



**“It could happen here”
(KCSIE 2015)**

1. STATEMENT OF PRINCIPLES

This school policy will be made available to parents on the Stowe School website and hard copies will be available from the Headmaster’s office on request.

This policy has been written in accordance with Buckinghamshire Safeguarding Children Board inter-agency procedures (Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015). The School fully accepts its obligations under the Disclosure and Barring Scheme (DBS) legislation (Protection of Freedom Act 2012) and the Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

This policy should be read in conjunction with the following documents:

- Recruitment Policy
- Missing Pupil Policy
- Visiting Speakers Policy
- Whistle-blowing Policy
- Staff Conduct Policy
- Anti-Bullying Policy
- Pupil Behaviour Policy
- Pupil Mental Health & Wellbeing Policy
- Sex and Relationships Education Policy (SRE)
- Equality Policy
- E-Safety Policy
- Pupil Restraint Policy

Stowe School’s **Designated Safeguarding Lead (DSL)** is **Kirsten McLintock, Head of Pupil Welfare, contactable on: 07747 786564** and the **Deputy Safeguarding Lead is Pete Last, Assistant Head & Head of Boarding, contactable on: 07874 685689**. A brief *aide-memoire* (Appendix 2) produced by the School specifies the ways in which the DSL’s can be contacted and summarises the different forms of abuse that those caring for children must always be alert to. It outlines the procedures to be followed if a pupil makes a disclosure. **If a member of staff or volunteer suspects that a pupil is the victim of abuse, whether physical, emotional, sexual or as a result of neglect, she/he must immediately inform the School’s Designated Safeguarding Lead.** It is acknowledged however that any staff member can refer their concerns to children’s Social Services or police directly (Prevent duty & FGM) if there is a genuine concern that appropriate action has not been taken.

The contact details are:

Social Services First Response Team & Police (MASH) Tel: 0845 4600 001 or 01296 383962
Out of Hours Service Tel: 0800 999 7677



For allegations against staff or volunteers, our Designated Officer (LADO) should be contacted on:

Name: Bridget Day

Email: bday@buckscc.gov.uk

Tel: 01296 382070

Stowe School fully recognises its responsibilities to **safeguard and protect** the welfare of children (Children Act 1989 & 2004, Education Act 2002, The Education (Independent School Standards) Regulations 2014 and to **promote** the welfare of Children (Education Act; section 157, 2002). It understands that 'children' includes everyone **under the age of 18**.

Stowe School is mindful of the guidance on inter-agency working to safeguard and promote the welfare of children given in "Working Together to Safeguard Children" (1999, updated 2013 & 2015).

It is mindful of the requirements of "Keeping Children Safe in Education" (July 2015) that schools should:

- a. Seek to ensure 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 and working (where appropriate, with other agencies) to protect children from maltreatment and any impairment of their health or development
- b. Identify children suffering (or likely to suffer) significant harm and take action to safeguard, both in school and at home, those children at risk of significant harm
- c. Take action to promote the welfare of any children in need of additional support, even if they are not actually suffering harm or at immediate risk of it.

The School will work to be consistent with the advice and direction provided in these documents.

Stowe School also understands its obligations set out in "Every Child Matters" (2003). It will work to create conditions in which its pupils can be safe, healthy, enjoy and achieve, make a positive contribution and achieve economic well-being (the five 'key outcomes'): It recognises that safeguarding and children protection are an absolute priority in the development of circumstances suitable for each child's proper progress in respect of each of these outcomes.

Standing 'in *loco parentis*' the School also recognises its obligation to take the same reasonable care of a pupil (whether a child or a young adult) that an effective parent would take in similar circumstances. Furthermore the School recognises that, as educational professionals, those who work at Stowe are also obliged to exercise a **professional** quality of care in all their dealings with young people.

Stowe School's policy for Safeguarding and Child Protection accords with the requirements of the Buckinghamshire Safeguarding Children Board. It applies to all School employees and Governors and to any volunteers working in the School. There are processes of safeguarding induction and training in place, involving staff, governors, volunteers and contractors, which aim to ensure that this policy and safeguarding procedures, are known and understood by those within the School community.

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2. PUPIL WELFARE

Since 1989, the Children Act has imposed duties on local authorities where the school is located towards both children in need (section 17) and children at risk (section 47). Keeping Children Safe in Education (2015 Part 1:3) clearly states that: “Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.” In addition *Keeping Children Safe in Education* (2015) also states that: ‘**action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.**’

On the basis of child disclosures or concerns identified that require additional support either because the child is recognized as having multiple needs, or because an individual concern is of significant magnitude, the DSL will place a child on the Welfare Register in order to prevent issues from escalating further. This list of pupils constitutes the School’s **Welfare Register**.

Therefore in circumstances where a pupil has not suffered and is not likely to suffer significant harm but is **in need of additional support** from one or more agents (both within and beyond Stowe School) and in order to prevent problems escalating, the Designated Safeguarding Lead will liaise with the School’s Safeguarding Team (School Medical Officer/GP, Senior Nurse Manager and counsellors) and a welfare plan is put in place and recorded on Apollo. All Stowe staff are trained to be especially alert to the potential welfare concerns of pupils identified with Special Educational Need and Disability (SEND), who may be particularly vulnerable to abuse.

When **consent to share** confidential welfare information has been given, the appropriate pastoral staff and/or parents are also informed. The well-being of the child must always take priority and under certain circumstances this may mean parents are not told things confidentially disclosed by pupils. Monitoring of these children placed on the School’s Welfare Register may require liaison with Children’s Social Care and where appropriate an inter-agency assessment will take place, including use of the Common Assessment Framework and Team around the Child approaches, as necessary.

The Welfare Register

The DSL and Safeguarding Team work to provide coordinated support for the children on the Welfare Register and cases are reviewed to consider referrals to external counselling services (CBT, CAMHS et al). The DSL and Safeguarding Team ensure that the child’s wishes and feelings are taken into account whilst decisions are made concerning suitable support. Children are asked for feedback (KCSIE 2015 Part 2:45) on the support they are receiving by the DSL and Safeguarding Team and provision is re-evaluated if appropriate. The DSL monitors children on the Welfare Register and evaluates the level of appropriate support using the BSCB ‘Thresholds Document – Accessing Services for Children in Buckinghamshire’. The DSL will contact ESAS for advice on welfare cases where there is a concern that early help interventions have escalated beyond Level 1: Universal Services or Level 2: Additional Support.

Education Safeguarding Advisory Service (ESAS) Tel: 01296 382912

Education Safeguarding Advisor (ESAS Lead Manager)

Name: Therese McAlorum

Email: tmcalthum@buckscs.gov.uk

Tel: 01296 382732

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The DSL will always refer Level 3 (section 17) and Level 4 (section 47) cases to Social Services. In cases referred to Social Services, the child is placed on the **School's Child Protection register**.

Pupil Welfare Plans

The DSL asks Housemasters to prepare specific *Pupil Welfare Plans* for pupils listed on the Welfare Register; Housemasters are asked to complete these plans **by the end of the same week as a need for further support is identified**. This pastoral Welfare Plan is designed to identify any special measures or controls that would need to be known by the House team in order to keep a child safe. Updates of existing Pupil Welfare Plans may also be requested by the DSL during the year.

The list of pupils on the Welfare Register and who have pastoral Welfare Plans is shared with the MO's, School nurses and School Counsellors (Working Together to Safeguard Children 2015). The Apollo Trip form, completed for all trips requiring overnight residence away from School requires the leader of the proposed activity to consult the DSL as part of the Risk Assessment process. Welfare Plans are shared with the Activity leader under conditions of strict confidentiality.

2.1 Allegations Against Pupils & Peer on Peer Abuse

Please see section 5 on Types of Abuse and section 7.1 on Duty to Report for further guidance & SRE Policy

Children can be perpetrators of abuse. A pupil against whom an allegation of abuse has been made may be suspended from School during the investigation and the School's Behaviour, SRE and Anti-Bullying Policies will apply. If circumstances arise that mean that a child cannot immediately be collected from the school on request of the Headmaster by a parent/guardian, child(ren) 'at risk' will either be accommodated securely in the medical centre or off site with a vetted, appropriate adult. The DSL is informed of bullying incidents when there is a reasonable cause to suspect that a child is suffering or likely to suffer significant harm. The School will take advice from ESAS and Children's Services on the investigation of allegations of peer abuse and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse, all of whom are treated as being 'at risk'. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Children's Services, parents are informed as soon as possible, and the pupil supported during the interview by an appropriate adult.



2.2 CONFIDENTIALITY AND INFORMATION SHARING

This section should be read in conjunction with the Staff Conduct Policy

It is imperative that information gained whilst discharging a pastoral responsibility as an employee of Stowe School is only ever to be disclosed on a **'need to know'** basis. The DSL and Safeguarding Team in conjunction with Housemasters will determine the extent of the information to be shared and identify staff who may 'need to know' sensitive welfare and child protection information. Information should not be shared without prior consultation with the DSL. The unnecessary discussion of any information about pupils is *prima facie* gossip; this is true even if the identities of the pupils at issue are not disclosed. Stowe School employees will thus be guarded in what they say in public about individuals and events at Stowe.

Anyone offering **confidentiality** to a child would be promising to keep the content of his or her conversation completely secret and discuss it with no one. Promises of confidentiality must not be made by ordinary staff members of the School whilst in contact with children. Everyone in the school community will know that **confidentiality** may only be offered by **particular individuals** within the school community; Medical Officer's and Nurses at the Medical Centre, the School Counsellors and Chaplain. However, confidentiality will not be promised by these professionals if a child's welfare is considered a safeguarding or child protection concern.

Because a sense of trust is necessary if pupils are to seek help from teachers and others involved in their pastoral care, the School will **minimise the sharing** of information between School staff, restricting it to circumstances where it is needed to ensure pupils' well-being and safety.

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with police and Children's Services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working Together to Safeguard Children 2015*.

2.3 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult ESAS, Children's Services, the police and/or the Headmaster before discussing details with them. In all circumstances the welfare of the child is paramount.

3. THE SCHOOL'S APPROACH TO SAFEGUARDING AND CHILD PROTECTION

There are four main elements:

- a. Staff recruitment processes that contribute to the creation of a safe environment for children
- b. The creation of an environment offering a quality pastoral care to pupils that safeguards and promotes pupils' welfare, including the provision of a strong programme of Personal, Social and Health Education that teaches the safeguarding issues as referenced in KCSIE (2015). The PSHE course also helps Stoics build resilience and to understand what constitutes acceptable behaviour whilst empowering them to speak out when in need of further support or are not

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- treated properly. In addition pupils are made aware of safeguarding procedures through induction by the DSL, House handbooks and the Blue diary
- c. Regular and thorough training of all School staff, enabling them to discharge to good effect their responsibility to identify children in need of further support or suffering harm and take appropriate action when a pupil exhibits signs, or discloses things, indicative of abuse
 - d. Annual review of policy and procedure by the School

The School will ensure that **safer staff recruitment practices** in line with “Keeping Children Safe in Education” (2015) are ***always*** followed for:

- i. all staff employed by the School
- ii. all volunteers
- iii. all contractors’ staff
- iv. all trainee teachers
- v. all Governors

All employees, volunteers and other personnel coming into regular contact with pupils will undergo Disclosure and Barring Service (DBS) checks prior to appointment as required by the flowchart set out in KCSIE (2015 Part 3, pg21 + Annexe E). Full details of the School’s safe recruitment procedures are set out in the *Recruitment Policy* published by the School’s Human Resources Department on StoweNet.

When pupils are taken off-site for educational purposes, assessment of staffing provided by external agencies (e.g. Field Study Centres), will form part of the risk assessment process. Full details of the School’s procedures relating to off-site activities are published in the School’s Educational Visits Policy.

All newly appointed staff (including any temporary appointments), volunteers and contractors’ staff will receive induction appropriate to their role and responsibilities within the School. All will receive induction in Safeguarding and Child Protection and be issued with the School *aide-memoire and Safeguarding Pathway and Procedures Booklet* (Appendix 3), which supports staff in their safeguarding responsibilities.

Newly appointed teaching staff, nurses and matrons will receive an extended induction from the DSL **within the first week of employment** that explains the Schools’ Whistle-Blowing Policy, Anti-Bullying Policy, E-Safety Policy, SRE policy, Staff Conduct Policy and KCSIE (2015) Part One alongside this Safeguarding and Child Protection Policy.

The School will seek to establish a culture in which all feel able to raise concerns about any employee’s practices which *prima facie* seem poor or unsafe, and in which reports of such conduct will be given serious and objective consideration. All newly appointed staff will be informed of the School *Whistleblowing Policy* published in the HR section on StoweNet. This makes clear that those who ‘whistle blow’ in good faith will be protected from retribution and immune from disciplinary action. It

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will be explained that the School seeks to ensure that those who work at Stowe are not complacent about threats posed by those whose behaviour has neither resulted in a conviction nor a referral to the Disclosure and Barring Service and yet are actively seeking access to children in order to abuse them.

Keeping Children Safe in Education (2015) provides that the inspection of independent schools will ensure that the Independent School Standards which concerns the welfare, health and safety of children is met.

Every complaint or suspicion of abuse from within or outside the School will be taken seriously and will be referred to an external agency such as the children's services department of the local authority, and/or the child protection unit of the police, within 24 hours.

In cases of significant harm, the police will be informed from the outset. Any doubts or concerns over apparently borderline cases will be discussed informally with Children's Services, ESAS or the Designated Officer (LADO), as applicable, initially on a 'no names' basis. ***The School's safeguarding procedures are not intended to prevent any person from making an immediate referral to children's social care if there is a risk of immediate serious harm to a child or if they feel that the matter has not been dealt with appropriately by the DSL (KCSIE 2015 Part 1:17). However, staff should follow School procedures in the first instance; all suspicions or disclosures of abuse are immediately referred to the DSL.***

The Governing Body has nominated two of its members to monitor safeguarding policy and procedure on behalf of the Governing Body and to liaise with the DSL. The nominated two Safeguarding Supervisory Governors are Mrs Joanne Hastie-Smith and Canon Ackroyd. The Safeguarding Supervisory Governors will review the Safeguarding procedures and policies using the safeguarding audit (Appendix 4) and formally report to the Chair of Governors annually.

4. IMPLEMENTATION

If a member of staff or volunteer suspects that a pupil is the victim of abuse, whether physical, emotional, sexual or as a result of neglect, she/he must immediately inform the School's Designated Safeguarding Lead.

Please see appendix 3 and section 8 for guidance.

If the suspicion relates to a member of staff, volunteers, a Governor or the Headmaster, the matter must be dealt within accordance of the procedures set out in section 8 of this policy.



4.1 Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for matters relating to child protection and welfare. The School will ensure that the Designated Safeguarding Lead is given the time, funding, training, resources and support to enable them to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any children in the School, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's Housemaster who will notify the Designate Safeguarding Lead in accordance with these procedures. A separate job description for the role of DSL is available on StoweNet.

4.2 In accordance with Annex B of Keeping Children Safe in Education (2015), the main responsibilities of the Designated Safeguarding Lead is:

Managing Referrals

- i. To take lead responsibility for promptly referring all cases of serious welfare concerns (section 17) and suspected abuse of any pupil (section 47) at the School to appropriate agencies as identified in Working to Together to Safeguarding Children (March 2015) and children's social Services.
- ii. To take lead responsibility for promptly referring to the Designated Officer (LADO) all child protection concerns which involve a member of staff
- iii. To take lead responsibility for promptly making referrals to the Disclosure and Barring Service (DBS) (PO Box 181, Darlington, DL1 9FA Tel: 01325 953795) where a member of staff or volunteer is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child.
- iv. To take lead responsibility for promptly making referrals to the police where a crime may have been committed which involves a child.
- v. To liaise with the Headmaster in respect of policy investigations or investigations under section 47 of the Children Act 1989 which involve the School
- vi. To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Raising Awareness

- i. To ensure this Policy is reviewed annually and the procedures and implementation are updated and review regularly, and work with the Governing Body regarding this.
- ii. To ensure this Policy is available publicly
- iii. To ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this
- iv. To maintain links with the Buckinghamshire Local Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding.

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- v. Where children leave the School, to ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

4.3 The Designated Safeguarding Lead will:

- Advise and act upon all suspicion, belief and evidence of abuse reported to them
- Advise and act upon all suspicion and pupil welfare disclosures that require intervention to ensure issues do not escalate further, with specific regard to the needs of SEN(D) children
- Keep the Headmaster informed of all actions unless the Headmaster is the subject of a complaint. In this situation, the Designated Lead should consult with the Chairman of Governors
- Liaise with Children's Services and other agencies on behalf of the School

5. TYPES OF ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. *Keeping Children Safe in Education* defines the following types of abuse.

5.1 Physical Abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be cause when a parent or carer fabricates the symptoms of, or deliberately induces illnesses in a child.

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



5.3 Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide **adequate** food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5.4 Domestic Abuse: Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes any emotional, physical, sexual, financial or psychological abuse. It can happen in any relationship, and even after the relationship has ended. Both men and women can be abused or abusers.

Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships. Domestic abuse can seriously harm children and young people. All suspected or disclosed incidents of Domestic abuse must be reported to the DSL.

5.5 Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

5.6 Keeping Children Safe in Education (2015 Part 1, Pg 10) acknowledges the need for all schools to be particularly aware of the dangers of **grooming and sexual exploitation**. The NSPCC (2015) defines sexual exploitation as:

"Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by

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the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability."

At Stowe School, staff should be alert to the understanding that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

Young people who are being sexually exploited may:

- Be involved in abusive relationships, intimidated and fearful of certain people or situations
- Hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- Associate with other young people involved in sexual exploitation
- Get involved in gangs, gang fights, gang membership
- Have older boyfriends or girlfriends
- Spend time at places of concern, such as hotels or known brothels
- Not know where they are, because they have been moved around the country
- Go missing from home, care or education.

The signs of grooming aren't always obvious. Groomers will also go to great lengths not to be identified. Children may:

- Be very secretive, including about what they are doing online
- Have older boyfriends or girlfriends
- Go to unusual places to meet friends
- Have new things such as clothes or mobile phones that they can't or won't explain
- Have access to drugs and alcohol.

They may also show signs of sexual abuse or grooming, including online. When sexual exploitation happens online, young people may be persuaded, or forced, to:

- Send or post sexually explicit images of themselves
- Take part in sexual activities via a webcam or smartphone
- Have sexual conversations by text or online.

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the sexual abuse has stopped.



To this end, Stowe School ensures the issues and concerns regarding e-safety, sexting, consent, abuse, grooming and sexual exploitation are taught within the PSHE 3rd – 5th Form curriculum.

Stowe School staff should therefore recognise that peer on peer abuse is a potential concern, especially in a school where there is a gender imbalance.

5.7 Radicalisation & Extremism: Stowe staff should read this section in conjunction with our E-Safety Policy & Equality Policy. All staff should be alert to pupils attempting to access online and via 'apps' material that could be used in an attempt to radicalise children.

The counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. The following guidance is written with regard to section 26 of the Counter-Terrorism and Security Act 2015; which defines Extremism as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas' (KCSIE July 2015). The most significant threats are currently from terrorist organisations in Syria and Iraq, and Al Qa'ida associated groups. However, terrorists associated with the extreme right also pose a continued threat.

There is no place for extremist views of any kind in our School. Our pupils see our School as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this. As a School we recognize that extremism and exposure to extremist views can lead to poor outcomes for children and so should be addressed as a safeguarding concern. We also recognize that if we fail to challenge extremist views we are failing to protect our pupils.

Any concerns about a child suspected of involvement in extremist groups, terrorism or who could be vulnerable to radicalisation must be reported to the DSL. The DSL is aware of their duty to report such concerns to 'Channel' under the Prevent Strategy and to Social Services.

Contact details:

In an emergency call 999 and Social Services First Response Team & Police (MASH) Tel: 0845 4600 001 or 01296 383962

Out of Hours Service Tel: 0800 999 7677

For non-emergency advice and support phone: 0207 3407264

E-mail: counter-extremism@education.gsi.gov.uk

Identifying pupils at risk of Radicalisation: There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti social behaviour, family tensions, race/hate crime, lack of self esteem or identity and personal or political grievances. Examples of influences that make individuals **vulnerable** to engagement with an extremist group, cause or ideology include:

- feelings of grievance and injustice
- feeling under threat

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- a need for identity, meaning and belonging
- a desire for status
- a desire for excitement and adventure
- a need to dominate and control other
- susceptibility to indoctrination
- a desire for political or moral change
- opportunistic involvement
- family or friends involvement in extremism
- being at a transitional time of life
- being influenced or controlled by a group
- relevant mental health issues

Example indicators that an individual *is* engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- attempts to recruit others to the group/cause/ideology

Intent to cause harm: Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a ***readiness to use violence*** and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- 'Them and Us' thinking
- dehumanisation of the enemy
- attitudes that justify offending
- harmful means to an end
- harmful objectives

Example indicators that an individual has an *intention to use violence* or other illegal means include:

- clearing identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others
- plotting or conspiring with others



Capability to cause harm: Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public.

Example indicators that an individual is capable of directly or indirectly causing harm include:

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

Warning signs and indicators that Radicalisation may be about to take place, and/or contact with extremist groups have already taken place, can be found on the Safeguarding section of StoweNet.

5.8 Keeping Children Safe in Education (2015 Part 1, pg 10) also acknowledges Female Genital Mutilation as a specific safeguarding issue:

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. **Those failing to report such cases will face disciplinary sanctions.** Staff should refer concerns or disclosures to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with policy and Children's Services.

Contacts: Social Services First Response Team & Police (MASH) Tel: 0845 4600 001 or 01296 383962
Out of Hours Service Tel: 0800 999 7677

All staff at Stowe School must be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, with specific regard to our international children from countries known to practice FGM such as Kenya and Nigeria. There is a range of potential indicators that a child or young person may be at risk of FGM which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs and indicators that FGM may be about to take place, or may have already taken place, can be found on the Safeguarding section of StoweNet.



5.9 Signs of Possible Abuse

The NSPCC (2015) lists some of the signs and behaviour which may indicate that a child is being abused:

- significant changes in children's behaviour
- deterioration in children's general well-being
- unexplained bruising, marks or signs of possible abuse or neglect
- children's comments which give cause for concern
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff for example excessive one to one attention beyond usual role or responsibilities
- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illness which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly complaint behaviour
- a 'watchful attitude'
- sexually explicit behaviour
- eg playing games and showing awareness which is inappropriate for the child's age
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others

These signs are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. **Abuse is not easy to diagnose, even for experts. Staff must familiarise themselves with the signs and symptoms of all types of abuse which are listed in further detail on the Safeguarding section of StoweNet.**



6. CHILD DISCLOSURE

If a pupil discloses directly to a member of staff or volunteer, he/she must:

- Listen carefully to what is said and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place
- Ask only open questions such as
 - How did that happen?
 - What was happening at the time?
 - Anything else you want to tell me?
- **Not ask leading questions** which may be considered as suggesting what might have happened, or who has perpetrated the abuse, as this can later be interpreted as putting ideas in to the child's mind
- **Never give undertakings of absolute confidentiality to a pupil:** breaking a children's confidence would be inappropriate, all Stowe pupils are aware that you will have to tell Ms Kirsten McIntock as DSL who will ensure the correct action is taken.
- Make notes of the details of the disclosure using the child's words where possible. This note should be made within one hour
- Reassure the child they have done the right thing and tell them they are not to blame. Offer ongoing support.
- Records should:
 - be accurate and descriptive and submitted to the DSL on the Child Protection concern form (Appendix 3)
 - not make assumptions
 - not include any opinions
 - indicate sources of information
 - be clear and concise
 - be signed by the person making it and use names, not initials, be kept securely and handed to the Designated Safeguarding Lead as soon as possible
- All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved and passed to the Designated Safeguarding Lead.



7. INVESTIGATION, REFERRAL AND REPORTING

The Governing Body will ensure that staff and volunteers are aware that it is their responsibility to:

- Refer all welfare concerns and child disclosures as outlined in the Stowe School Safeguarding Pathway and Child Protection Booklet (Appendix 3)
- Protect children from abuse
- Be aware of the School's safeguarding and child protection procedures in this policy
- To know how to access and implement the procedures, independently if necessary
- Keep a sufficient record of any significant complaint, conversation or event
- Report any matters of concern to the Designated Safeguarding Lead
- Undertake appropriate training, including refresher training which will be updated every three years in according with the Buckinghamshire Local Safeguarding Children's Board requirement.

7.1 Duty to Report

Any member of staff working for or on behalf of the School including a volunteer who either knows of, is told of, or strongly suspects any incident of physical or sexual child abuse occurring in the School, or to a pupil of the School at home or outside the School must report the information the same day to the Designated Safeguarding Lead or, in their absence, to the Deputy Designated Lead. The Headmaster will inform the Designated Officer (LADO), Chairman and the Safeguarding Supervisory Governors immediately. *In cases of serious harm, the police will be informed from the outset.*

If the allegation or suspicion is about the Headmaster, the report should be made to the Chairman of the Governors, who will notify the Safeguarding Supervisory Governors and the Designated Officer (LADO) whose details can be found in Appendix 1.

Child abuse to be reported immediately to the Designated Safeguarding Lead includes:

- Abuse of a pupil by a staff member or other adult
- Abuse at home which a pupil reports to staff
- Abuse by a stranger or known adult outside school
- Abuse of one pupil by another pupil

In the case of abuse by a pupil, or group of pupils, the key issues identifying the problem as abuse (rather than an isolated instance of bullying or 'adolescent experimentation' which would be anticipated to be within normal bounds in the school community) are:

- The frequency, nature and severity of the incident(s)
- The ages and relative ages of the pupils involved



- Whether the victim was coerced by physical force, fear or by a pupil or group of pupils significantly older than him or her, or having power or authority over him or her
- Whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would be have been regarded as assault or otherwise actionable.

7.2 It is not the responsibility of School staff to investigate suspected abuse.

The School is not an investigation or intervention agency for child protection but it has an important role to play at the recognition and referral stages, the School will take into account the procedures published by Buckinghamshire Safeguarding Children Board when dealing with allegations of abuse.

7.3 On being notified of a complaint or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:

- a. The local inter-agency procedures of the Buckinghamshire Safeguarding Children Board
- b. The nature and seriousness of the suspicion or complaint. A complaint involved a serious criminal offence will always be referred to Children's Services and the police.
- c. The wishes or feelings of the pupil (KCSIE 2015 Part 2:41). However, there may be times when the situation is so serious that a decision may need to be taken, after all appropriate consultation, that override a pupil's wishes
- d. Duties of confidentiality, so far as applicable.

If there is doubt over whether a referral should be made, the Designated Safeguarding Lead will consult with Children's Services First Response Team or ESAS (Appendix 1) on a no-name basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to children's social care will be made without delay (and in any event within 24 hours). If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to Children's Services within 24 hours. If no response or acknowledgement is received within three working days, the Designated Safeguarding Lead will contact Children's Services again.

The Designated Safeguarding Lead will keep the Headmaster informed of the case unless the complaint involved the Headmaster in which case, the Chair of Governors will be consulted.

8. ALLEGATIONS against members of staff, volunteers, the Headmaster or Governors

The School has procedures for dealing with allegations against staff (including the Headmaster), Governors and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. Detailed guidance is given to staff and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This

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guidance is contained in the Staff Conduct Policy and includes details of additional safeguarding arrangements where staff engage in one-on-one teaching and meetings with pupils. The School's separate Whistle-blowing Policy sets out the procedure for reporting wrongdoing by staff in the workplace that does not involve the safeguarding and welfare of children.

Any allegation against a member of staff, or any volunteers who work with children, or the Headmaster or a Governor must be reported **immediately** in accordance with the procedures set out below.

These procedures will be used where the member of staff, volunteer, the Headmaster or Governor has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she works regularly or closely with children.

Any allegations not meeting this criteria will be dealt with in accordance with the Buckinghamshire Safeguarding Children Board procedures. Advice from the Designated Officer (LADO) will be sought in borderline cases.

All such allegations must be dealt with as a priority and referred to the Designated Officer (LADO) within one working day.

Reporting allegations against staff, the Headmaster, Governors or volunteers

Where an allegation or complaint is made against any member of staff (other than the Designated Safeguarding Lead), a volunteer or a Governor, the matter must be reported immediately to the Headmaster.

If the allegation involves the Headmaster, the Designated Safeguarding Lead and the Deputy Head will liaise directly with the Chairman of Governors without notifying the Headmaster first.

Where an allegation is made against the Designated Safeguarding Lead, the matter must be reported immediately and directly to the Headmaster.

The Designated Officer (LADO) will be informed of allegations that come to the attention of the School or that are made directly to the police as soon as possible, within one working day.

It is the responsibility of The Headmaster or Chairman of Governors, as appropriate, to report the matter to the Designated Officer (LADO) **Bridget Day: bday@buckscc.gov.uk Tel: 01296 382070**, and to act in accordance with any strategy formulated by the relevant agencies. In cases of serious harm the police will be informed from the outset. All allegations will be discussed with the Designated Officer (LADO) before further action is taken and this discussion will be recorded in writing.



The person with responsibility for contacting the Designated Officer (LADO) in accordance with the procedures described above is known as the 'case manager'.

Disclosure of Information: The case manager will inform the accused person of the allegation as soon as possible after the Designated Officer (LADO) has been consulted. The parents or carers of the child(ren) involved will be informed of the allegation as soon as possible. If the member of staff for which an allegation has been made resides on the school site or in boarding accommodation alternative arrangements will be made to accommodate the staff member off site, for the duration of the investigation. The 'case manager' will seek assurance from the Designated Officer (LADO) before allowing the staff member to resume their teaching duties at the school or re-enter boarding/on-site accommodation. Where the Designated Officer (LADO) advises that a strategy discussion is needed, or the police or the local authority's social care services need to be involved, the case manager should not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed. The parents or carers should be kept informed of the progress of the case, including the outcome of any disciplinary process. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

Further action: The School has a duty of care towards its employees and as such, it will ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with part four of *Keeping Children Safe in Education (2015)*.

Ceasing to use staff: If the School ceases to use the services of a member of staff (or a Governor or volunteer) because he or she is unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Where a referral is made to the DBS, [PO Box 181, Darlington, DL1 9FA Tel: 01325 953795], a separate referral will also be made as soon as possible to the National College for Teaching and Leadership (NCTL) in cases of serious professional misconduct. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

Resignation: If a member of staff (or a Governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service (PO Box 181, Darlington, DL1 9FA Tel: 01325 953795) as soon as possible if the criteria are met and a separate referral will also be made as soon as possible to the National College for Teaching and Leadership (NCTL) in cases of serious professional misconduct.

Where a teacher has been dismissed or would have been dismissed had he/she not resigned, in circumstances where the threshold for a DBS referral have not been met, separate consideration will be given as to whether the matter should be referred to the National College for Teaching and

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Leadership (NCTL). This will include matters where there has been unacceptable professional conduct, conduct which may bring the teaching professional into disrepute, conviction at any time of a relevant offence or where a prohibition order may otherwise be appropriate.

Unsubstantiated, false or malicious allegations: Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with the School's Pupil Behaviour Policy.

Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

Record Keeping: Details of an allegation will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of ten years from the date of the allegation, if this is longer, unless the allegation was proven to have been false, unsubstantiated or malicious, in which case it will not be referred to in any reference. Allegations found to be malicious will be removed from personnel records.

9. MISSING CHILD PROCEDURE

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

Please see the School's separate Missing Pupil Policy for further details.

If the school became aware of a child having run away from or having gone missing from home, this will be dealt with as a safeguarding matter and the child protection procedures will be followed.

10. SAFE RECRUITMENT

The School follows the Government's recommendations for the safer recruitment and employment of staff who work with children, including obtaining Disclosure and Barring Services clearance for all staff and checks on Prohibition Orders and List 99. Please see the School's separate Recruitment Policy



10.1 The School will ensure that assurance is obtained of appropriate child protection checks and procedures having been applied to any staff employed by another organisation and working with the School's pupils on another site.

10.2 The School will make a referral to the Disclose and Barring Service (P O Box 181, Darlington, DL1 9FA Tel 01325 953795) and in the case of a member of teaching staff to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching as soon as possible if the following criteria are met:

- a. It is decided to dismiss a member of staff or to cease using the services of any person at the School because he or she is considered unsuitable to work with children (a settlement/compromise agreement will not be used) or
- b. A member of staff or volunteers tenders his or her resignation, or ceases to provide his or her services, and child protection allegations had been made.

Any such incidents will be followed by a review of the safeguarding procedures within the School with a report being present to the Governors without delay.

10.3 Site Security

The School will take all practical steps to ensure that School premises are as secure as circumstances permit. Where services or activities are provided by an external organisation using the School's facilities and premises, the SEL Events manager will seek assurance that the client/organisation concerned, has appropriate safeguarding and child protection policies and procedures in place. (See SEL document 'Safeguarding and Child Protection: Information for Hirers')

10.4 All staff employed by Stowe school are required to wear an identity badge at all times. A visitor's book is kept at Reception and all visitors/contractors are required to sign in on arrival and sign out on departure and will be escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given the Safeguarding and Child Protection '*aide-memoire*' and *visitor leaflet*. In addition all visitors/contractors are given a name badge/signage with the title 'Visitor' which must be clearly worn at all times and displayed on contractor vehicles whilst on the School premises.

10.5 Visiting Speakers

All prospective visiting speakers must be approved by either the Headmaster or Deputy Head. The school takes seriously its safeguarding duties under **section 29 of the Counter-Terrorism and Security Act 2015: 'Prevent Duty'** to vet the suitability of adults who will be speaking to impressionable young people.

Please see the School's separate Visiting Speakers Policy for further details.



10.6 Training

All training will be carried out in accordance with Buckinghamshire Safeguarding Children Board procedures.

The Designated Safeguarding Lead and the Deputy DSL attend child protection training courses and training on inter-agency working at least every two years in keeping with Annex B of *Keeping Children Safe in Education*.

All staff, including temporary staff, governors and volunteers, will be provided with safeguarding induction training **within the first week of employment** that includes:

- a. This policy
- b. The identity and contact details of the Designated Safeguarding Lead
- c. The Stowe School safeguarding and Child Protection referral pathway and Safeguarding and Child Protection booklet and *aide-memoire*
- d. The Staff Conduct Policy & Whistle-Blowing Policy
- e. A copy of Part 1 of *Keeping Children Safe in Education (July 2015)*

The purpose of this induction training is to ensure that staff understand the School's safeguarding procedures and policy and that they have an up to date knowledge of safeguarding issues. This will include, amongst other content; types of abuse; including the risks of radicalisation and identification of children at risk, e-safety, whistle-blowing, staff conduct and training to enable staff to identify signs of abuse and a child who may be in need of additional support. All staff including the Headmaster and Governors receive a copy of Part 1 of *Keeping Children Safe in Education 2015* and are required to confirm in writing that they have read and understood it. Additional safeguarding training is provided to all teaching and pastoral staff as part of the school's CPD provision.

Changes in demeanour and behaviours that may be indicators of a welfare concern and/or abuse are outlined in the Safeguarding Pathway and Child Protection Booklet given to all staff during induction training (Appendix 3). All staff are trained to refer possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way.

At least every three years, the Designated Safeguarding Lead will ensure that the Headmaster, all staff members and the nominated Governors undertake child protection training appropriate to their role which will be updated regularly in accordance with the Buckinghamshire Safeguarding Children Board (BSCB) requirements and following consultation with BSCB where appropriate. This statutory triennial training is delivered by a member of the BSCB, ESAS team. This ensures that training meets statutory requirements whilst facilitating collaboration between Stowe School and the BSCB. The School undertakes to make all part time staff and volunteers aware of the compulsory training to ensure their attendance.



11. MONITORING

Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School by the Designated Safeguarding Lead. Where an incident involved a member of staff, the Designated Officer (LADO) will assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

11.1 The Headmaster, EMT and the DSL will monitor and evaluate, with Governors, the effectiveness of the Safeguarding and Child Protection Policy on an annual basis. The Safeguarding and Child Protection Policy will be subject to review annually (or sooner if Statutory Guidance requires).

11.2 The full Governing Body will annually review this policy and the implementation of its procedures, including good cooperation with local agencies, and approve the amendments to the policy, which will, in turn, be signed off by the Chairman of Governors. This annual review will take account of evidence such as staff training in safeguarding matters, referral data, analysis of any issues and themes which have emerged in the School and how these have been handled.



This Policy is considered a 'live' document and will be updated as statutory guidance is released. It was reviewed and approved by the full Governing Body on 21st November 2015. The next annual review of this Policy by the full Governing Body will take place on 21st November 2016 as part of the wider annual review of Safeguarding at the School.

Reviewed:

- (i) April 17th 2015 following publication of Keeping Children Safe in Education (March 2015) and Working Together to Safeguard Children (March 2015) which replaces all previous guidance.
- (ii) September 2nd 2015 following updated statutory guidance Keeping Children Safe in Education (July 2015).

Signed by:

Chairman of the Governors

Supervisory Safeguarding Governors

Headmaster

Designated Safeguarding Lead



Appendix 1

Key Local Area Contacts

Local Authority Designated Officer (LADO)

Name: Bridget Day
Email: bday@buckscc.gov.uk
Tel: 01296 382070

Deputy Local Authority Designated Officer

Name: Yvette Morello
Email: ymorello@buckscc.gov.uk
Tel: 01296 387820

Education Safeguarding Advisor (ESAS Lead Manager)

Name: Therese McAlorum
Email: tmcalorum@buckscc.gov.uk
Tel: 01296 382732

Education Safeguarding Advisory Service (ESAS) TEL: 01296 382912

The aim of this service is to provide practical support, advice and guidance to schools on all matters relating to safeguarding. In addition the team delivers a range of services including a series of training packages to schools through Bucks.

Safeguarding Officers:	Jonathan Kempster	Tel: 01296 383703
	Hannah Bradshaw	Tel: 01296 382948

Child Social Services & Police

First Response Team/MASH	Tel: 0845 4600 001/ 01296 383962
	Email: cypfirstresponse@buckscc.gov.uk
	secure-cypfirstresponse@buckscc.gcsx.gov.uk

Out of Hours Service	Tel: 0800 999 7677
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Family Resilience	0845 4600 300
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Appendix 2

Safeguarding and Child Protection Leaflet & Aide-Memoire (attached to visitor badges)

Stowe School is committed to safeguarding and promoting the welfare of young people and requires all staff, volunteers and visitors to share this commitment.

This leaflet has been given to you to make sure you understand what is expected of you.

If you are worried about the safety or welfare of any young person in our School, you must report this to the **Designated Safeguarding Lead, Ms Kirsten McLintock**.

Headmaster: Dr A Wallersteiner

Chair of Governors: Mr C Honeyman Brown

Stowe School, Stowe, Buckingham, MK18 5EH
Telephone: 01280 818000

Contacts

The Designated Safeguard Lead is:

Kirsten McLintock

Head of Pupil Welfare

Telephone her on: 07747 786564

The Deputy Safeguarding Lead is:

Pete Last

Assistant Head: Senior Housemaster

Telephone him on: 07874 685689

The Governors responsible for Safeguarding:

Mrs J Hastie-Smith

Canon Ackroyd

If the above are not available, speak to your supervisor

This leaflet has been produced with advice from the Safeguarding in Education Team, Buckinghamshire County Council



**Safeguarding and Child
Protection Advice for
Support Staff, Volunteers
& Visitors**

Stowe

14

Stowe School

Safeguarding and Child Protection Policy



Stowe School has a Safeguarding Policy and a copy is available on the School website: www.stowe.co.uk

What are my responsibilities?

All those who come into contact with children have a duty to safeguard and promote the welfare of children.

Security of Children, Staff, Volunteers & Visitors.

All of staff will wear Stowe School photo identity badges at all times. All visitors should report to the main reception on arrival and sign in, showing proof of identity. All visitors will be issued with a visitor's badge which must be worn at all times.

What should I do if I am worried about a child?

If whilst at Stowe School you become concerned about:

- comments made by a child,
- marks or bruising on a child,
- a child's behaviour or demeanour,

Please report these concerns to a member of staff or to main reception, who will pass the information on to the School's Designated Safeguarding Lead (DSL). You can contact the DSL directly using the contact details included on your visitor's badge.

What should I do if a child discloses that he/she is being harmed?

Although the likelihood of this is small it is important to know what to do in such an eventuality as children rarely lie about such matters.

- Reassure the child, but do not make promises that might not be possible to keep.
- Do not promise confidentiality but explain to the child that you will have to tell the Designated Safeguarding Lead in order that they can provide appropriate help.
- Do not interrogate the child or ask leading questions.
- Reassure the pupil that it is not their fault.
- Stress that it was the right thing to tell.
- Do not ask the child to write a statement.
- Do not criticise the alleged perpetrator.

**Immediately contact the
Designated Safeguarding Lead**

What should I do if the alleged abuser is a member of the School staff?

You should report such allegations to the Headmaster.

What should I do if the alleged abuser is the Headmaster?

You should report such allegations to the Chair of Governors.

How do I ensure that my behaviour is always appropriate?

Appropriate relationships with children should be based on mutual trust and respect.

Unprofessional contact with pupils (e.g. through a social networking site) may leave you vulnerable to an allegation of abuse being made against you.

Always:

- Maintain a professional approach towards pupils wherever and whenever you have contact with them. Always be careful about touching pupils.
- If you find a child seeks to talk to you on a regular basis, you should let your Supervisor/ Line Manager know.
- Social contacts outside School should be kept to a minimum. It is risky to use the same social venues as pupils.
- Avoid, as far as possible, being alone and isolated with a pupil. As a volunteer or visitor you may well be working closely with children sometimes on a one to one basis.
- If you are working with a pupil on his/her own, always ensure that the door is left open or that you can be visible to others.


Please help us to safeguard the children in our care by following these guidelines.

Stowe School

Safeguarding and Child Protection Policy



Safeguarding and Child Protection at Stowe School Guidance



The School values the excellent relationship between pupils and all members of staff. One of the benefits of these open friendly relationships is that there are a large number of adults available for pupils to discuss their worries or concerns with.

There may be times when you become concerned about a pupil who might, for any reason, be unhappy or frightened. If you have such concerns, or if a pupil or another adult approaches you with such worries, it is important that you follow the procedure overleaf.

- (i) If a pupil or another adult comes to you with an allegation of harming behaviours, abuse or bullying, you should react sympathetically. Listen to their concerns but avoid asking questions.
- (ii) As soon as possible after the conversation, contact Kirsten McIntock, Head of PSHE, who is the Designated Safeguard Lead (DSL) for Stowe School. In Kirsten's absence, please contact Pete Last who is the Deputy Safeguarding Lead on 01280 818230.
- (iii) Never give an unconditional promise of confidentiality. Make it clear that the information will be shared with the person responsible for child welfare.

Kirsten McIntock is always available for help and guidance on issues concerning pupil welfare. She can be contacted on:
Office - 01280 818136 or Mobile - 07747 786564

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Review Date 21st November 2016
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Appendix 3

Safeguarding & Child Protection



Procedures

Designated Safeguarding Lead
Kirsten McLintock
Contact: 07747786564



Referrals

Designated Safeguarding Lead (DSL)

Neglect

Welfare Concern Form (staff suspicion/peer disclosure) sent to DSL & HSM:

Unresponsiveness to a child's basic emotional needs
Infrequent visits home
Repeated unsupervised Exeats/holidays
Lack of contact with parents
Significant long-term breakdown of relationship with parents

Immediate Referral to DSL (child disclosure):

Parental condoning of substance abuse
Domestic Abuse
Refusal to grant permission for medical treatment of a child

Emotional Abuse

Welfare Concern Form (staff suspicion/peer disclosure) sent to DSL & HSM:

Inconsistent relationships with caregivers/adults
Repeatedly attempting to persuade children they are worthless or unloved
Frequently imposing unreasonable expectations on the child
Persistently preventing them from engaging in normal social interaction/friendships
Significant weight loss observed
Cuts, bruises, scratches & bites which are observed for which there is a concern

Immediate Referral to DSL ONLY (child disclosure):

Self Harm
Eating Disorders (Anorexia & Bulimia)
Clinical Depression
Suicide
Drug/Alcohol Abuse
Long term bullying of a child by another peer
(Children who are severely or persistently bullied or cyber bullied by other children may well become victims of emotional abuse in that their longer-term emotional development is adversely affected).



Physical Abuse

Immediate Referral to DSL ONLY (*child disclosure*):

Physical injuries to a child (bruises, bites, burns, broken bones, poisoning) which are suspected of having been caused by an adult or deliberately by another child.

Physical chastisement deemed unreasonable (International pupils).

Suspicion of FGM (Protection of Female Circumcision Act 1995)

Sexual Abuse

Immediate Referral to DSL ONLY (*child disclosure*):

Under 16 this includes pupil disclosure of **non-consensual**:

Sexual Intercourse (rape & sodomy)

Sexual touching

Assault by penetration (sexual penetration of vagina or anus of a child with a part of the body or an object)

Sexual touching on the outside of clothing

Forcibly removing clothing

Encouraging a child to act in a sexual manner

Under 18

Sexting

Watching or being coerced to produce pornographic images

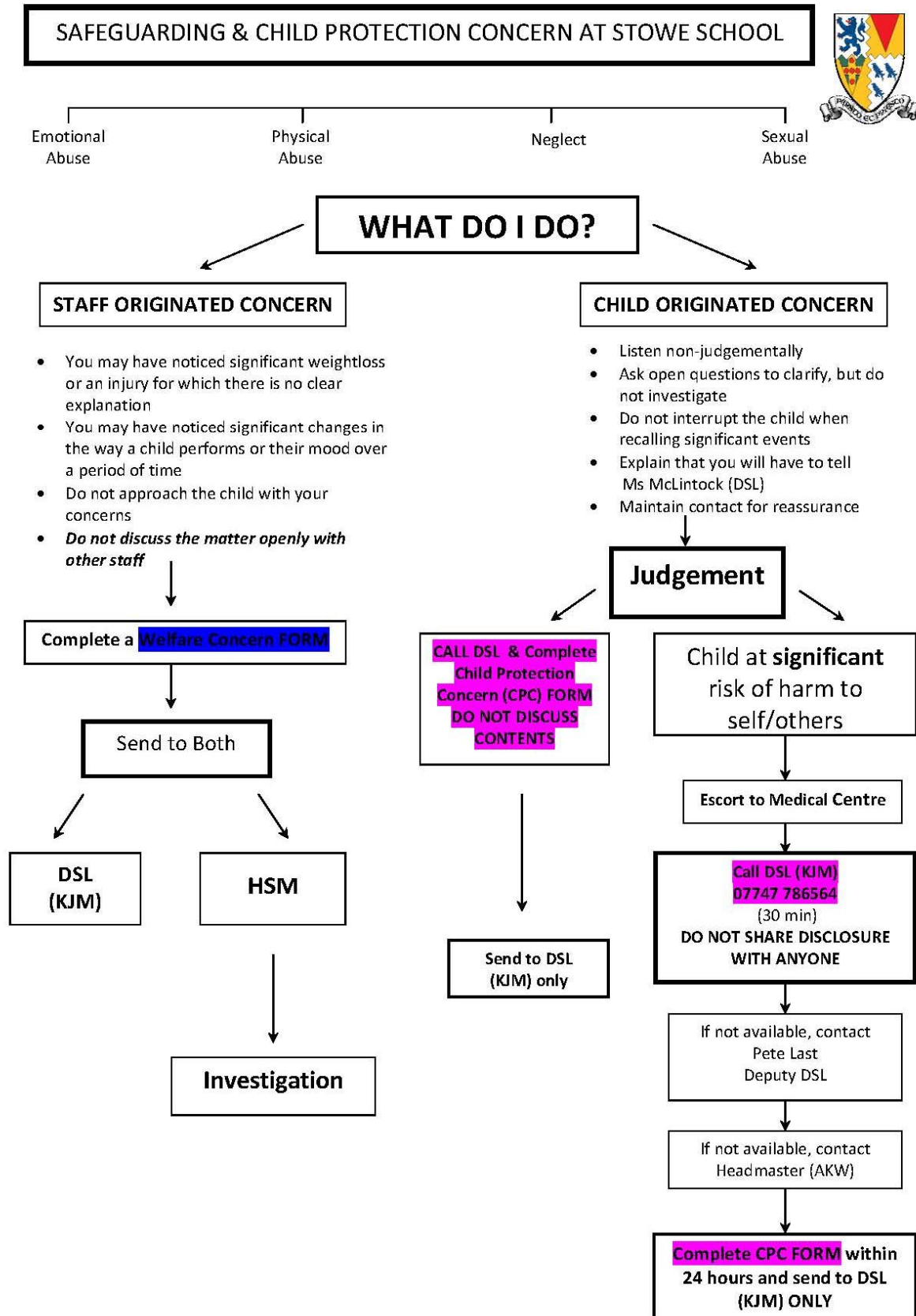
Suspicion of grooming & sexual exploitation (including online and within Stowe)

Sexual relationships between persons over the age of 16 are either consensual or abusive. Pupils over the age of 16 who engage in sexual activity are subject to the School's rules on the matter and to the law of the land on sexual assault. It is theoretically possible that the Local Authority could intervene to safeguard a young person aged 16 or 17 who is judged sexually vulnerable.

Immediate Referral to Headmaster:

Under the Sexual Offences Act 2003 it is a criminal offence for a person over 18 (e.g. teacher, nurse) to have a sexual relationship (kissing, touching, sexual intercourse) with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual.

If an adult employed by Stowe School engages in sexual relations with a student aged 18 or over, the member of staff will be subject to disciplinary procedures for professional misconduct.



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<i>Pupil Name</i>	<i>Time & Date of Welfare Concern</i>
Welfare Concern: (Who, What, Where, When)	
Passed to: DSL (KJM)	
Passed to : Housemaster/mistress	
Signed:	
Dated:	



CHILD PROTECTION CONCERN FORM

CONFIDENTIAL



To be sent to DSL (Kirsten McLintock) ONLY

Pupil Name	Date of Birth	Form	House
<i>Name and position of person completing form (please print)</i>			
Time and date of incident			
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Incident:</div> <div style="height: 300px; border: 1px solid black;"></div>			
Any Other relevant Information (witnesses, context) <div style="height: 150px; border: 1px solid black;"></div>			



Appendix 4

SAFEGUARDING and CHILD PROTECTION AUDIT				
<i>This audit has been designed to assist Stowe School in ensuring that it has the evidence to show that its procedures are excellent and to identify any actions needed to make improvements.</i>				
1	Designated Safeguarding Lead	Evidence	Action	By
1.1	Who is the Designated Safeguarding Lead (DSL)?			
1.2	Is your DSL fully trained? (eg. attendance at BSCB child protection training) What was the most recent date?			
1.3	Have you informed the LA of any changes in your senior person for CP?			
1.4	Who deputises when the DSL is not available?			
1.5	Is the school's Safeguarding & Child Protection Policy reviewed annually, with reports to the governing body?			
1.6	The DSL liaises with Headmaster to inform him of any current issues/investigations.			
1.7	The name(s) of the DSL and their deputy are clearly displayed for staff and pupils.			

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	Record Keeping	Evidence	Action	
1.8	Where there have been child protection concerns, records are held in individual files separate from curriculum/general child files.			
1.9	Child protection files are regularly reviewed to ensure they are accurate and there is no drift of cases.			
1.10	The DSL reviews staff reporting forms to monitor quality of record keeping.			
1.11	All staff are clear about the principles for effective information sharing & confidentiality in accordance with school policies and procedures.			
1.12	Child protection records are stored securely.			
1.13	Child protection files are transferred when a child leaves Stowe. A record of the transfer is retained by the School.			

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2	Staff & Training	Evidence	Action	By
2.1	All staff know what to do if they have concerns about a child and have easy access to reporting concern templates.			
2.2	All staff are confident about reporting safeguarding & child protection concerns and know what action to take if their concerns are not acted upon appropriately by the DSL or Headmaster.			
2.3	All staff and volunteers feel able to raise concerns about poor or unsafe practice.			
2.4	All staff are trained in Safeguarding & Child Protection regularly.			
2.5	<p>ALL staff complete an induction which includes the sight, explanation and operation of:</p> <ul style="list-style-type: none"> a) KCSIE Part One (2015) b) School policies c) Code of conduct for staff d) Safe working practices e) Whistle-blowing policy f) What to do if they have concerns about a child 			

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2.6	All temporary staff (including supply staff) have undergone safeguarding induction training and understand the basic requirements for reporting safeguarding matters.			
2.7	How are updates on safeguarding procedures communicated to staff?			
2.8	Where relevant, staff have been trained in specialist areas to ensure that the school are able to recognise and meet the needs of pupils, with particular reference to: <ul style="list-style-type: none"> a) Bullying b) Restraint and use of reasonable force c) Pupils with SEN(D) d) Alcohol and substance abuse e) Mental Health 			
2.9	The School has an anti bullying policy, which includes cyber-bullying. The policy is clear about how all forms of bullying will be handled.			
2.10	The School is aware of the harm to children that can be caused by practices linked to culture, extremism, radicalisation, faith and beliefs, and are able to recognise risk factors and know how to act on concerns.			
2.11	The School is aware of FGM and understands that it is a form of child abuse.			

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2.12	The School is aware of the impact on children of families experiencing multiple needs: domestic violence, drugs and alcohol, mental health, and that it may constitute child abuse.			
	Allegations against Staff	Evidence	Action	
2.13	Does the school have procedures for dealing with allegations of abuse against the Headmaster or a member of the school staff, volunteers, visitors or governors? How are staff made aware of this?			
2.14	Does the Governing Body have procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors?			
2.15	Which member of the governing body is designated to follow the procedure in the event of an allegation against the Headmaster?			
2.16	How do we ensure that our internal procedures for reporting such allegations to the LA are followed?			
2.17	How do the school's policies and procedures reduce the likelihood of allegations against staff, as far as this is possible?			

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3	Pupil Behaviour & Well-Being	Evidence	Action	By
3.1	The School ethos means that children feel secure, their views are valued and they are encouraged to talk and are listened to.			
3.2	Pupil induction contains information on safeguarding.			
3.3	There are confidential and varied means for pupils and parents to alert the school to current instances of bullying.			
3.4	The School has an anti-bullying policy and measures in place to prevent and respond to all forms of bullying.			
3.5	The School has identified potentially vulnerable individuals/groups and has taken appropriate action to meet their needs.			
3.6	The School has a clear e-safety policy, which applies to onsite and offsite activity; which covers acceptable use and the areas of risk to pupils on line. The policy is reviewed regularly to take account of new technologies.			
3.7	Pupils are taught to recognise and manage risks. The curriculum and teaching at the school raises pupils' awareness of safeguarding concerns/abuse and explores a range of strategies for pupils to ensure their own protection and the importance of protecting others.			

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3.8	The School promotes pupils' personal safety and safe relationships in and out of school, and promotes a code of conduct/behaviour policy for pupils that promotes respect and safe relationships.			
3.9	The School's policy on the use of reasonable force to control or restrain pupils complies with statutory requirements and national guidance which is disseminated through training to all staff.			
3.10	There is an Acceptable Computer Use Policy that has been signed by pupils, parents and staff.			
3.11	The School recognises the risks to pupil safety associated with sexting.			
3.12	Pupils know who to go to if they are worried about their own or other children's safety and wellbeing.			
3.13	The school displays the details of national helplines, eg ChildLine, an Independent Listener, NSPCC and/or peer support schemes for pupils in easily accessible places that encourages them to share concerns.			
3.14	Pupils undertaking work experience/off site learning are given clear advice about who to contact if they are worried or uncomfortable about their surroundings or if they suffer abuse.			

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4	Measuring the effectiveness of Welfare and Safeguarding Governance	Evidence	Action	By
4.1	How many children have been the subject of a referral to Social Services within the last 12 months?			
4.2	There are nominated governor(s) for safeguarding/child protection.			
4.3	Does the School staff handbook & website include information about the Safeguarding & Child Protection Policy and who to contact in the school?			
4.4	The Governing Body has basic child protection training to ensure they have the knowledge and information needed to understand their responsibilities.			
4.5	Have all governors had enhanced DBS checks in line with Stowe policy?			
4.6	Is time set aside for the governing body to review policies and procedures regarding safeguarding and child protection?			
4.7	How do Governors ensure oversight of safe recruitment practices and procedures?			

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4.8	How do governors monitor that child protection arrangements are adequate and that deficiencies or weakness are remedied without delay?			
4.9	Do all governors understand that they should not get involved or know details of individual cases (except in relation to their disciplinary functions regarding allegations against members of staff)?			
4.10	How do governors know if pupils feel safe and pupils know which adults to approach if they have any concerns?			
4.11	How will Governors ensure that action points in this audit are addressed?			

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5	Working Together	Evidence	Action	By
5.1	The School works with parents to build an understanding of the school's safeguarding responsibilities and has excellent communication with parents and carers working together in the best interest for the child.			
5.2	The child protection and safeguarding policies are available to parents.			
5.3	Parents have been informed that the school has a duty of care to safeguard and help protect children from potential harm and may make a referral to social care or other agencies where they have specific concerns.			
5.4	Are safeguarding reports made annually to the LA?			
5.5	The School has provided sessions for parents to help them keep their children safe on-line.			
5.6	The School has an open and positive relationship with the local authority, including the Designated Officer (LADO), BSCB and children's social care.			
5.7	Is the school pro-active and effective in its links with relevant agencies, particularly Education Welfare and Health? (GP's/Counselling therapies & CAMHS)			

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5.8	The DSL EITHER attends OR sends a senior representative to all child protection conferences.			
5.9	The DSL always provides a written report for a child protection review panel.			
6	Safe Recruitment	Evidence	Action	
6.1	Is the School's recruitment policy in line with all guidance on safer recruitment practice?			
6.2	Is the recruitment policy updated regularly in line with statutory guidance?			
6.3	Are the Schools' practices on safer recruitment reported annually to governors?			
6.4	Does the school have the Single Central Record of staff and other adults working in the school?			

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6.5	Have at least the Headmaster and one Governor undertaken safe recruitment training?			
6.6	Are all adults who are in regular unsupervised contact with children subject to enhanced DBS checks, List 99 &/or Prohibition Orders?			
6.7	Are there rigorous procedures to check identities of all visitors and to sign visitors in and out?			
6.8	The School has a work experience policy and procedures, which complies with national and local guidance and is regularly reviewed and updated.			
6.9	Do all visitors receive a safeguarding statement & the DSL's contact number?			



Single Central Record (SCR) – required since April 2007

6.10	Safe Recruitment	<i>Comments</i>
1	Is a single central record (SCR) of staff in place?	
2	Does the SCR contain the names and addresses, dates of birth and qualifications of all members of staff?	
3	Is there evidence on the SCR that all teachers have been checked?	
4	Is there evidence that all staff, who have regular contact with children employed since March 2002 (162a 2003), have been CRB/DBS checked or have sent for a DBS check if they are new to the school?	

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5	Have all staff appointed since May 2006, whether or not they have regular contact with children, been CRB/DBS checked or have sent for a DBS check?	
6	Have new staff who have been out of the workforce, school or local authority for more than 3 months completed or sent for an enhanced DBS check?	
7	Does the SCR include evidence that supply teachers who work directly for the school have a recent DBS check and have checked their identity?	
8	Has the school evidence that agency supply teachers have been DBS checked and have checked their identity?	
9	Have volunteers including governors who have regular (more than once a month) contact with children been DBS checked or are they never left in sole charge of children?	

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10	Does the SCR record the date when the CRB/DBS check was carried out?	
11	Does the SCR record all teachers who have qualified teacher status (QTS)?	
12	Does the SCR record evidence of permission to work for those who are not nationals of a European Economic Area (EEA) country and has criminal records information been obtained (or has it been sought) from countries where individuals worked or lived?	

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