



**WYCOMBE HIGH SCHOOL
ACADEMIES TRUST**

**SAFEGUARDING & CHILD
PROTECTION POLICY**

**Based on Buckinghamshire Local Authority's
Child Protection Framework Policy for Schools**

Approved: October 2024

Next Review: October 2025

Wycombe High School Academies Trust

SAFEGUARDING & CHILD PROTECTION POLICY

CONTACTS

School Contacts

Position	Contact Details
Headteacher	Mrs Nicola Renyard via office@whs.bucks.sch.uk or 01494 523961 (Reception)
Designated Safeguarding Lead (DSL)	Mrs Vikki Jonsmyth-Clarke via office@whs.bucks.sch.uk or 01494 523961 (Reception)
Deputy Designated Safeguarding Lead(s)	Mrs Sarah Ellis Mrs Andrea Paskins Miss Laurie Garland Mr Paul Garrett-Chapman via office@whs.bucks.sch.uk or 01494 523961 (Reception)
Person with Responsibility for Looked After Children	Mrs Vikki Jonsmyth-Clarke via office@whs.bucks.sch.uk or 01494 523961 (Reception)
Nominated Safeguarding Trustee	Miss Francesca McDowall via office@whs.bucks.sch.uk or 01494 423961 (Reception)
Chair of Trust Board	Mr David Heeley via office@whs.bucks.sch.uk or 01494 523961 (Reception)

Contacts in Buckinghamshire Local Authority

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981 secure-esasduty@buckinghamshire.gov.uk
First Response Team (aka MASH) (including Early Help, Channel) The First Response Team process all new referrals to Social Care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns, and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of Hours: 0800 999 7677 secure-cyp.firstresponse@buckinghamshire.gov.uk

<p>Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire, on either a paid or voluntary basis.</p>	<p>01296 382070 secure-lado@buckinghamshire.gov.uk</p>
<p>Bucks Family Information Service Information for families on a range of issue, including Childcare, finances, parenting and education.</p>	<p>01296 383065</p>
<p>Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines.</p>	<p>Home - Buckinghamshire Safeguarding Children Partnership (buckssafeguarding.org.uk)</p>
<p>Schools Web School bulletin, safeguarding links, A-Z guide to information and services.</p>	<p>SchoolsWeb SchoolsWeb (bucksc.gov.uk)</p>
<p>Thames Valley Police</p>	<p>101 (999 in case of emergency)</p>

This Policy should be read in conjunction with other associated school policies, procedure and addendums, including:

- Alternative Provision
- Anti-Bullying
- Attendance & Punctuality
- Behaviour
- Equalities & Cohesion Plan, and Disability Action Plan
- Lettings
- SEND/Inclusion
- Health & Safety
- Photography
- Medical
- ICT Acceptable Use Policy
- PSHE and RSE
- Record Keeping
- Safer Recruitment
- Staff Codes of Conduct
- Visitors
- Whistleblowing

Definitions

Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is in or outside the family 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
- 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 outcomes set out in the Children’s Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.' (*Working Together December 2023*).

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children includes everyone under the age of 18.

INTRODUCTION

Wycombe High School's Safeguarding & Child Protection Policy applies to all Staff, Trustees, Visitors and Volunteers.

At Wycombe High School we believe that a policy on child protection is founded on the right of all children to be safe. We expect all members of the school community, including staff, trustees, supply staff, visitors and volunteers, to share this commitment. Every member of the school community is responsible for contributing to a positive culture of safeguarding.

The school takes seriously its responsibility to safeguard and promote the welfare of students and believes that the safety and wellbeing of students is of paramount importance. All staff are expected to be vigilant to the needs of our students.

At Wycombe High School we believe a child-centred approach is fundamental to safeguarding and promoting the welfare of every student. A child-centred approach means we always strive to keep the child or young person at the centre when making decisions and working with them, their families and partner agencies.

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

The following Code of Conduct applies to all staff working within the school and underpins our policy.

PERSONAL CODE OF CONDUCT

To respect all individuals, irrespective of age, developmental stage, ability, sex, sexual orientation, race or colour.

- To place the safety and wellbeing of students first, before any personal or organisational goals, and before any loyalty to friends
- To form appropriate relationships with students based on trust and respect
- To be aware of the powerlessness of students in relation to adults
- To be committed to actively preventing abuse and exploitation of students
- To be aware of, and implement, the school's Safeguarding & Child Protection Policy.

This policy has been developed in accordance with the following legislation and guidance:

- Children Act 1989 (amended 2004)
- "Working Together to Safeguard Children" [Working together to safeguard children- GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115362/Working_together_to_safeguard_children.pdf)
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges - [Keeping children safe in education \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115362/Working_together_to_safeguard_children.pdf)

- Information Sharing Guidance for Safeguarding Practitioners [Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362223/Information-sharing-advice-for-safeguarding-practitioners-2016.pdf)
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362223/Information-sharing-advice-for-safeguarding-practitioners-2016.pdf)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 [Prevent Duty Guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362223/Information-sharing-advice-for-safeguarding-practitioners-2016.pdf)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362223/Information-sharing-advice-for-safeguarding-practitioners-2016.pdf)
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362223/Information-sharing-advice-for-safeguarding-practitioners-2016.pdf)
- Statutory guidance on FGM [Multi-agency Statutory Guidance on Female Genital Mutilation](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362223/Information-sharing-advice-for-safeguarding-practitioners-2016.pdf)

We believe that clear governance and leadership are central to embedding a safeguarding culture. The Trust Board takes its responsibility seriously under **Section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm, or whom may be at risk of harm. Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362223/Information-sharing-advice-for-safeguarding-practitioners-2016.pdf), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

Trustees will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annex B of Keeping Children Safe in Education 2024**.

All staff are required to read and adhere to the **Staff Code of Conduct**.

Every member of the school community is responsible for contributing to a positive culture of safeguarding.

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

The aims of this policy, published on our school website, are:

- to provide an environment in which children feel safe, secure, valued and respected
- to ensure that Senior Leaders, Teaching Staff and Non-Teaching Staff, Supply Staff, Trustees and Volunteers:
 - are aware of the need to safeguard and promote the wellbeing of children
 - identify the need for early support
 - promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
 - are trained to recognise signs and indicators of abuse
- to provide systematic means of monitoring children known to be, or thought to be, at risk of harm, and ensure contribution to assessments of need and support plans for those children.
- to ensure Wycombe High School has a clear system for communicating concerns, both internally and with external agencies, in line with the Working Together guidance
- to ensure the school has robust systems in place to accurately record safeguarding and child protection concerns
- to develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our School

- to ensure that all staff appointed have been through the Safer Recruitment process and understand the principles of safer working practices, as set out in our Staff Codes of Conduct
- to ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing

This policy is published on our website, and hard copies are available, on request, from Reception.

RESPONSIBILITIES

All staff, trustees, supply staff, volunteers, visitors and contractors understand that safeguarding children is everyone's responsibility. Any person who receives a disclosure of abuse, an allegation, or suspects that abuse may have occurred, must report it immediately to a DSL/DDSL, using the systems and processes our school has designed for this purpose.

In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that, if there is an immediate risk of harm, then First Response will be called directly, and a DSL/DDSL will be updated at the earliest opportunity.

Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(bucksafeguarding.org.uk\)](https://www.bucksafeguarding.org.uk) and any updates, and how it should be used to inform decision-making regarding a referral to First Response.

Staff must have the skills, knowledge and understanding to keep both looked-after children and previously looked-after children safe.

Staff must understand vulnerability, and that barriers exist when recognising abuse. Consider the following groups who may have increased vulnerability:

- Young Carers
- Children with SEND
- Children living with domestic abuse
- Children experiencing poor mental health
- Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, County Lines, radicalisation and gang involvement
- Looked-after children and previously looked-after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Violence, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ+ group
- Children who are at risk of discrimination due to faith and belief, race or ethnicity.
- Children who have English as an additional language (EAL)
- Children who are living in temporary accommodation.

The Trust Board understands and fulfils its safeguarding responsibilities. It must:

- ensure that the Headteacher and (when not the Headteacher) the DSL creates and maintains a strong, positive culture of safeguarding within the school
- ensure that this policy reflects the unique features of the community we serve, and the needs of the Pupils attending our provision. This policy will be reviewed at least annually and whenever new guidance is issued
- regularly monitor and evaluate the effectiveness of this Child Protection Policy

- appoint a Designated Safeguarding Lead (DSL), who is a member of the Leadership Group (LG) and has the required level of authority, and also appoint at least one Deputy DSL (DDSL). The roles and responsibilities of the DSL and DDSL will be made explicit in those post-holders' job roles. If not the DSL, the Headteacher still maintains overall responsibility for safeguarding and child protection within the school
- recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every two years and, in addition, knowledge and skills must be refreshed at regular intervals, at least annually
- ensure that all Staff complete safeguarding training, to include their roles and responsibilities, with regards to the School IT system's online filtering and monitoring
- ensure measures are in place for the Trust Board to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidence, to include reviewing online filtering and monitoring, on a regular basis, and at least annually
- ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice, or procedures are not followed
- recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHEE curriculum, and relevant issues through Relationship & Sex Education (secondary schools, mandatory from September 2020) (RSE)
- ensure that, through curriculum content and delivery, children understand how to keep themselves safe
- ensure the school is following the statutory RSE guidance [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- ensure safe and effective recruitment policies and disciplinary procedures are in place
- ensure resources are allocated to meet the needs of students requiring child protection or early intervention
- ensure the DSL completes an Annual Safeguarding Report for Trustees, and a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.

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

The Trust Board must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, trustees, volunteers, visitors or contractors where they could pose a risk of harm to Children This must include those concerns that do not meet threshold (low-level concerns). The guidance in Part 4 of Keeping Children Safe in Education (KCSiE) [Keeping Childrensafe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk) must be followed if there are any such concerns.

The Trust Board must ensure that a named teacher is designated for looked-after children, and that an up-to-date list of children who are subject to a care order, or are accompanied by the Local Authority, is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked-After.

The Trust Board must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The trust Board must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored daily.

Any outside agencies providing services or activities to the school have provided assurances that they have safeguarding policies and procedures in place.

The Trust Board has a statutory duty to appoint a nominated Trustee for Safeguarding. The nominated Trustee must be familiar with Buckinghamshire Safeguarding Children Partnership procedures [Home - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk), Local Authority procedures, and guidance issues by the Department for Education. The nominated Trustee must:

- support the DSL/DDSLs to produce the Child Protection Policy annually
- undertake appropriate safeguarding training, to include Prevent and Safer Recruitment training
- ensure Child protection is regularly discussed at Trust Board meetings
- meet at least termly with the DSL to review and monitor the School's delivery on its safeguarding responsibilities, to review the Single Central Record, and complete an audit of Staff files
- ensure that filtering and monitoring systems are in place and take part in the review
- take responsibility to ensure that the School is meeting the OFSTED requirements, as set out in the inspection guidance [Final EB Safeguarding with DfE changes \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671231/final-eb-safeguarding-with-dfe-changes.pdf)

All Trustees must complete safeguarding training on appointment, to include Prevent. This training must be regularly updated in line with national or local guidance.

The Trust Board must ensure that relevant Staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any Child.

At Wycombe High School, we have a Designated Safeguarding Lead (DSL), supported by a team of DDSLs, who is responsible for:

- creating a culture of safeguarding within the school where children are protected from harm
- ensuring all staff receive an effective induction and ongoing training to support them to recognise and report and concerns
- ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document
- ensuring referrals to partner agencies are followed up in writing, including referrals to First Response and Early Help (FSS)
- establishing and maintaining a safe and secure system for reporting and recording safeguarding and child protection records
- ensuring all child protection records are held separately from students' educational records
- maintaining the record for staff safeguarding training
- ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school, and contact details are on the website
- being the designated point of contact for staff to be able to discuss and share their concerns
- ensuring the online filtering and monitoring system is reviewed regularly, at least annually
- being available to staff and outside agencies, during school hours and term time, for consultation on safeguarding concerns raised
- having responsibility to ensure that emergency cover is arranged outside of term time during working hours
- during residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact
- contributing effectively to multi-agency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together
- providing the Headteacher with an annual report for the Trust Board, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the School. The Trust Board will use this information to provide the Local Authority with information about their safeguarding policies and procedures
- meeting regularly (at least once a term) with the nominated Trustee(s) to share oversight of the safeguarding provision within the setting, monitor performance, and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings

- providing the Headteacher with up-to-date information of any issues
- meeting the statutory requirement to keep up-to-date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training
- referring immediately to the police, using the NPCC guidance “When to Call the Police” www.npcc.police.uk for any cases where a criminal offence may have been committed, or risk of harm is imminent.
- Completing DSL refresher training every 2 years and updating their skills and knowledge on a regular basis and at least annually, through means such as training, reading bulletins or attending DSL forums.
- To fulfil the DSL responsibilities as set out in the KCSIE, Annexe C.

The school’s **Headteacher** is responsible for:

- Ensuring that this policy is updated annually or before to reflect any changes to guidance and/or legislation.
- Ensuring that this policy is published on the school website.
- Recording, reviewing and making decisions on any low-level concerns, in conjunction with the DSL.
- Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.
- Liaising with the DSL to ensure they have appropriate time, funding, training and resources to fulfil their role.
- Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.
- Ensuring that a designated ‘Appropriate Adult’ is in place in order to support children in line with the Police and Criminal Evidence (PACE) act, [PACE Code C 2023 \(accessible\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk) which advises that “The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons”, with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights.

PROCEDURES

Our school procedures for all staff, trustees, supply staff, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and Buckinghamshire Safeguarding Children Partnership’s safeguarding procedures [Home - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](http://www.buckssafeguarding.org.uk), Working Together to Safeguard Children [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk), Keeping Children Safe in Education [Keeping children safe in education \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) and statutory advice issued under Section 29 of the Counter-Terrorism & Security Act 2015 [Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](http://publishing.service.gov.uk).

We recognise and celebrate the inclusivity and diversity of our school community. We respond to any particular needs, for example, relating to language barriers, if they arise, whilst ensuring that safeguarding takes precedence when there are any child protection concerns.

We will ensure:

- Visitors must be:
 - clearly identified with Visitor/Contractor passes
 - met and directed by school Staff/representatives
 - signed in and out of the school, by school staff
 - given a safeguarding leaflet to read, or directed to a poster informing them of how to report a concern
 - given restricted access to only specific areas of the school, as appropriate

- escorted by a member of staff/representative, as required
- given access to students restricted to the purpose of their visit

All members of staff must complete safeguarding training every 3 years, attend annual refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year. All new staff will receive safeguarding and child protection training on induction to include online safety and the school's filtering and monitoring system.

All staff will read the Child Protection policy, Part 1 and Part 5 of the KCSIE, at least annually, will sign a declaration to show that the guidance has been reviewed and they have a clear understanding of their role. There are audit methods in place to ensure that staff have understood the content.

All parents/carers must be made aware of the school's responsibilities in regard to Child protection procedures through this policy

All staff, including supply staff, must follow the reporting procedures, as follows, when reporting any child protection concerns:

- Staff must ensure the child is in a safe place and in receipt of support
- Staff must make an immediate verbal report to the DSL/DDSL to alert them to the safeguarding/Child protection concern
- Staff must make a written report using the school's electronic record-keeping process (CPOMS) within 24 hours
- Staff must ensure the time and date of the incident is recorded
- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place, and any actual words or phrases used by the child
- A body map will be used to record any injuries seen or reported by the child
- Staff must sign and date the report, giving details of their role within school
- The DSL will record actions taken on receipt of the report, alongside any outcomes achieved
- The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on the next steps
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Through our Attendance Policy, we have a robust system for monitoring attendance, and will act to address absenteeism with parents/carers and students promptly and identify any safeguarding issues arising. The school operates a first day text alert system, and has robust procedures in place regarding attendance and punctuality, which are clearly explained in the Parent Handbook and relevant policies

All children attending our school are required to have a minimum of two identified emergency contacts any student whose absence is causing concern, and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the Buckinghamshire CME Protocol. Any absence of a student who is currently subject to a Child Protection or Child in Need Plan, is immediately referred to their social worker

Parents/Carers inform School if there are any changes to a child's living arrangement. Wycombe High School has a mandatory duty to inform the Local Authority, via the First Response Team, if a Child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

All staff, parents/carers and children are made aware of the school's escalation process, which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL, as information will only be shared on a need-to-know basis.

The management of all hiring of school facilities outside of school hours has been contracted to SchoolsPlus Limited. The terms of the SchoolsPlus contract reflects the school's continuing responsibility for safeguarding those using the site outside of normal school hours, and ensuring the suitability of adults working with children on the school site at any time.

the school operates Safer Recruitment practices. Trustees ensure that staff who are involved in the recruitment process have received safer recruitment training. Robust procedures are in place in order to prevent and deter people who are unsuitable work with children, from applying or being employed by the school

Allegations against members of staff, supply staff, trustees, volunteers and contractors, are referred to the Local Authority Designated Officer (LADO)

Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation

Children are encouraged to share any concerns or worries with Staff, and are regularly reminded about this via Teams posts, assemblies, tutor time activities, and in PSHEE lessons

RECORD-KEEPING & RETENTION OF RECORDS

When a disclosure of abuse, or an allegation against a member of staff, supply staff, trustee, volunteer or contractor has been made, no matter how low-level, the school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our Records Retention Policy and Data Protection legislation. Records should include:

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

There is a statutory requirement for the school to pass any child protection records to the student's next School. This must take place within five days of the first day of term, or within five days of an in-year transfer. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files, using a secure method. No records should be maintained within the school once the files have been transferred.

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

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

ALTERNATIVE PROVISION

When a child is accessing an alternative provision, the school remains responsible for the safeguarding of that child. It will ensure that the provision has secure and robust safeguarding arrangements in place and meets the needs of the child. A member of staff, from school, will regularly visit the provision and meet with the child to hear their voice and ensure regular attendance.

CONFIDENTIALITY

We recognise that all matters relating to child protection are confidential.

The Headteacher or DSL/DDSL(s) must only disclose personal information about a student to other members of staff on a need-to-know basis.

Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the DSL/DDSL and securely stored in the designated location within the school, separate from the student records.

All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety, wellbeing, or the wellbeing of another, as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them, and therefore need to know.

We will always try to share our intention to refer a child to social care (First Response) with their parent/ carer's consent, unless to do so would put the child at greater risk or harm, or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR Data Protection Act 2018 must not be a barrier for sharing information regarding safeguarding concerns, in line with Working Together.

Government guidance link: [Information sharing: advice for practitioners \(publishing.service.gov.uk\)](https://publishing.service.gov.uk).

RECOGNISING ABUSE, NEGLECT AND EXPLOITATION

In the event of a child disclosing abuse, staff must:

- refer to the following guidance: "What to Do if You're Worried a Child is Being Abused" [Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- listen to the child, allowing the child to tell you what has happened in their own way and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally
- not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED – Tell, Explain, Describe
- make an accurate record of what they have seen/heard using the school's record-keeping processes, recording times, dates or locations mentioned, using as many words and expressions used by the child as possible. Staff must not substitute anatomically correct names for body part names used by the child
- reassure the child that they did the right thing in telling someone
- explain to the child what will happen next, and the need for the information to be shared with the DSL/DDSL
- in the unlikely event a DSL/DDSL is not available, share their concerns with the most senior member of staff
- **if there is immediate risk of harm to a child, NOT DELAY, and ring 999**
- ensure the child is monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

Following a report of concerns, the DSL/DDSL must:

- decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police, if that is appropriate, referring to the guidance, "When to Call the Police" www.npcc.police.uk. The rationale for this decision should be recorded by the DSL
- ensure that the school try to discuss any concerns about a child's welfare with parents/carers first and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk, or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL/DDSL should clarify with first Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account

- if there are grounds to suspect a child is suffering, or is likely to suffer significant harm, contact First Response by telephone immediately, in the first instance, and then complete the Multi-Agency Referral Form (MARF)
- if the child is in immediate danger and urgent protective action is required, call the police and/or ambulance via 999. The DSL/DDSL must then notify First Response of the occurrence, what action has been taken, and to take advice about informing parents/carers.

MULTI-AGENCY WORKING

Wycombe High School knows what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and, as required, will contribute to multi-agency working, in line with the statutory guidance, “Working Together to Safeguard Children” [Working Together to Safeguard Children2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/65662/working-together-to-safeguard-children-2018.pdf)

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

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

Wycombe High School will allow access for, and work with, children’s social care to conduct or consider whether to conduct a Section 17 or Section 47 assessment.

If, following a referral, the situation is not improving for the child, the DSL/DDSL will following the escalation process.

SUPPORTING STAFF

We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL, and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme or Trade Union, as appropriate.

SAFER RECRUITMENT

Wycombe High School follows the guidance as set out in Keeping Children Safe in Education 2024 together with the information provided by the Bucks Safeguarding Children Partnership to ensure that all the appropriate checks have been carried out on new staff, supply staff, trustees, volunteers and contractors. [LADO - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk/)

ALLEGATIONS AGAINST STAFF, SUPPLY STAFF, TRUSTEES, VOLUNTEERS & CONTRACTORS

At Wycombe High School we have our own procedures for managing concerns and/or allegations against those working in school, to include staff, supply teachers, trustees, volunteers and contractors. All allegations against staff should be reported directly to the Headteacher or, in their absence, the most senior member of staff, who will, in accordance with KCSiE, determine whether the allegation is a low-level concern or an allegation that reaches the threshold of harm and requires LADO involvement. Staff should report any concerns, including “nagging doubts”, in line with the school’s safeguarding culture, policy and expectation that safeguarding is everyone’s responsibility.

KCSiE 2024 Part 4 contains comprehensive guidance covering the two levels of allegations/concern:

- allegations that **may meet** the harms threshold
- allegations/concerns that **do not meet** the harms threshold – referred to for the purpose of this guidance as “low level concerns”.

A low-level concern is any concern – no matter how small, and even in no more than causing a sense of unease or a “nagging doubt” – that an adult working in or on behalf of the School or College may have acted in a way that:

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

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

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

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Low level concerns may arise in several ways and from a number of sources. For example: suspicion, complaint or disclosure made by a child, parent or other adult within or outside of the organisation or as a result of vetting checks undertaken.

All school staff, supply staff, trustees, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children parents/carers to be conducted in view of other adults. There must be no one-to-one contact between staff and students which is not “open to the casual observer”.

We understand that a student may make an allegation against a member of staff, supply staff, trustee, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher, or the most senior member of staff if the Headteacher is not present. If the allegation is made against the Headteacher, the Chair of the Trust Board must be informed.

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

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

The Headteacher/senior member of staff (or Chair of the Trust Board where the allegation is in reference to the Headteacher) must, on all occasions where the allegation meets the threshold for harm, immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The Headteacher/senior member of staff must:

- follow all advice given by the LADO throughout the investigation process, including how to manage the person against whom the allegation is made, as well as supporting other staff, supply staff, trustees, volunteers and contractors within the workplace
- follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation
- ensure feedback is provided to the LADO about the outcome of any internal investigations.

The school has a Conduct & Discipline Policy based on the local safeguarding procedures for managing allegations against staff. Supply agencies provide an agreement to the school to confirm that supply staff have participated in safeguarding training covering “Managing Allegations Against Staff”. Volunteers sign an agreement to abide by school policies, which include the “Code of Conduct for Adults Other Than Teachers Working with Students”.

If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.

Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. If a suspension is made, restrictions will apply to all staff, supply staff, trustees, volunteers and contractors regarding contact with them whilst they are suspended, including contact via social media, such as Facebook or Twitter.

The management of all hiring of school facilities outside of school hours has been contracted to Schools Plus Limited. Section 3 of Schools Plus’ Operating Procedure is designed to fulfil their Safeguarding Policy, and requires that people (hirers) with repeated responsibility for children are DBS-checked and the DBS information is recorded. The school liaises with Schools Plus Limited in managing allegations against their (Schools Plus) Staff and, where necessary, their suspension from school premises.

Should an individual member of staff, supply staff, trustee, volunteer or contractor be involved in child protection, other safeguarding procedures or police investigations in relation to abuse, neglect and exploitation, they must immediately inform the Headteacher. In these circumstances, the school will need to assess whether there is any potential for transfer of risk to the workplace and the individual’s own work with children.

WHISTLEBLOWING

We have a Whistleblowing Policy, which can be found in our Policies folder. Staff are required to familiarise themselves with this document during their induction period and at the beginning of every academic year.

All Staff must be aware of their duty to raise concerns about unsafe practice or the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of the Trust Board.

Low-level concerns

At Wycombe High School, all staff know they have a responsibility to share any concerns, no matter how small, about any adults working in school to the Headteacher or DSL. Staff are made aware of what a low-level concern might look like using the examples from KCSIE. All reports will be dealt with effectively and recorded, enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns.

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 the DfE’s Guidance “The Use of Reasonable Force, Advice for Headteachers, Staff & Governing Bodies” July 2013 [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/attachmentes/attachment_data/file/261242/Use_of_Reasonable_Force_Advice_for_Headteachers_Staff_and_Governing_Bodies_July_2013.pdf). This policy states that staff may only use “reasonable force”, meaning no more force than is needed, to prevent students from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

ANTI-BULLYING

Wycombe High School has an agreed definition of bullying. We have an Anti-Bullying Policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This policy is available to all staff, parents and students. The policy is written in language that is accessible to students. Staff, students and parents are made aware of how mobile technologies are increasingly being used to bully children, both in and outside the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

DISCRIMINATORY INCIDENTS

It explains positive action, individual and collective roles and responsibilities, and the serious nature of discrimination, harassment or victimisation. All incidents will be taken seriously, and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

HEALTH & SAFETY

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

Part of the safeguarding measures we have in place include the safe “dropping off” and collection of students at the start and end of the school day. This information is shared with all parents, in writing, at the beginning of every academic year, and reiterated at regular intervals.

Students in years 7 to 11 who leave the site during the school day, do so only with the written permission of a parent, and are collected by an authorised Adult where appropriate. The school requires parents to confirm whom they have authorised to collect the student.

The school is open to students from 8.00am to 6.00pm. Barriers and pedestrian gates are in place to help control who comes onto the school site, and restrict the volume of traffic.

Supervised study is available each weekday after School until 5.55pm. Parents are expected to collect their children promptly at 6.00pm.

For health and safety, safeguarding and insurance reasons, we do not have students on-site outside these times, or in any other location, unless they are involved in an organised activity that is directly supervised by a member of staff.

Our school site is secure. Staff routinely patrol the school site at break and lunchtime every day, and a member of staff is on gate duty before and after school every day. We have increased CCTV coverage on-site, and regular perimeter checks take place.

In the event of a student going missing during the course of the school day, we will carry out immediate checks to ensure the student is not on-site. We will then make contact with the student’s parents/carers and inform the Police.

When the school is hired out to a third-party provider, we ensure they have appropriate arrangements in place to keep children through the sight of their child protection and safer recruitment procedures.

At Wycombe High School, we ensure that we are aware of the content of materials used by any visiting speakers, prior to their visit.

PREVENT DUTY

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

All school staff and trustees have completed Prevent training, and we have training logs to evidence this.

We have in place, and monitor, appropriate web-filtering systems.

The DSLs and Senior Leaders are familiar with their duties under the Prevent Duty Guidance [Revised Prevent duty guidance: for England and Wales \(2015\) - GOV.UK \(www.gov.uk\)](#).

ONLINE SAFETY

All staff are aware of the school policy for online safety, which sets out our expectation relating to:

- creating a safer online learning environment
- giving everyone the skills, knowledge and understanding to help children stay safe online, question the information they are accessing, and support the development of critical thinking
- inspiring safe and responsible use of mobile technologies, to combat behaviours online which may make pupils vulnerable, including the sending or nude or semi-nude images
- use of camera equipment, including smartphones
- what steps to take if there are concerns, and where to go for help
- staff use of social media.

Cyber bullying by children, via text, social media and email, will be treated as seriously as any other type of bullying, and will be managed through our anti-bullying procedures. This includes cyber bullying behaviours outside the school setting that impact in school, and the exchange of images under threat or through coercion.

School staff are aware of the risks posed by children in the online world – in particular, non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

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

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

Wycombe High School has online filtering and monitoring systems in place to ensure children are safeguarding from potentially harmful online material. These systems are regularly monitored.

The school will follow the advice, as given by the Government, to advise and support children with any online learning taking place at home to ensure this is done so safely.

We have a mobile phone procedure which sets out the acceptable use of mobile technologies by students whilst on-site. This includes sanctions which will be applied when these boundaries are not adhered to.

Visitors to our school are respectfully requested to turn their mobile phones off, and not use them whilst on the school site, unless for business reasons relating to their presence on site, or in exceptional circumstances.

Staff use of mobile technology whilst on-site is set out in the ICT Acceptable Use Policy.

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

All staff have an understanding of the expectations, roles and responsibilities with regards to online filtering and monitoring

SENDING NUDE OR SEMI-NUDE IMAGES

Sending nude or semi-nude images is one of a number of “risk-taking” behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries, and therefore the risks associated with “online” activity can never be completely eliminated. Further advice and guidance can be found here: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-Children-and-young-people>.

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

Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for Wycombe High School. We will use the guidelines for reporting incidents, as set out in the link above. The DSL/DDSL will inform Parents/Carers of any incidents.

CHILD-ON-CHILD ABUSE, INCLUDING SEXUAL VIOLENCE & SEXUAL HARASSMENT

Wycombe High School believes that all children have a right to attend school and learn in a safe environment, free from harm by both adults and other students. We recognise that some safeguarding concerns can occur via child-on-child abuse.

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

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

- bullying (including cyber bullying)
- racial abuse
- physical abuse, such as hitting, hair-pulling, shaking, biting, or other forms of physical harm
- sexual violence or sexual harassment
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party [Harmful sexual behaviour \(HSB\) or peer-on-peer sexual abuse | NSPCC Learning](#)
- abuse related to sexual orientation or identity
- sending nude or semi-nude images (consensual and non-consensual)
- upskirting and initiation/hazing type violence and rituals
- emotional abuse
- abuse within intimate partner relationships

All staff should be able to reassure victims that they are being taken seriously, and that they will be supported and kept safe. Incidents of child-on-child abuse must be reported to the DSL/DDSL, who will refer to the appropriate agencies as required.

The following will be considered when dealing with incidents:

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

- How to best support and protect the victim and alleged perpetrator, as well as any other children who may have been involved or impacted
- Risk assessments and safety planning will be created in conjunction with external professionals.

In order to minimise the risk of child-on-child abuse taking place, as a school we must:

- deliver RSE/PSHEE, to include teaching students how to keep safe and understanding what acceptable behaviour looks like
- ensure that students know that all members of staff will listen to them if they have concerns, and will act upon them
- have systems in place for any student to be able to voice concerns
- develop robust risk assessments, if appropriate
- refer to any other relevant policies when dealing with incidents, such as the Behaviour Policy and/or the Anti-Bullying Policy.

We recognise that “upskirting” involves taking a photograph under an individual’s clothing without their knowledge. We understand that it causes the victim distress and humiliation, and that any gender can be a victim. Staff recognise that upskirting is a criminal offence and must promptly report any such incidents to the Headteacher, DSL/DDSL, or most senior member of staff.

Reference will be made to the following Government guidance and Part 5 of Keeping Children Safe in Education 2024 to ensure that all Staff have an understanding of the serious nature of sexual violence and sexual harassment between children in Schools. The school ensures that it keeps up with current legislation and practice, referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance.

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally), and can take place inside or outside of school. As set out in part 5 of the KCSiE 2024, all Staff maintain an attitude of “it could happen here” and “it is never acceptable”.

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

All victims will be reassured that they are being taken seriously, and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report, or that they are creating a problem for the school. Support will be given to both victims and perpetrators, as required.

CULTURAL ISSUES

As a school we are aware of the cultural diversity of the community around us, and work sensitively to address the unique culture of our Students and their families as they related to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent/carer or wider community.

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

SO-CALLED “HONOUR” BASED ABUSE

Staff at Wycombe High School understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and so-called honour-based abuse to the Police, and they will do this with the support of the DSL [FGM Mandatory Reporting - procedural information nov16 FINAL.pdf \(publishing.service.gov.uk\)](#).

The school is aware of the need to respond to concerns relating to forced marriage, and understand it is illegal, a form of child abuse, and a breach of children's rights. We recognise some students, due to capacity or additional learning needs, may not be able to give an informed consent, and this will be dealt with under our child protection processes. Wycombe High School Staff can contact the Forced Marriage Unit if they need advice or information – 0207 008 051 or fm@fco.gov.uk.

We are aware of the signs of FGM [Female Genital Mutilation - Prevent & Protect | NSPCC](#).

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

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

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

CONTEXTUAL SAFEGUARDING & EXTRA-FAMILIAL HARMS

Contextual safeguarding is an approach to understanding and responding to children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding – these concepts refer to harms that occur outside of the family system, including harmful online contact.

At Wycombe High School, all staff recognise that students may encounter safeguarding incidents that happen outside of school, and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies, in order to support and protect the student(s).

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

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

In such cases, the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found here: [Contextual Safeguarding Research Durham University](#).

SERIOUS VIOLENCE

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

At Wycombe High School, we are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experience child maltreatment, and having been involved in offending, such as theft or robbery. School will take appropriate measures to manage any situations arising. [Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](#).

DOMESTIC ABUSE

All staff recognise that children can witness, and be affected by, domestic abuse that occurs within their home between family members. They may also experience abuse within their own intimate relationships, referred to as “teenage relationship abuse”, and can suffer long-lasting emotional and psychological effects. Staff will report any concerns using the school’s safeguarding procedures.

CHILDREN WHO NEED A SOCIAL WORKER (CHILD PROTECTION & CHILD IN NEED PLANS)

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

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

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

The Virtual School lead the support for this cohort of children, and Wycombe High School will work in partnership with them and the Local Authority to improve outcomes for these children.

MENTAL HEALTH

Wycombe High School has a Mental Health Lead who works with the DSL team, Heads of House and Year, Student Support, School Nursing Team and a team of School-based Counsellors, to provide advice, support and guidance.

At Wycombe High School, we are aware that mental health problems can be an indicator that a child has suffered, or may be at risk of suffering, abuse, neglect or exploitation.

Staff recognise that traumatic, adverse childhood experiences can have lasting impact throughout a child’s life, and this can impact on mental health, behaviour and education.

Staff will report any mental health concerns linked to a safeguarding concern to the DSL/

Where there are concerns for a child’s mental health, Wycombe High School will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem. [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/mental-health-and-behaviour-in-schools.pdf).

LOOKED AFTER CHILDREN (LAC)

Wycombe High School has a named Designated Teacher (DT) who is responsible for promoting the education, achievement and wellbeing for LACs and previously LACs.

The DT works closely with the DSL to ensure that any safeguarding concerns are responded to quickly and effectively, and are shared with the appropriate agencies.

The Virtual School, which is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

CHILDREN WITH FAMILY MEMBERS IN PRISON

Children who have a parent in prison are at risk of poor outcomes, including poverty, stigma, isolation and poor mental health. The School will access support for any affected children through the National Information Centre on Children of Offenders (NICCO), who can provide information designed to support professionals working with offenders and their children. [NICCO](#)

HOMELESSNESS

Wycombe High School recognises that being homeless, or being at risk or becoming homeless, presents a real risk to a child's welfare and that some 16- and 17-year olds could be living independently from their parents or carers. If there are indicators that a family or individual are at risk, the school will see timely support from the Local Authority.

MODERN SLAVERY & THE NATIONAL REFERRAL MECHANISM

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality, and the removal of organs. If the school is concerned that a child is being affected by modern slavery, it will refer to the Home Office guidance for further information on the indicators that someone may be a victim, what support is available to victims, and how to refer them to the NRM, whilst also seeking support from the Local Authority. [Modern Slavery: Statutory Guidance for England and Wales \(under s49 of the Modern Slavery Act 2015\) and Non-Statutory Guidance for Scotland and Northern Ireland \(publishing.service.gov.uk\)](#)

ALLEGATIONS AGAINST STUDENTS

If an allegation is made against a student, the school will follow the procedures in the Behaviour Policy with regards to sanctions that may need to be applied.

Where there is a risk of significant harm, a child-on-child referral will be made to children's services for either the victim, the perpetrator, or both.

If it is necessary for a child to be interviewed by the police, or other authorities, the school will ensure that the parents/carers are informed as soon as possible, following advice from external agencies, and that the child is supported by an appropriate adult during the interview. The safety and welfare of the child will always be carefully considered by the school.

POLICY REVIEW

The Trust Board is responsible for ensuring the annual review of this policy. The date the next review is due is on the front cover of this policy.

Wycombe High School Academies Trust

SAFEGUARDING & CHILD PROTECTION POLICY

APPENDIX 1

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

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

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

CATEGORIES OF ABUSE

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

PHYSICAL ABUSE

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

EMOTIONAL ABUSE

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

SEXUAL ABUSE

Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex), or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 caregivers)
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

EXPLOITATION

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

CHILD SEXUAL EXPLOITATION (CSE) & CHILD CRIMINAL EXPLOITATION (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

COUNTY LINES

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK – no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

EXTREMISM

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

HARMFUL SEXUAL BEHAVIOUR (HSB)

Children's sexual behaviour ranges from normal and developmentally expected, to inappropriate, problematic, abusive and violent. The inappropriate, problematic, abusive and violent behaviour can cause developmental damage, and is referred to as "Harmful Sexual Behaviour" (HSB).