ensure that filtering and monitoring systems and processes are in place, and be familiar with these

- 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 *Safeguarding Policy* and Procedures and know how to recognise and refer any concerns.

- The Lead DSL will give an annual report to the Governing Body, detailing any changes to the *Safeguarding 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 Lead DSL 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 BSCP, the Safeguarding in Education Team or a similar provider.

- The DSL should always be available during term-time to deal with safeguarding concerns. In the event the Lead DSL is not available, and during school holidays, a duty rota will be arranged to ensure a Deputy DSL is available for adequate and appropriate cover, including for the EYFS and during times of pandemic. In the unlikely event of all DSLs 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 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
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children

- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework 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.

The Headmaster is responsible for ensuring that the School's Policies and procedures, and at least Part One and Annex A of KCSIE are read, understood and followed by all staff and volunteers.

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 BSCP 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 DSLs, except in exceptional circumstances. Staff members who do make a referral are advised to inform the DSLs, as soon as possible.

All staff are aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they may not recognise their experience as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL/DDSL if they have concerns about a child. It is also important that staff determine how best to build a trusted relationship with the boys which facilitates communication.

All staff are aware of the need to and requirement to reassure victims that they are being taken seriously and that they will be supported and kept safe. Staff recognise that a victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important for all staff to assume that sexual harassment and online sexual abuse are happening in their setting, even where there are no specific reports, and support the whole-school approach to addressing them. All staff are aware that there is a zero-tolerance approach to sexual violence and harassment. For further information about what constitutes sexual violence or sexual harassment, the DfE advice: *Sexual Violence and Sexual Harassment between children in Schools and Colleges* (September 2021) should be read alongside Part 5 of KCSIE. Staff should receive training to manage a report of child-on-child sexual violence and sexual harassment.

All school staff are prepared to identify children who may benefit from early help pertaining to either their mental or physical wellbeing. 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. It 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. In the first instance staff should discuss early help requirements with the DSLs. 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.

All teaching staff are asked to recognise Smoothwall as the school's filtering system and have a good working knowledge of Apple Classroom and Impero as methods of monitoring the boys' iPad, laptop and PC screens.

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 *Low-Level Concerns* Policy and 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* (*Behaviour Policy*; 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. The School's *Low-Level Concerns Policy* sets out clear procedures on how to deal with low-level concerns about the behaviour of staff and volunteers.

Staff are reminded that those children with special educational needs or disabilities are more prone/vulnerable to peer group isolation, child-on-child abuse, 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/ iPads 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 *Safeguarding Policy* on Davenies' Website and MySchoolPortal, and reference to it in our prospectus. A copy will be emailed/posted/made available 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. As with all safeguarding allegations, incidents occurring when such an organisation uses school premises will be reported appropriately, including informing the LADO if necessary.

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 3 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.

The majority of the SLT and the HR Manager have 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 the TES/EduCare 'Child Protection in Education' online training session, with those currently working in education having received Child Protection training within their own schools. Each Governor will complete 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. They also receive information on the procedures for recording and referring any concerns to the DSLs or the Headmaster, and, if required, to the main points of local procedures of the BSCP. 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 BSCP every three years, with the DSLs receiving appropriate training every two years. In addition, staff receive monthly child protection updates and training in-house from the DSLs via the Safeguarding Network.

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, Low-Level Concerns Policy, Missing Child Policy, Registers Policy* and *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. They must also be aware that GDPR does not prevent the sharing of information pertaining to safeguarding.

'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.'

Follow this link for further advice Data Protection Toolkit.

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

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

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 DSLs 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 Buckinghamshire Safeguarding Children Partnership (BSCP) (www.bucksscp.org.uk) together with DfE guidance contained in *Working Together to Safeguard Children* and *KCSIE*.

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 DSLs 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 4 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 BSCP, and where a child is in need of

additional support from one or more agencies a referral to First Response, (in line with BSCP 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 BSCP (*see contact details above*). All discussions with the LADO or BSCP will be recorded in writing. If it is deemed that a criminal act has taken place the School will contact the police as required.

This document should be used when deciding whether to contact the police in a safeguarding situation: When to call the police - advisory document.

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 or Learning Difficulties they may have. Children being absent from education for prolonged periods, unexplainable and/or persistent absences can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. As a School we will actively engage with persistently absent pupils and their family to identify, if necessary, abuse, and in the case of absent pupil, help prevent the risk of them becoming a child missing education in the future.

Any pupil who fails to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days, will be reported to the BSCP.

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
- 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
- Supporting children potentially at greater risk of harm to ensure that they do well

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

The School is aware that many children now have unlimited and unrestricted access to the internet via mobile phone networks, which some may use to sexually harass their peers, share indecent images consensually or non-consensually, and view and share pornography and other harmful content, and endeavours to address these matters through its PSHE curriculum and internet safety programme.

From the School's *PSHE Policy*:

"ICT is an important part of school life at Davenies and the boys from Year 3 to 8 will have access to iPads during lessons as and when they are needed. Awareness of safeguarding and risks online is a vital aspect of PSHE. Particular attention will be 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. Please see the School's IT Handbook for further information including links to the latest resources promoted by the DfE."

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

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

The breadth of issues classified within commerce (risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)) 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
- **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 Handbook* which outlines 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 through the use of filters and monitoring of usage.

The School's filtering systems are tested termly using the Government-advocated SWGfL filtering test.

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 *IT Handbook* containing Staff and Pupil *Acceptable Use Policies* and *E-Safety 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 (and Year 6 during the Summer Term) who travel to and/or from school unaccompanied, or where permission has been given due to exceptional circumstances. These phones remain with the Head of Senior School/Head of Middle School during school hours. Mobile phones found on boys during the school day, in particular where they are being misused, will be confiscated.

Smart Watches

Smart Watches are not permitted to be worn by pupils at Davenies, as unrestricted access to the internet via mobile phone networks means that pupils could be open/vulnerable to harassment, bullying, control and harmful content via these devices.

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* incorporating *Serious Disciplinary Offences 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 Handbook* (including e-safety)
- *Low-Level Concerns Policy*
- *Missing Child Policy* – action to take if a child is missing
- *Pastoral Care Policy*
- *PSHE 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 or are available on request (hard-copy or electronically) from the School Office (office@davenies.co.uk).

Data Protection

The Lead 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 BSCP 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 DSL's will work together with the LADO or BSCP to achieve this.

The School monitors and evaluates its *Safeguarding 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 (including the Head, a DSL, supply staff, volunteers or contractors) that meet the harms threshold, will be dealt with as below, in accordance to the statutory guidance set out in Part 4 of KCSIE.

Harms Threshold (para. 55 of KCSIE (Sept 2024))

An allegation that a member of staff (including the Head, a DSL, supply staff, volunteers and contractors) has:

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

and that they would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school.

It should be noted that the last point above may have happened outside of school and can be seen as a transferable risk.

Lower-level concerns and allegations ("low-level concerns") that do not meet the harms test should be addressed in accordance with the School's *Low-Level Concerns Policy*.

Introduction

Allegations that a member of staff (including supply 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 school is aware that behaviours (such as domestic violence, which does not directly involve children) that occur outside of the school environment may affect a person's suitability to work with children; any report of such behaviours will be investigated in accordance with this policy.

The school recognises that there are two aspects to consider when an allegation is made:

- Looking after the welfare of the child
- Investigating and supporting the person subject to the allegation

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 BSCP) 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 investigate 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 Partnership (BSCP)
- 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 DSL, 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.

Supply Staff

The school is in the fortunate position where almost all cover requirements are fulfilled in-house, however there is very occasionally the need to appoint supply staff, usually where the cover required is unexpected and on a longer-term basis. Should there be an allegation against a member of supply staff then the school will take the lead on any investigation whilst keeping the supply agency fully informed and involved.

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 Teaching Regulation Agency (TRA)

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 government's Teaching Regulation Agency (TRA) and a prohibition order may be appropriate. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in TRA can be found in *Teacher misconduct: disciplinary procedures for the teaching profession*. (April 2018)

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: 0845 640 4046 (Monday to Friday from 08:00 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 / TRA 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.

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
- is frequently missing/goes missing from education, home or care
- 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.

APPENDIX C

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 1 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

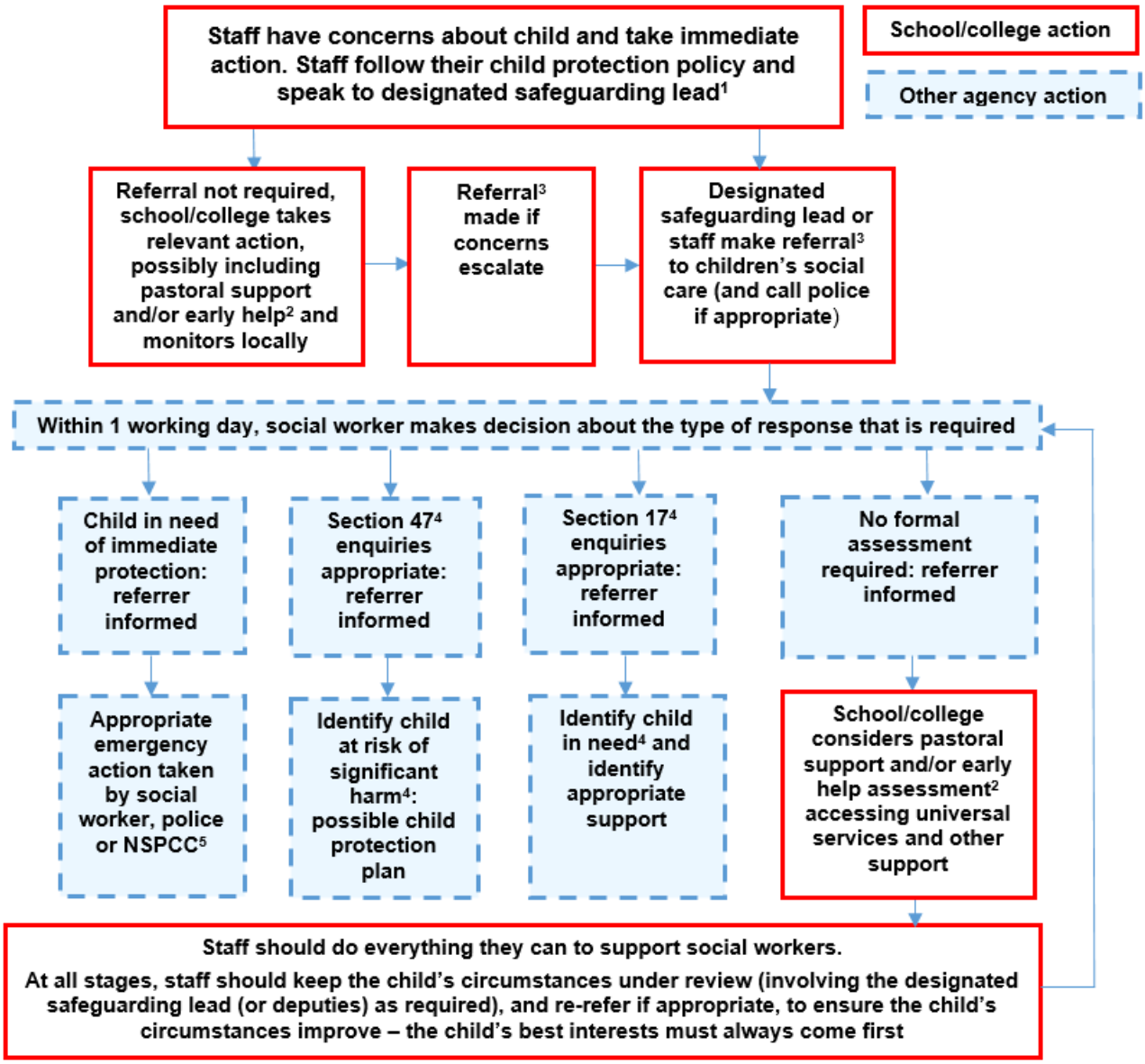
- sad, cries often, unduly anxious
- short attention span
- change or loss of appetite
- sleep disturbances, nightmares
- excessively dependent
- fear of home or a specific place, excessive fear of men or women, lacks trust in others
- age-inappropriate sexual play with toys, self, others (e.g. replication 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



Pg.22, KCSIE (Sept 2024)

Specific Safeguarding Issues

Staff should make themselves aware of the growing number of specific safeguarding issues that affect children today (Annex B of KCSIE). 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
- Channel
- child abduction and community safety incidents
- children and the court system
- child criminal exploitation (CCE)
- children missing education (CME)
- children missing from home or care
- child sexual exploitation (CSE)
- children with family members in prison
- county lines and/or gangs and youth violence - it is important to recognise that being male puts you at a higher risk of involvement with this
- Cybercrime
- domestic abuse (DA)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- gender-based violence / violence against women and girls (VAWG)
- hate
- homelessness
- 'honour-based' abuse, including female genital mutilation (FGM) and forced marriage
- LGBT
- mental health
- missing children and adults strategy
- modern slavery and the National Referral Mechanism
- child-on-child abuse
- 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
- the Prevent duty
- relationship abuse
- sexting
- sexual violence and sexual harassment between children in schools and colleges; and a response to a report of the same
- trafficking
- upskirting

Child on Child 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, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- 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, sexual assault and causing someone to engage in a sexual activity without consent (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, this is the unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated degraded or humiliated and/or create a hostile, offensive or sexualised environment. It can include sexual comments, remarks, jokes, displaying pictures, photos or drawing of a sexual nature and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Harmful sexual behaviour (HSB) - children's sexual behaviour exist on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. The Brooks Traffic Light Tool is useful to refer to when considering the behaviour of the boy;
- 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;
- Staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and that it is more likely it will be perpetrated by boys. They recognise the importance of instilling in the boys the appropriate values and behaviours;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting;
- 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).

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

Research suggests that girls and women are more at risk of abusive behaviours perpetrated by their peers and that child-on-child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Research identifies that boys see homophobia and racism as their main concerns

Signs that a boy may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school-related tasks to the standard ordinarily expected
- physical injuries
- experiencing difficulties with mental health and/or emotional wellbeing
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much
- broader changes in behaviour, may become more aggressive
- changes in appearance and/or starting to act in a way that is not appropriate for the boy's age
- abusive behaviour towards others

At Davenies we have a zero-tolerance approach to child-on-child abuse; even where there are no reported cases of child-on-child abuse, this does not mean it is not happening, and all staff should be aware of the School's policy and procedures with regard to child-on-child abuse. We are clear that abusive comments and interactions are abuse and should never be tolerated or passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children; such abuse should be challenged by staff, and pupils should feel confidently able to report such abuse to staff knowing that their concerns will be treated seriously. 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 *Safeguarding 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 child-on-child abuse should be reported in the same was as any other concern or allegation, either to a DSL, or directly to First Response. Staff are reminded of the Welfare Form which can be used in these circumstances. If the allegation is reported directly to First Response, 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. Extra-familial harms can take a variety of different forms and children can be vulnerable to multiple harms.

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. All staff have also completed the Government's or TES/EduCare's online training course.

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".

Useful advice and resources can be found here: https://educateagainsthate.com/

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 government link, or via our online training providers, TES/EduCare.

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 government website or via email: counter.extremism@education.gov.uk

Child Criminal Exploitation

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- absence from school
- a change in friendships or relationships with older individuals or groups

- a significant decline in performance
- signs of self-harm
- significant change in wellbeing
- 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. Being **male** increases the likelihood of involvement in gangs/serious violent crimes and staff should report any concerns to a DSL immediately.

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.

Additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development (*refer to the Brook Traffic Light System*)

County Lines

County Lines is the use of children to move drugs across county borders. Once involved, children become trapped by the threat of violence, withdrawal of privileges or exposure of their activity. Regular episodes of unexplained absence and abnormal behaviour for that child may be signifiers of involvement in County Lines, along with unexplained gifts and money.

Domestic Abuse

The 2021 Domestic Abuse Act recognised the impact on children as victims in their own right. Domestic abuse can encompass a 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. Children may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationship. All of which can have a long-term impact on their health, well-being, development and ability to learn.

Davenies is subscribed to *Operation Encompass* and receives information from the police pertaining to any events involving the family of boys attending the school.

Honour Based Abuse (HBA)

Honour based abuse encompasses incident or crimes which have been committed to protect or defend the honour of the family and or community. These include forced marriage, practices such as breast ironing, and FGM. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiply perpetrators. It is important to be aware of this dynamic and

addition risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

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 DSL following which a referral will be made to First Response at the Buckinghamshire Safeguarding Children Partnership 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.

LGBTQ+

Whilst a boy being gay, bisexual, non-binary or beginning to identify as trans is not in itself an inherent risk factor of harm. Children who are LGBTQ+ can be targeted by other children, it is therefore important that staff endeavour to reduce any additional barriers that may be faced and provide a safe space to them to

speak out or share their concerns with members of staff. It is important to remember that in some cases, a boy who is perceived by other children to be gay, or bisexual (whether they are or not) can be just as vulnerable as a boy who is.

Mental Health

All staff should be aware that mental health problems can be an indicator that a boy is at risk of abuse, neglect or exploitation. Whilst it is acknowledged that only trained professionals should attempt to diagnose mental health problems, staff are well placed to observe children and identify behaviours or changes in behaviour that may suggest this.

Where children have experienced ACEs (Adverse Childhood Experiences) these can have long-lasting impact and relevant staff must be aware of any such information.

If a member of staff has a mental health concern about a child that is also a safeguarding concern, they should follow this policy, conferring with one of the DSLs.

In line with KCSIE, the school has regard for the best practice guidance which is available to all staff on the Child Protection module of the intranet:

- DfE – *Mental health and behaviour in schools* (November 2018)
- PHE – *Promoting children and young people's emotional health and well-being: a whole school and college approach* (March 2015)

Sexual Violence and Sexual Harassment

Upskirting

We recognise that boys need to be aware of 'Upskirting', how it can negatively affect the victim and is now a criminal act.

Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Whilst Davenies is a boys' school there will always be female staff members on site and occasions when girls from visiting schools in addition to siblings are at Davenies.

APPENDIX D

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 MyParentPortal, 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 Librarian 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. However, parents are asked not to publish photos that include other boys on their own social media sites. 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.

APPENDIX E

Designated Safeguarding Lead ("DSL")

Job Description

The Governing Body of Davenies designates appropriate senior member(s) of staff to take lead responsibility for child protection. The DSL nominated as 'Lead' is a member of the Senior Leadership Team (DSL) with 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 DSL has sufficient time, funding, training, resources and support to fulfil child welfare and safeguarding responsibilities effectively.

The DSL should always be available during term-time to deal with safeguarding concerns. In the event the Lead DSL is not available, and during school holidays, a duty rota will be arranged to ensure a Deputy DSL is available for adequate and appropriate cover.

Annex C of KCSIE sets out the full responsibilities of the DSL, which include but are not limited to:

Managing Referrals

The DSL is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required, and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required, and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.

Working with Others

The DSL is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the Headmaster to inform him of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the LADO for child protection concerns in cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise appropriately where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

- work with the Headmaster, Deputy Designated Safeguarding Leads and Pastoral Heads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.

Information Sharing and Managing the Child Protection File

The DSL is responsible for ensuring that child protection files are kept up to date.

- Information should be kept confidential and stored securely, accessible only by those who need to see it, and where the file or content within it is shared, this happens in line with information sharing advice as set out in Parts 1 and 2 of KCSIE.
- Ensure that a pupil's child protection file is transferred to a new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term; and likewise confirm receipt of any such information for an incoming pupil.
- Where appropriate, share any additional information with a new school in advance of a pupil leaving, to help them put in place the right support to safeguard this child and to help the child thrive in the school.

Raising Awareness

The DSL should:

- ensure each member of staff has access to, and understands, the school's Safeguarding Policy and procedures, especially new and part-time staff;
- ensure the school's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governors regarding this;
- ensure the Safeguarding 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 safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with relevant staff.

Training, Knowledge and Skills

The DSL should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years and include 'Prevent' awareness training. Training should provide the DSL with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

In addition to the formal training set out above, their knowledge and skills should be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing Support to Staff

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.

Understanding the views of Children

The DSL should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and Sharing Information

The DSL should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year, and with the safeguarding partners, other agencies, organisations, and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UKGDPR)
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Deputy Designated Safeguarding Lead ("DDSL")

Job Description

The Governing Body of Davenies designates appropriate senior member(s) of staff to take lead responsibility for child protection. The Deputy DSL's are members of the Senior Leadership Team with the appropriate 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 DDSLs have sufficient time, funding, training, resources and support to fulfil child welfare and safeguarding responsibilities effectively.

The DDSLs should be available during term-time to deal with safeguarding concerns in the event of the absence of the Lead DSL, and during school holidays a duty rota will be arranged to ensure a Deputy DSL is available for adequate and appropriate cover.

Annex C of KCSIE sets out the full responsibilities of the DSL/DDSLs, which include but are not limited to:

Managing Referrals

In support of the Lead DSL, to refer cases:

- of suspected abuse, neglect and exploitation to the local authority children's social care as required, and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required, and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.

Working with Others

In support of the Lead DSL, is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the Headmaster to inform him of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the LADO for child protection concerns in cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise appropriately where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Lead DSL, the Headmaster and Pastoral Heads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children

in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.

Information Sharing and Managing the Child Protection File

In support of the Lead DSL, ensure that child protection files are kept up to date.

- Information should be kept confidential and stored securely, accessible only by those who need to see it, and where the file or content within it is shared, this happens in line with information sharing advice as set out in Parts 1 and 2 of KCSIE .
- Ensure that a pupil's child protection file is transferred to a new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term; and likewise confirm receipt of any such information for an incoming pupil.
- Where appropriate, share any additional information with a new school in advance of a pupil leaving, to help them put in place the right support to safeguard this child and to help the child thrive in the school.

Raising Awareness

In support of the Lead DSL, should:

- ensure each member of staff has access to, and understands, the school's Safeguarding Policy and procedures, especially new and part-time staff;
- ensure the school's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governors regarding this;
- ensure the Safeguarding 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 safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with relevant staff.

Training, Knowledge and Skills

The DDSLs should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years and include 'Prevent' awareness training. Training should provide the DDSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care.

In addition to the formal training set out above, their knowledge and skills should be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing Support to Staff

Training should support the DDSLs in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.

Understanding the views of Children

DDSLs should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and Sharing Information

DDSLs should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year, and with the safeguarding partners, other agencies, organisations, and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UKGDPR)
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

APPENDIX F

Contact Details

At Davenies there are 4 ***DESIGNATED SAFEGUARDING LEADs*** *(****DSLs****) responsible for the Safeguarding and Child Protection of the boys.*

Mrs Deborah Battersby

Assistant Head: Pastoral & Safeguarding; Head of Pre-Prep; and **Lead DSL**

dbattersby@davenies.co.uk

01494 685404

Miss Sophie Bell

Head of Middle School; and **Deputy DSL**

sbell@davenies.co.uk

Mr Joe Stephenson

Head of Junior School; and **Deputy DSL**

jstephenson@davenies.co.uk

Mr Jack Davidson

Data Coordinator; Head of Maths; and **Deputy DSL**

jdavidson@davenies.co.uk

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

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

NSPCC – To report concerns

- Phone: 0808 800 5000 (if child in immediate danger)
- Whistleblowing helpline: 0800 028 0285
- Email : help@nspcc.org.uk

Prevent

- Local Police: 101 or First Response (above)

Childline

- Phone: 0800 11 11

APPENDIX G

Drone Flying – Action

In the event of an unexpected drone being flown over school which is taking an interest in the boys, the boys are to be removed from external areas of the school and taken inside.

If this is during break times then the Prep School boys are to be taken into the Sports Hall and the Pre-Prep boys are to be taken into the Pre-Prep Hall.

DSL's are to be informed immediately.

The IT Department/Site Team will inform staff by 9:00am of any intention to fly the school drone that same day, in order that staff are aware whether a drone is expected to fly over.