



**Dorney School**  
**Child Protection Policy**  
**2025-26**

*Respect Collaborate Grow*

## Document Control

<b>SLT Lead (Name)</b>	<b>Mr Lennon</b>
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## 1. Contacts

### School contacts

<b>Safeguarding Team</b>	<a href="mailto:safeguarding@dorneyschool.co.uk">safeguarding@dorneyschool.co.uk</a>
<b>Headteacher</b>	Mrs S Lee
<b>Designated Safeguarding Lead (DSL)</b>	Mrs S Lee
<b>Deputy Designated Safeguarding Lead</b>	Mrs S West
<b>Deputy Designated Safeguarding Lead(s)</b>	Mrs L Whitrod
<b>Prevent Lead</b>	Mrs s Lee
<b>Nominated Safeguarding Governor</b>	Tbc
<b>Nominated Safeguarding Trustee</b>	Mr A Frith
<b>Chair of Governors</b>	Mr Stephen Baker
<b>Whistleblowing Governor</b>	Mr Stephen Baker

## 2. Contacts in The Local Authority

<p><b>Education Safeguarding Advisory Service</b></p> <p>ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.</p>	<p>01296 387981</p> <p><a href="mailto:Secure-esasduty@buckinghamshire.gov.uk">Secure-esasduty@buckinghamshire.gov.uk</a></p>
<p><b>First Response Team (aka MASH) (including Early Help, Channel)</b></p> <p>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.</p>	<p>01296 383962</p> <p>Out of hours 0800 999 7677</p> <p><a href="mailto:Secure-cyp.firstresponse@buckinghamshire.gov.uk">Secure-cyp.firstresponse@buckinghamshire.gov.uk</a></p>
<p><b>Local Authority Designated Officer (LADO)</b></p>	<p>01296 382070</p>

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	<a href="mailto:Secure-lado@buckinghamshire.gov.uk">Secure-lado@buckinghamshire.gov.uk</a>
<a href="#">Bucks Family Information Service</a> Information for families on a range of issues including childcare, finances, parenting and education	01296 383293
<a href="#">Buckinghamshire Safeguarding Children Partnership</a> (BSCP) Procedures, policies and practice guidelines	
<a href="#">Schools Web</a> School bulletin, Safeguarding links, A-Z guide to information and services	
<b>Buckinghamshire Council School Improvement and Traded Delivery Manager</b>	01296 382461 <a href="mailto:Yvette.thomas@buckinghamshire.gov.uk">Yvette.thomas@buckinghamshire.gov.uk</a>
<b>Thames Valley Police</b>	101 (999 in case of emergency)
<b>Slough Children's Services</b>	01753 875591/690898
<b>Royal Borough of Windsor and Maidenhead Children's Services</b>	01628 683150

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

- Anti-bullying
- Attendance
- Behaviour Code of Conduct/Student Matters (including the use of reasonable force)
- Looked After Children
- Complaints
- Equalities
- GDPR – includes reference to photography/images
- Lettings
- SEN/Inclusion
- Health & Safety
- Supporting Students with Medical Conditions
- E-Safety – includes use of social media
- Mobile Phone
- Staff Code of Conduct (Safe Working Practices) – includes reference to photography/images & use of social media and Use of Reasonable Force
- RSE
- Whistleblowing
- Safer Recruitment
- Educational Visits and Journeys (Trips)

### 3. 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. 'Staff' includes all employees of the school/trust and any other adults engaged in school business who are directly recruited by the school/trust whether paid or unpaid.

### 4. Introduction

At Dorney 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, governors, members and trustees, supply staff and volunteers to share this commitment. Every member of the school community is responsible for contributing to a positive culture of safeguarding.

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

This policy has been developed in accordance with 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/272023/Working_together_to_safeguard_children_-_2018.pdf)
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges - [Keeping children safe in education 2025 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92644/Keeping-children-safe-in-education-2025.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/272023/Information-sharing-advice-for-safeguarding-practitioners-2018.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/272023/Children-missing-education-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/272023/Prevent-Duty-Guidance-2015.pdf)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/272023/Equality-act-2010-guidance-2010.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/272023/What-to-do-if-youre-worried-a-child-is-being-abused-2015.pdf)

- Statutory guidance on FGM [Multi-agency Statutory Guidance on Female Genital Mutilation](#)
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

Clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 157 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.

The Governing Body understands its duties under Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

Governors and 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**.

All staff are required to read and adhere to the **Staff Code of Conduct (Safe Working Practices)**.

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 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, governors, members and 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 Dorney 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 Code of Conduct (Safe Working Practices)**.

To ensure that all staff understand the processes in place to manage an allegation against a staff member, governor or volunteer.

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 from the school office.

## 5. Responsibilities

All staff, supply staff, volunteers, visitors, governors, contractors, members and trustees 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 the Designated Safeguarding Lead (DSL) or, in their absence, to the Senior Deputy DSL or any other member of the Safeguarding Team. In the absence of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity.

Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.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 Governing Body and Board of Trustees understands and fulfils its safeguarding responsibilities.

It must:

Ensure that the Headteacher and the DSL create and maintain 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. This includes through meetings of the DSL and Safeguarding Governor, reporting to the Trustees and meeting with all DSLs in the Trust and the Safeguarding Trustee at least annually.

Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The roles and responsibilities of the DSL and Deputy DSLs are made explicit in those post-holders' job descriptions. 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 2 years, 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 governing body and board of trustees to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced 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 Trust and school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHCE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children understand how to keep themselves safe.

Ensure that school is following the statutory RSE guidance – [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

Ensure safe and effective recruitment policies and disciplinary procedures are in place.

Ensure resources are allocated to meet the needs of pupils requiring Child Protection or early intervention.

Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.

It is the duty of the Chair of Governors 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/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

The Governing Body must ensure that procedures are in place to manage, record and escalate as appropriate safeguarding concerns of allegations against staff, supply staff, governors, 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 four of [Keeping children safe in education \(publishing.service.gov.uk\)](#) must be followed if there were any such concerns.

The Governing Body 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 accommodated 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 Governing Body must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Body 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 Governing Body has a statutory duty to appoint a Nominated Governor for safeguarding. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

- Work with the DSL 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 Governing Body and Trustee 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 assure an audit of the staff files is completed.
- 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:

[Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](#)

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

The Board of Trustees and Governing Body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child in accordance with the Trust GDPR policy.

We have a Designated Safeguarding Lead (DSL) 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 any 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 recording and recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.

Ensuring all child protection records are held separately from pupils' educational records.

Maintaining the record for staff safeguarding training.

Ensuring that the safeguarding team contact details are available on the website and that the contact details and photos are displayed in prominent areas around the school.

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. At DORNEY SCHOOL the Deputy Headteacher with responsibility for IT systems will work collaboratively with the DSL to maintain effective IT management systems.

Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised.

Having responsibility to ensure that cover is arranged outside of term-time during working hours with the expectation that all meetings in school holidays are attended including those convened at short notice.

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 Governing Body detailing how the school delivers on its safeguarding responsibilities and any child protection issues within the school. The Trustees and Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.

Meeting at least once a term with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings. The Headteacher will be provided with up-to-date information of any issues by the DSL.

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 guidance, When to call the police [2491596 C&YP schools guides.indd \(npcc.police.uk\)](#) 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, Annex 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, which may be 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 \(www.gov.uk\)](#) 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. This can also be found as part the school's Code of Conduct and Behaviour Management Policy.

## 6. Procedures

Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, “**Working Together to Safeguard Children**” [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#),

“**Keeping Children Safe in Education**” [Keeping children safe in education \(publishing.service.gov.uk\)](#) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#).

Dorney School procedures are detailed in the appendices to this document and are reviewed at least annually. Further clarification of these procedures should be sought from the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) at the school.

Dorney School’s unique community is diverse and this is what makes the school particularly special. Due to its diversity DORNEY SCHOOL recognises that its community holds a range of beliefs and celebrates a range of cultures which are highly valued. DORNEY SCHOOL also believes that the welfare and safeguarding of every student is paramount and its community will challenge anything it considers to be out of the norm. Safeguarding takes precedence when there are any child protection concerns. Historically, Slough Local Authority has battled with issues of child sexual exploitation. In addition, there is also a historic gang culture in some areas of Slough and increasing incidents of knife crime. These matters are raised in school routinely and the staff considers these risks alongside other safeguarding issues when dealing with and supporting our students.

In addition to seeking advice from social care teams (often also known as Children’s Services) in the local authority where a pupil resides, DORNEY SCHOOL will also seek advice and guidance from Buckinghamshire Council’s Education Safeguarding Advisory Service (ESAS), who work to develop and support safeguarding in Buckinghamshire schools. This service works in conjunction with Buckinghamshire Council’s Children’s Services and social care teams.

We will ensure:

Visitors are:

- Clearly identified with visitor lanyards.
- Met and directed by school staff/representatives.
- Signed in and out of the school premises by school staff.
- Given a safeguarding leaflet to read 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 pupils 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, Part 5 and Annex B 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.

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 a written report using the school record keeping process (CPOMS) as soon as possible and without delay;

- **Staff must alert the DSL or a deputy DSL verbally that a report is about to be made or has been made; this is to ensure the DSL/DDSLS reviews it as soon as possible. This verbal alert must be made without undue delay.**
- All reports must be made using CPOMS (see Appendix 1 also)
- Staff must ensure the time and date of the incident is recorded (this is automated on CPOMS)
- 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
- Use a body map to record any injuries seen or reported by the child
- CPOMS will record the reporting staff's name and date and details of their role within school
- The Safeguarding Team will record when the report was actioned (automatically recorded by CPOMS) and what action was taken alongside any outcomes achieved
- The DSL or deputy DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps
- In the event that CPOMS cannot be accessed (including daily supply staff) a written report must be provided to a member of the Safeguarding Team, in addition to verbally advising the Safeguarding Team of the concern

Through our **Attendance Policy**, we have a robust system for monitoring attendance and will act to address absenteeism (including unexplainable and/or persistent absence) with parents/carers and pupils promptly and identify any safeguarding issues arising. This involves sending text messages to the parents of absent students, where the absence has not already been advised. See Attendance Policy for full details.

All children attending our school are required to have a minimum of two identified emergency contacts.

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

Any absence of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.

Dorney School has a mandatory duty to inform the local authority, via the First Response Team, if they become aware that a child under the age of 16 years old is living 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, via staff training, the school website and pastoral procedures explained to students, which can be activated in the event of concerns not being resolved after the first point of contact.

Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up-to-date **Child Protection Policy** of any organisation hiring the school's facilities.

The school operates **Safer Recruitment** practices. Governors and 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 to work with children, from applying or being employed by the school.

Allegations against members of staff, supply staff, governors, members and trustees, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO) as appropriate and there is a low-levels concerns record held securely for concerns which do not meet the LADO's threshold, but which the Headteacher deems necessary to record.

Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation. All staff employed by the Beeches Learning and Development Trust undergo an appropriate DBS check in accordance with Keeping Children Safe in Education.

Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies, and information displayed around the school. The Safeguarding Team is identified through their photographs being displayed around the school.

## **7. Record-Keeping and Retention of Records**

When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, no matter how low level, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping 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 our school to pass any child protection records to the pupil's next school. This must take place within 5 days of the 1<sup>st</sup> day of term or within 5 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 pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil 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.

We record low level concerns regarding staff, governors and volunteers and review them regularly to look for patterns, escalation or increase in frequency of concerns and take appropriate action as required.

## **8. 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.

DORNEY SCHOOL will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff).

DORNEY SCHOOL will always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements.

Alternative Provision DFE statutory guidance

[Alternative provision - GOV.UK](#)

and

Education for children with health needs who cannot attend school - GOV.UK ([www.gov.uk](http://www.gov.uk)) – DFE statutory guidance.

[Education for children with health needs who cannot attend school - GOV.UK](#)

## **9. Confidentiality**

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

The Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil 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 Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.

All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that 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 undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of 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:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

## 10. 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://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67111/what-to-do-if-youre-worried-a-child-is-being-abused.pdf)

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.

Do 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.

Staff must explain to the child what will happen next and the need for the information to be shared with the Safeguarding Team.

In the unlikely event the DSL and the deputy DSL are not available, staff are aware they must share their concerns with the most senior member of staff.

**If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**

The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

Reporting systems for children:

At Dorney School children are made to feel safe and secure to share any concerns that they may have and know the systems in place for making any such report.

Children are regularly reminded they can speak to any member of staff and are told which members of staff make up the Safeguarding Team; their photographs are displayed around the school.

Following a report of concerns the DSL must:

Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, [When to call the police, 2491596 C&YP schools guides.indd \(npcc.police.uk\)](#) The rationale for this decision should be recorded by the DSL.

School must try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain informed consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views must also be taken into account.

If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in 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, the police and/or ambulance must be called, via 999. The DSL must notify First Response/relevant Social Care of the occurrence, what action has been taken and to take advice about informing parents/carers.

If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

## **11. Multi-agency working**

Dorney 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'.

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

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

Dorney School will allow access for and work with children's social care to conduct or consider whether to conduct as section 17 or section 47 assessment.

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

## **12. 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. Staff should consult the Staff Wellbeing policy for further details.

### 13. Safer Recruitment

Dorney School follows the guidance as set out in the KCSIE 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 and volunteers. This includes DBS checks at the level appropriate for the post and the work being carried out. See separate policy - Safeguarding and Recruitment Policy.

[Safer Employment & the LADO \(Allegations\) - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](http://buckssafeguarding.org.uk)

### 14. Allegations against staff, supply staff, volunteers and contractors

#### (including Governors, Members and Trustees)

Here at Dorney School, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teachers, governors, members and trustees, volunteers and contractors.

KCSIE - Part four contains comprehensive guidance covering the two levels of allegations/concern:

1. allegations that may meet the harms threshold
2. allegations/concerns that do not meet the harms threshold - referred to for the purpose of this guidance as 'low level concerns'.

All school staff, supply staff, 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 or parents/carers to be conducted in view of other adults. Staff should not meet with students in a room which has no windowpane in the door or internal wall and lockdown blinds must always be open, with the exception of during a lockdown. An exception to this might be the medical room and/or hygiene room, where a risk assessment must be in place and where possible there will be at least three people present.

Any low-level concerns about an adult working with children in our school must be referred to the DSL immediately. In the DSL's absence a Deputy Headteacher or the Headteacher must be alerted without delay. If the concern relates to the DSL, the issue must be referred to the Headteacher. At DORNEY SCHOOL we keep a log of all low-level concerns; further details are available in the **Safe Working Practices/Staff Code of Conduct policy**.

We understand that a pupil may make an allegation against a member of staff, member of supply staff, 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 teacher if the Headteacher is not present. If the allegation is made against the Headteacher, the Chair of Governors must be informed.

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

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

The Headteacher/Senior Teacher/Chair of Governors (where the allegation is in reference to the Headteacher) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The Headteacher/Senior Teacher must:

Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor, member or trustee, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, governors, members and 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 will follow the local safeguarding procedures for managing allegations against staff, supply staff, governors, members and trustees, volunteers and contractors, a copy of which can be found in the Staff Handbook (Conduct and Discipline of Employees).

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. Guidance will also be sought from HR.

Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

Should an individual staff member, supply staff member, governor, member or 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 transfer of risk to the workplace and the individual's own work with children.

Where there are low level concerns recorded against a member of staff, these should be reviewed regularly, and if they are considered significant, the processes for allegations should be followed.

## **15. Whistleblowing**

We have a **Whistleblowing Policy**. Staff are required to familiarise themselves with this document during their induction period.

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 Governors.

### **Low-level concerns**

At Dorney 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, Designated Safeguarding Lead or Deputy Headteacher. Staff are made aware of what a low-level concern might look like using the examples from the KCSIE on page 106. 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.

## 16. Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our **Safer Working Practices/Staff Code of Conduct Policy** and follows the government guidance.

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## 17. Anti-Bullying

Anti-Bullying is referenced within the **Anti-Bullying Policy** and measures are 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.

## 18. Discriminatory Incidents

In line with the **Equalities Act 2010**, our **Equalities Policy** addresses all forms of discriminatory incidents. It takes into account the guidance offered by the Buckinghamshire guidance document 'Equally Safe – Dealing with Prejudice Related Incidents Guidance for Schools'.

## 19. Health and Safety

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

Part of the safeguarding measures we have in place include the safe drop off and collection of pupils at the start and end of the school day. School transport providers are permitted to enter the school site at the end of the day along with any parents collecting students with a disability, however the remainder of parents are not permitted to enter the site until after the final school transport has departed at approximately 3.45pm daily. In the morning vehicular access is permitted.

Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task. All signing in and out of Dorney School (including pupils, staff, visitors etc) is managed by the school office.

Collection of students from an extra-curricular activity or any other activity which takes place beyond the normal school day will be managed by the Group Leader and parents/carers will be informed of arrangements via email/letter and/or an Information Evening specific to that visit. See Educational Visits and Journeys policy.

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

When the school is hired out to a 3<sup>rd</sup> party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.

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

## 20. Prevent Duty

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

All school staff and governors 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 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## 21. Online Safety

All staff are aware of the school policy for **Online Safety** which sets out our expectations relating to:

- Creating a safer online learning environment,
- Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
- Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.
- Use of camera equipment, including smart phones.
- What steps to take if there are concerns and where to go for help.
- Staff use of social media as set out in the **Staff Code of Conduct**.

Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Information and guidance is available for reference on the Safeguarding and Child Protection page of our website. Where appropriate we work with partners, such as the Police, to educate students both as a prevention to any sort of bullying (including cyber-bullying) and if deemed appropriate, following a bullying (including cyber-bullying) incident.

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

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

- the **CONTENT** accessed by pupils - risks such as misinformation, disinformation, including fake news and conspiracy theories.
- their **CONDUCT** online
- who they have **CONTACT** within the digital world
- **COMMERCE** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

For further information see the **Online Safety Policy**.

Dorney School has online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material. These systems are regularly monitored, at least annually, by the DSL, , IT provider and nominated governor. A record will be kept of the reviews.

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. See Appendix.

We have a separate **Mobile Phone Policy** which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

Visitors to our school are respectfully requested to turn all mobile devices off.

Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct (Safe Working Practices)**.

All staff receive online awareness training in order to understand the risks children are exposed to. On induction and at least once per academic year.

**Additional** protocols are detailed relating to students learning from home in Appendix 12 arrangements for safeguarding and child protection at Dorney School.

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

The DfE has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

## **22. Sending nude or semi-nude images**

Sending nude images or semi-nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link below:

### [Sharing nudes and semi-nudes](#)

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

Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#) produced by the UK Council for Internet Safety. The DSL will inform parents/carers of any incidents.

## **23. Child on Child Abuse, including sexual violence and sexual harassment**

Dorney 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 pupils. 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'. At Dorney School we recognise that no reported cases of child-on-child abuse does not mean it is not happening.

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 and 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)
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & 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, 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 i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA

- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator
- 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 RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil 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/Student Code of Conduct** 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 or most senior member of staff.

Reference will be made to the following government guidance and part 5 of **Keeping Children Safe in Education 2025** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. The school ensure that they keep 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 five of the KCSIE 2025, all staff maintain an attitude of **'it could happen here'** and it is never acceptable.

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

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

Support will be given to both victims and perpetrators as required.

## 24. Cultural Issues

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

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

## 25. So-Called 'Honour' Based Abuse

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

Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. Dorney School staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)

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

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

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

## **26. Contextual Safeguarding and 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 Dorney School all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

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

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

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

Our statement on Safeguarding in Context for DORNEY SCHOOL can be found in Appendix 10 of this document.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

## **27. 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 change in well-being 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 Dorney 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 experienced 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 \(publishing.service.gov.uk\)](#)

## **28. Domestic Abuse**

All staff recognise that children who experience domestic abuse, including intimate partner abuse, referred to as 'teenage relationship abuse' in KCSIE, can suffer long lasting emotional and psychological effects. Staff also

recognise the impact on children seeing, hearing or experiencing the effects of domestic abuse. Staff must report any concerns using the school's safeguarding procedures.

### **29. Children who need a social worker (Child Protection and 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.

DORNEY 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 leads the support for this cohort of children and the Deputy Headteacher for Pastoral Care will work in partnership with them and the Local Authority to improve outcomes for these children.

### **30. Mental Health**

At Dorney 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 concern that is linked to a safeguarding concern to the DSL.

Where there are concerns for a child's mental health Dorney 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://publishing.service.gov.uk)

The Mental Health Lead at Dorney School is Mrs West. A number of members of staff at DORNEY SCHOOL have undertaken Mental Health First Aider training. Where SEMH is a Safeguarding concern, this is managed through the Safeguarding procedures outlined in this (Safeguarding and Child Protection) policy.

### **31. Looked After Children**

Dorney School has a named Designated Teacher (DT), who is responsible for promoting the education achievement and well-being for LAC and previously LAC children.

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, who 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.

### **32. 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. 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.

### 33. Homelessness

Dorney School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. If there are indicators that a family or individual are at risk, we will seek timely support from the local authority.

### 34. Modern Slavery and 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 Dorney School is concerned that a child is being affected by modern slavery they 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: how to identify and support victims - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/modern-slavery-how-to-identify-and-support-victims)

### 35. Allegations against pupils

If an allegation is made against a pupil, 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 victim, perpetrator or both.

If it is necessary for a child to be interviewed by the police, or other authorities, we will ensure that 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 us.

### 36. Use of Photography

We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. Guidelines for the use of photography at DORNEY SCHOOL are set out in our **Data Protection/GDPR policies** and **Safe Working Practices/Staff Code of Conduct**.

### 37. Appendix A

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 institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or 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. 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, 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:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) 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) and 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.

Taken from – “**Keeping Children Safe in Education**”.

### **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. Taken from “**Keeping Children Safe in Education**”

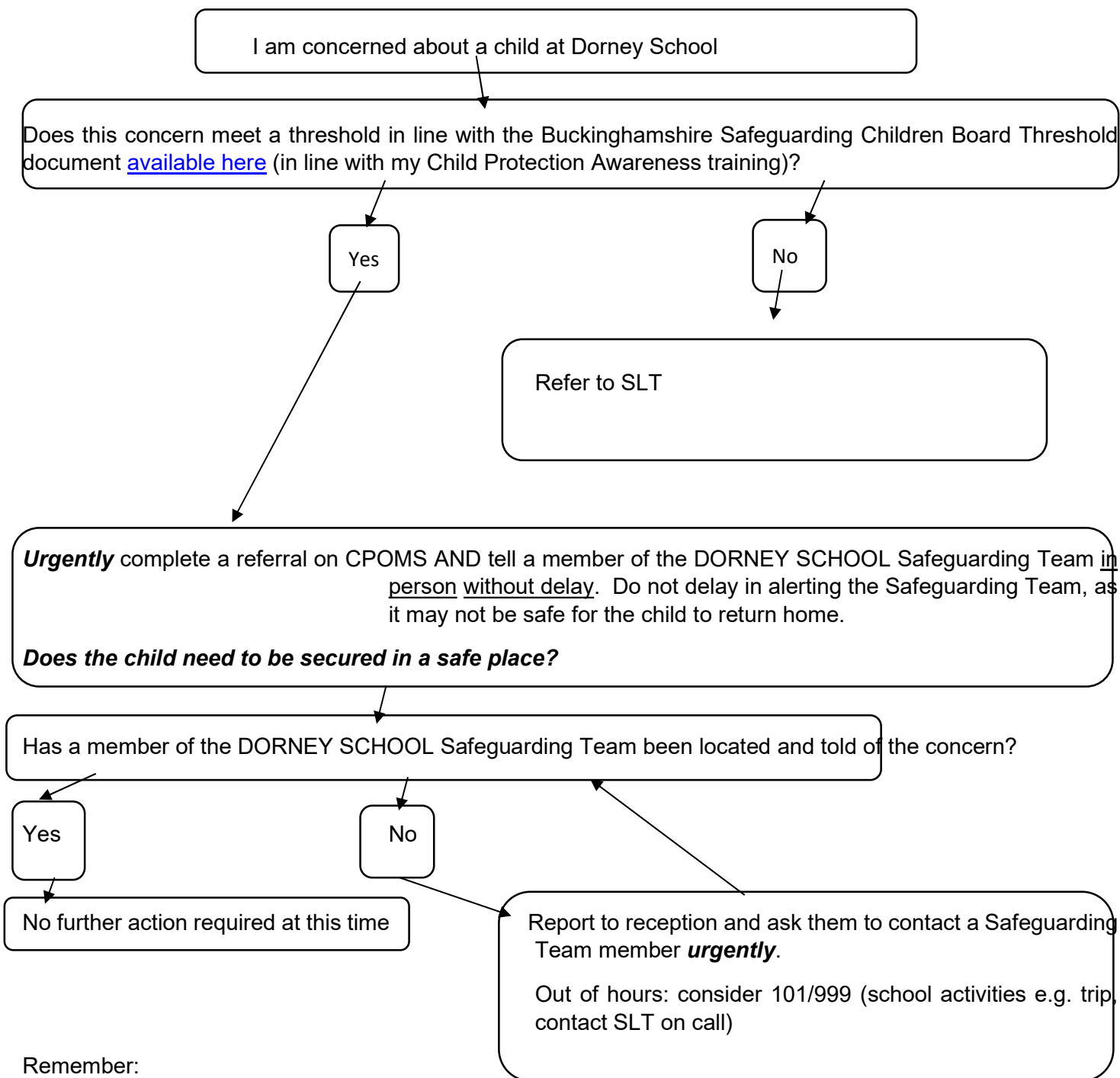
### **Extremism**

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 developmental 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).

### 38. Child Protection Concern Flowchart - Appendix 1



**Remember:**

- If you are unable to locate a member of the Safeguarding Team (e.g. out of hours), anybody can make a referral to Social Care. For a case of immediate danger dial 999.
- The Safeguarding Team may not be able to provide feedback to you about your concerns due to statutory protocols and confidentiality.
- The Welfare of the Child is Paramount.
- Everybody is Responsible!

## 39. Appendix 2

### 1. Communications

All emails sent from Dorney School will involve using a Password Protected document or email encryption (in Outlook 365), in order to maintain security from our emails, which are not secure gcsx accounts. Unfortunately, some local (non - Bucks) social care departments do not permit password protected documents to be received by their servers and therefore we will send documents to them by the means they request.

The Beeches Learning and Development Trust buys into the CPOMS Safeguarding recording package to manage child protection/safeguarding records. This is a secure access programme, which enables authorised school staff to report a concern and for authorised Safeguarding Team members to review and monitor concerns via a multiple log-in process. CPOMS is GDPR compliant. Full chronologies can be generated from the CPOMS package, which holds all details for Child Protection within the Trust's schools.

In order to track child protection and safeguarding concerns when a child changes school a letter is sent to the former school of each new starter at DORNEY SCHOOL. The office administrator will manage this. See appendix 4 – Documentation.

Ensuring that if a student, about whom there have been child protection concerns, leaves the school, concerns and school medical records are forwarded under confidential cover to the DSL at the student's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above. From 2018 this may be through use of CPOMS, as secure file transfer is a function available.

The Designated Safeguarding Lead) maintains responsibility for filing child protection records in the secure cabinet, adding documents to the secure CPOMS system.

Employees of the Trust must report any concerns using CPOMS. Employees must also find the DSL/DDSL in person without delay. Non-employees must locate (in person or via reception) a DSL/DDSL in all cases.

If the DSL/DDSL is unavailable, the employee must report to reception who will locate an appropriate person. Any adult can make a referral directly to Social Care/Children's Service at the Local Authority, however normal procedure is to do so via the DSL/DDSL. Should the occasion arise for a referral to be made without first speaking with the DSL/DDSL, the DSL/DDSL must be informed as soon as practically possible.

Copies of the following document "What to do if you are worried about a child" (DFE) are available in printed form at reception or via this link.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

#### **Identification of adults onsite**

In order to distinguish between adult visitors to the Dorney School site for whom DBS clearance is known and those for whom it is unknown visitors will be issued with one of two different coloured lanyards at reception: a yellow lanyard will be used if we have either seen an acceptable DBS check document or have received suitable confirmation that one is in place, a red lanyard will be issued if such a document has not been seen. All visitors to our school must show photographic ID at reception when signing in.

Members of staff and of the Governing Body wear green lanyards.

The Human Resources Manager/Recruitment Officer will send a Letter of Assurance to organisations who send regular adult visitors to our school and for whom we do not have a DBS check. This documentation will be kept securely, and details will be added to the Single Central File.

The DSL will write to a student's former educational establishment in the case of a student transferring to Dorney School to ensure any Child Protection files are made available to us.

The names of the DSL and DDSLs are clearly displayed around the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

### **Hearing the student's voice**

Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive. Any concerns must be referred to the DSL or DDSL immediately following DORNEY SCHOOL protocols (yellow/pink form personally handed to the DSL/DDSL, as explained during training/induction). DORNEY SCHOOL protocols generally involve the writing of a statement by students and this is likely to happen. The DSL/DDSL will then make a judgement using the BSCB Threshold Document as to the next steps. Reference will be made to the DORNEY SCHOOL Code of Conduct. The Code of Conduct refers to bullying, sexuality, transgender, e-technology etc.

### **Cultural Issues**

- Female genital mutilation (Appendix 4)
- Forced marriage
- Fasting
- Child Sexual Exploitation (CSE) – Appendix 5
- Guidance on arrangements for Muslim students during the month of Ramadan
  - Appendix 6
- Preventing Radicalisation and Violent Extremism – Appendix 3

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.

We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.

### **Homestays**

If a Beeches Learning and Development Trust school engages in any type of homestay (billeting, e.g. foreign exchange visit, sports tours homestay etc) an Enhanced DBS check with Barred List Check will be undertaken for all members of the household over age 16 any regular visitors (including those not living in the household but with parental responsibility).

## Use of Photography

We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students and will seek the permissions of both parents and student before taking or sharing any images.

As confirmed in the Data Protection Act/GDPR, our school will ensure written consent is sought from the parent or carer of any child in years 7 to 11 and from the individual themselves if they are in the Sixth form *before* any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (*for example, in a school brochure or website*) and how widely (*as part of a school's bulletin for all parents, on the child's individual development record etc*)

Due consideration will be given to the appropriateness of clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image (*such as the acceptance of an award*) in particular when additional identifiers (i.e. a school or uniform logo) are being shared.

**40. Appendix 3 - CHILD PROTECTION FILE – CHRONOLOGY**

***Used for any paper records stored, however the main Child Protection & Safeguarding records are kept in CPOMS.***

**Student's name:** \_\_\_\_\_

**This form should be kept at the front of each Child Protection file and an entry should be made for each communication or issue relating to the named individual and child protection.**

***In the instance of a telephone call being made and a message being left, an entry to this effect should be made. If it is not possible to leave a message, an entry to that effect should equally be made.***

Date	Staff	Note of communication/issue

## 41. Appendix 4

Date...

...

Designated Safeguarding Lead

Address..

Dear

**Re: CHILD NAME**

X has recently joined Dorney School and I understand he/she was previously a student at your school.

In order to ensure we have full information on this student I would be most grateful if you would confirm whether or not there are any Child Protection/Safeguarding concerns in relation to X and if so, please arrange for copies of the Child Protection file to be passed to me securely.

I can be contacted at the above address or via email [office@dorneyschool.co.uk](mailto:office@dorneyschool.co.uk) Please note this is not a secure email.

Many thanks in anticipation for your support with this matter.

Yours sincerely

**Designated Safeguarding Lead**

Date

Private & Confidential

Designated Safeguarding Lead

Dear Designated Safeguarding Lead

**Re: Child Name**

Please find enclosed a copy of the child protection file that we hold for \_\_\_\_\_ who has recently joined your school. We are sharing these files confidentially in line with the expectations of the Buckinghamshire Safeguarding Children Board.

I will be grateful if you could return a copy of this letter to confirm receipt.

Many thanks

Yours sincerely

Designated Safeguarding Lead

---

I confirm receipt of the file as detailed above.

Signed: .....

Name: .....

Date: .....

## 42. Appendix 5

### Preventing Radicalisation and Violent Extremism – appendix to Child Protection policy

#### Purpose

*Intelligence indicates that a terrorist attack in our country is 'highly likely'. Experience tells us that the threat comes not just from foreign nationals but also from terrorists born and bred in Britain. It is therefore vital that our counter-terrorism strategy contains a plan to prevent radicalisation and stop would-be terrorists from committing mass murder.* – Rt Hon Theresa May MP, Home Secretary, June 2011.

Dorney School is committed to providing a secure environment for students, where children feel safe, are kept safe and are able to develop as caring individuals. Dorney School recognises that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Our school's Preventing Extremism and Radicalisation Safeguarding appendix to the Child Protection policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, September 2016"; and specifically the resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People," information provided by the Thames Valley Police PREVENT team and the work carried out by St Francis Xavier's College in Liverpool.

#### School Ethos and Practice

When operating this appendix Dorney School uses the following accepted governmental definition of extremism which is:

“vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas”.

There is no place for extremist views of any kind in our school, whether from internal sources — students, staff or governors, or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this appendix. We also recognise that if we fail to challenge extremist views we are failing to protect our students. Therefore, at Dorney School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and are not marginalized.

Furthermore, at Dorney School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with the codes of conduct for students and for

staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-British values

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or the Buckinghamshire Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

At Dorney School we actively promote British Values through our PSHE work, which includes:

- Planning a vibrant, engaging assembly programme with core ethical values and beliefs at its heart
- A well-structured Personal, Social, Health and Education programme which includes: looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities
- A strong Religious Education programme
- Effective and well-managed School Council enabling students to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Code of Conduct so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to student safety (for example: Educational Visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)

### **Use of External Agencies and Speakers**

At Dorney School we welcome input from external agencies and speakers and whenever these are used the content of their messages to our school community is always clarified to ensure it is in keeping with the ethos of our school.

In partnership with Thames Valley Police we will deliver a programme and workshops to our students in order that they understand their role in society and the risks and prevention strategies relating to Radicalisation and Violent Extremism. They will understand the key signs to be aware of and to whom they should turn if they have any concerns.

**43. Appendix 6**

**'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors**

<b>PUSH FACTORS</b> – factors that push an individual/make an individual vulnerable to extremist messages	<b>KEY INGREDIENTS</b>	<b>PULL FACTORS</b> – factors that draw young people into extremist messages
Lack of excitement, frustration	<p><b>Teacher confidence</b> in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p>	Charismatic/confident individuals (recruiters)
Lack of sense of achievement – seen as significant 'lack of purpose'// confidence in the future, life goals	<p><b>Teacher attitudes and behaviours</b></p>	Network/sense of belonging
Lack of an outlet for views	<p>Willingness to admit you don't know</p> <p>Acknowledging controversial issues exist</p> <p>Awareness that I have a role to play</p> <p>Willingness to turn to others for help when you don't know about something</p>	Broader community views which enable or do not oppose extremism.
Gaps in knowledge or understanding of Islam – both young people and their parents	<p><b>Specific knowledge:</b></p> <p>Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')</p> <p>Knowledge of an alternative values framework</p>	
Sense of injustice		

<p>Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice</p> <p>Exclusion – lack of belonging to peer or community networks, associations etc.</p> <p>Below the line: factors that are out of scope of this study</p>	<p><b>Teaching practice/pedagogy:</b></p> <p>Boosting critical thinking (seeing through propaganda, singular messages etc.)</p> <p>Helping to see multiple perspectives</p> <p>Using multiple resources/methods</p> <p>Embedding or sustaining dialogue following specialist interventions</p> <p>Enabling students to tackle difficult issues</p> <p>Linking schoolwork to the wider community</p> <p>Drawing evidence from across the curriculum</p> <p>Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity</p>	<p>Persuasive, clear messages. Exploiting knowledge gaps.</p>
<p>Disaffection with wider societal issues</p> <p>Disruptive home life</p>	<p>Other factors</p> <p>Support from senior leaders</p> <p>Student support processes</p>	<p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities</p> <p>Sense of purpose in life</p>

#### 44. Appendix 7

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

FGM is a collective term for all procedures involving partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. Typically, it is performed on girls aged between 4 - 15 or on older girls before marriage or pregnancy. **It is illegal in the UK and it is also illegal to take a child abroad to undergo FGM. There is a maximum prison sentence of 14 years for anyone found to have aided this procedure in any way.** It is considered to be child abuse as it causes physical, psychological and sexual harm.

FGM is more common than many people realise, both across the world and in the UK. It is practised in 28 African countries and in parts of the Middle and Far East and increasingly in developed countries amongst the immigrant and refugee communities. In the UK it has been estimated that 24,000 girls under the age of 15 are at risk of FGM.

##### **Signs and Indicators to be aware of & some indications that FGM may have taken place include:**

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

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

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

## **Cultural context**

The issue of FGM is very complex. Despite the obvious harm and distress it can cause, many parents from communities who practice FGM believe it important in order to protect their cultural identity.

FGM is often practiced within a religious context. However, neither the Koran nor the Bible supports the practice of FGM. As well as religious reasons, parents may also say that undergoing FGM is in their daughter's best interests because it:

- Gives her status and respect within the community;
- Keeps her virginity / chastity;
- Is a rite of passage within the custom and tradition in their culture;
- Makes her socially acceptable to others, especially to men for the purposes of marriage;
- Ensures the family are seen as honourable;
- Helps girls and women to be clean and hygienic.

## **Consequences of FGM**

Many people may not be aware of the relation between FGM and its health consequences; in particular the complications affecting sexual intercourse and childbirth which occur many years after the mutilation has taken place.

### **Short term health implications include:**

- a. Severe pain and shock;
- b. Infections;
- c. Urine retention;
- d. Injury to adjacent tissues;
- e. Fracture or dislocation as a result of restraint;
- f. Damage to other organs;
- g. Death.

Depending on the degree of mutilation, it can cause severe haemorrhaging and result in the death of the girl / young woman through loss of blood.

### **Long term health implications include:**

- a. Excessive damage to the reproductive system;
- b. Uterus, vaginal and pelvic infections;
- c. Infertility;

- d. Cysts;
- e. Complications in pregnancy and childbirth;
- f. Psychological damage;
- g. Sexual dysfunction;
- h. Difficulties in menstruation;
- i. Difficulties in passing urine;
- j. Increased risk of HIV transmission.

**Action to take if you believe a child is at risk of or has already undergone FGM:**

At risk: Report your concerns to the Designated Safeguarding Lead (or a Deputy DSL) in line with the Child Protection policy.

Already undergone FGM: Report this to the Police. **Teachers are legally required to report the matter to the Police** and should also advise the DSL in line with this Child Protection policy.

Dorney School would like to thank Gosforth Academy for its work on this matter in order to produce this document.

## **45. Appendix 8**

### **Child Sexual Exploitation**

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends

- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups.

Whistle---blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Any disclosure must be reported to the Designated Safeguarding Lead, or Deputy DSL, immediately and in line with the Child Protection policy.

### **HM Government Contacts**

The Forced Marriage Unit 020 7008 0151.

Out of hours: 020 7008 1500 (ask for the Global Response Centre).

In an emergency dial 999.

**ANY CONCERN OR DISCLOSURE MUST BE REFERRED IMMEDIATELY TO THE DESIGNATED SAFEGUARDING LEAD, OR A DEPUTY DESIGNATED SAFEGUARDING LEAD.**

## 46. Appendix 9

### **GUIDANCE ON ARRANGEMENTS FOR MUSLIM STUDENTS DURING THE MONTH OF RAMADAN**

#### **The practice of fasting**

Fasting (*Saum*) is part of the yearly life of a Muslim and is a requirement on all those who have reached puberty and are healthy. This may affect some children below the age of 12 in primary schools as well. Children below the age of 12 who are very enthusiastic may be encouraged by their parents to fast only on Friday, Saturday and Sunday. Schools will wish to make suitable arrangements to support students in observing this requirement.

Fasting is not a requirement for students in lower age ranges. It is recognised that some younger children may wish to observe the fast and that family and peer group pressures may have a part to play in this. Schools may wish to discuss any problems with the child's family with reference to this guidance.

As fasting is a responsibility as well as an obligation in Islam it is important that students are supported while continuing with normal school life. It is equally important that students realise that Ramadan is not an opportunity to try to gain special individual rights within the school.

Schools will wish to recognise the importance of Ramadan to Muslim students through the curriculum, collective worship and other opportunities. New and supply staff may need to be made aware of the importance of Ramadan and the school's responsibilities.

All staff need to be aware of some of the effects of prolonged dawn to dusk fasting, for example sleepiness, mood swings and headaches. A family's sleep time can alter dramatically. Some students will need to reduce the physical exercise that they take during fasting while others will wish to continue as normal. Schools may wish to plan alternative activities in

Physical Education which are less strenuous. Muslims do not regard fasting as an opportunity to avoid aspects of life but rather to cope with normal life under different circumstances.

#### **Prayer during Ramadan**

Before praying Muslims are required to wash as a physical preparation. The washroom should be separate from the room used for prayer. It is not necessary for shower rooms to be provided as *Wudu* (ablution) applies only to prescribed parts of the body, including the feet, but running water must be available nearby.

The essential times of prayer are:

1. After first light and before sunrise. (*Fajr*)
2. Between the sun reaching its height and mid-afternoon (*Zuhr*)
3. Between mid-afternoon and sunset (*Asr*)
4. After the sun has finished setting (*Maghrib*)
5. In the dark of the night (*Isha*)

If it is not possible to make the prayers at the appointed times they can be made as soon as possible afterwards. Schools can arrange their own timetable for prayers and a prayer room can be made available at the end of the school day.

Muslims do not require a leader to make the prayers, although normally there would be a leader in the mosque. Congregational prayers are preferred but not essential. Such prayers would not require the whole of the lunch break and where large numbers of students are involved it may be possible for a number of groups to pray over the period of the lunch break.

It is usual for males and females to pray separately but if not convenient they may pray together but in separate groups. Senior students who are Muslim may be happy to help with the organisation of prayers in school at lunchtime. Schools may wish to involve parents or members of the local Muslim community in the supervision of students during their prayer times. It is important that:

- Everyone in the school knows why prayer rooms are being made available and that non-Muslim member of staff and members of the support staff who are involved in supervision are fully briefed and know what is expected of them.
- Schools are advised that they can seek support from the local Muslim community which may be required in some circumstances.

### **Examinations during Ramadan**

Islam is based on the lunar calendar and, therefore, moves each year. It is inevitable that some examinations in secondary schools will take place during Ramadan. Staff need to be aware that some students may find the rigour of preparing for an examination while fasting difficult. Schools should consider rescheduling internal examinations. Forward planning is essential and schools will be issued with the dates for Ramadan for future years.

### **Parents' Evenings and School Functions during Ramadan**

Fasting is difficult for both adults and young people and the timing of the fast, from dawn to dusk, means that all food preparation and consumption must take place over a few hours every evening and very early morning. This makes it difficult for parents to attend meetings or other functions in the evenings during Ramadan. If it is possible to avoid parent meetings during Ramadan while continuing to provide close and effective home-school contact the benefits are considerable.

### **Attendance and religious observance**

Schools are reminded that students may be withdrawn from school for required religious observance and that such occasions are regarded as authorised absence for the purpose of registration. This might include, for example, *Id-ul-Fitr* (1-2 days) and *Id-ul-Adha*. Some students will attend school after observing prayer in the mosque.

### **Injections**

Any oral medicine or injection cannot be taken by a person who is fasting. Such medications or injections can be taken after the fast is over. Where conditions are more serious medical advice from one's GP should be obtained.

## **Swimming**

Muslim girls can easily wear caps and long swimming leggings during Primary school swimming lessons. If fasting however and water is swallowed inadvertently, the fast is not broken. As the intention was not to drink then the fast is still valid.

*Dorney School is most grateful to Hounslow LEA and Hounslow Mosque for the work they undertook in 2001 and which was revised by the Muslim Council of Britain and for them sharing this with us.*

## **47. Appendix 10**

### **SAFEGUARDING IN CONTEXT FOR DORNEY SCHOOL**

*In order to safeguard the students at DORNEY SCHOOL we believe it is important to understand the risks posed to them as young people living in and around the Chiltern and South Bucks area. The information below is aimed to provide context to the issues potentially affecting the DORNEY SCHOOL student community. Clearly, this list is not exhaustive.*

*The Thames Valley Police Schools Newsletter, including back copies, is available on our website under Safeguarding.*

Dorney School's unique community is diverse and this is what makes the school particularly special. Due to its diversity DORNEY SCHOOL recognises that its community holds a range of beliefs and celebrates a range of cultures which are highly valued. DORNEY SCHOOL also believes that the welfare and safeguarding of every student is paramount and its community will challenge anything it considers to be out of the norm. Safeguarding takes precedence when there are any child protection concerns. Many of our students travel by train, making them susceptible to County Lines concerns and there are known issues concerning drug dealing at the local train station at times. Historically, Slough Local Authority has battled with issues of child sexual exploitation. In addition, there is also a historic gang culture in some areas of Slough and increasing incidents of knife crime. These matters are raised in school routinely and the staff considers these risks alongside other safeguarding issues when dealing with and supporting our students.

#### **Child Criminal Exploitation**

County Drugs Lines (CDL) is one of many exploitative crimes currently taking place across the country. 'County Lines', 'Going Country', or 'OT', is when gangs and organised criminal networks (OCGs) exploit children to sell drugs across county boundaries or from city to country / smaller towns using dedicated mobile phone lines. It is a business model for drug dealing whose success relies on the ability to exploit the vulnerable.

#### **Drugs Dealing in Chiltern & South Bucks**

There are cases in Chiltern & South Bucks where OCGs are using youths as a way of distributing drugs. Often the youths are drawn in by being offered free drugs and then later being told that they have a debt which they need to pay off. Some youths are drawn by the allure of being part of a gang. This is a worrying trend and we have had several cases where there have been concerns of youths being used by such groups.

## **Online Bullying and Harassment**

Online Harassment is the act of sending offensive, rude and insulting messages and being abusive. If someone purposefully keeps sending you offensive messages that cause fear, it could be illegal.

Cyberbullying is any form of bullying which takes place online. This can be done over smartphones, tablets, online gaming, chat forums, social and other media. Cyberbullying itself is not against the law but if the content is threatening then it could be illegal.

## **Psychoactive substances: Nitrous Oxide**

The little silver canisters that more frequently appear littering our parks and open spaces will have contained Nitrous Oxide. Nitrous Oxide is a gas with several legitimate uses but when inhaled can make people feel happy, relaxed and giggly. Hence the name 'laughing gas' (and also known as Hippy Crack, Nos). It can also lead to mild euphoria, a feeling of light-headedness or dizziness, nausea and hallucinations. It is a colourless gas used by dentists as a sedative and anaesthetic agent, and is also used in the catering industry in pressurised whipped cream chargers.

Inhaling Nitrous Oxide can result in a lack of oxygen to the brain which can result in a person falling unconscious and even dying through suffocation or heart problems. This risk is likely to be greater if the gas is consumed in an enclosed space or if a lot is used at the same time. Since Nitrous Oxide can affect coordination, it's very important not to use it in potentially dangerous places where falls could cause injury or death. In the summer of 2018 it became more obvious that people in Chiltern & South Bucks were buying Nitrous Oxide and causing a significant amount of ASB. Not only were the culprits causing issues in parks and town centres, but the canisters were discarded on paths and play areas.

## **Knife Crime**

There were 40,000 knife offences recorded nationwide in 2017/18. Out of the 19,000 people caught carrying a knife last year nearly 4,000 of them were children u/18. Stab victims aged 10-16 in England alone rose by 63% between 2012 and 2017 (ONS). In C&SB in 2018 there was a 74% increase in offences relating to possession of knives/weapons compared to the previous year. But this mainly relates to purchasing or possessing them, not using them.

*Reproduced with kind permission of Thames Valley Police, Schools & Youth Engagement Officer C&SB. June 2019*

## 48. Appendix 11

### **NOTICE TO VISITORS MOBILE DEVICES**

**As a safeguarding measure for our students, all visitors are respectfully requested to turn off all mobile devices whilst visiting our site.**

**Visitors must not take photographs or make video-recordings unless given express permission by a member of the Senior Leadership Team.**

**Thank you for your cooperation**

***Mr A Lennon***

***Designated Safeguarding Lead***

## 49. Appendix 12

School closure and remote teaching arrangements for safeguarding and child protection at Dorney School

*Note: The policy which follows was written as an appendix to the Child Protection Policy due to COVID 19 in 2020. The original appendix has been adapted and retained in the DORNEY SCHOOL Child Protection policy, as it may be used during any emergency/unplanned closure when remote teaching is required. This is because the protocols and safeguarding requirements are likely to be very similar if not the same.*

**The safety and welfare of all children must always be Dorney School's priority and the principles within the Keeping Children Safe in Education (KCSIE) 2023 and our CP Policy still apply.**

### **Designated Safeguarding Lead**

A member of the Safeguarding Team will always be available during school hours. The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a designated senior member of staff will assume responsibility for co-ordinating safeguarding on site, if any students are present on site.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. Participation will be by the DSL or a Deputy.

Whenever there are students in school a member of the Senior Leadership Team will be on duty in school. All members of staff can contact the Safeguarding Team either by email or by MS Teams.

### **Responsibilities**

We continue to take a whole school approach to safeguarding and it is the responsibility of all staff to report any concerns that they may have for the safety and/or welfare of any children with whom they have contact. This contact may be via e-mail, virtual teaching, through a phone call or directly with the child.

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

A written notification, Letter of Assurance, will be obtained from a setting or school if any of their staff members come to work at Dorney School and a risk assessment will be put in place.

Any volunteers coming into Dorney School, will be subject to relevant checks being completed as set out in KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. A risk assessment will be put in place on an individual basis.

Any staff or volunteers, carrying out duties in this school, who are usually based in another setting, will read the school's Child Protection Policy and various sections of KCSIE, as outlined in the main part of the Child Protection Policy. They will be informed of who the DSLs are and made aware of the school and local procedures for reporting concerns.

Induction to safeguarding training will be completed in line with School induction practices.

Whilst acknowledging the challenge of a school closure, it is essential from a safeguarding perspective that Dorney School is aware, on any given day, which staff/volunteers will be in the school and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Dorney School will continue to keep the Single Central Record (SCR) up to date as outlined in KCSIE.

Our DSL/Headteacher will ensure that they keep informed of any up to date information, both at a local or national level, as a result of COVID-19 or any other national or local emergency, that will impact the welfare of all students within Dorney School and will ensure that relevant information is shared with all staff, including any staff who may be carrying out temporary duties.

The DSL/DDSL will ensure that the child protection files are kept up to date and any required information is shared with the relevant agencies.

All staff must be made aware of how to report any welfare concerns during the closure/partial closure period(s). At Dorney School, these procedures involve adding the concern(s) to CPOMS and alerting a member of the Safeguarding Team to this; either by email or telephone call. If an email is used, the member of staff should not disclose any personal information in the email.

All staff continue to have a duty to report any concerns about the conduct or actions of any other member of staff. This report will be made to the Headteacher or Chair of Governors in accordance with the school's Whistleblowing Policy.

## **Vulnerable children**

Vulnerable children include:

- Children who have a social worker
- Children with Child in Need (CIN) Plans
- Children on Child Protection (CP) Plans
- Looked after children
- Young carers
- Disabled children
- Pupils with Education, Health and Care (EHC) Plans (0-25)

Children who are known to our school and are deemed to be vulnerable will be offered a place in order to continue to attend, so long as they do not have underlying health conditions that put them at risk. If, however, we are unable to staff our school due to illness a place will be sought at a nearby setting.

Dorney School must offer support to those children and parents/carers, who have concerns about the child contracting Covid-19 through attendance at school or any other concern related to the reason for the closure. School will also refer to the guidance published by Public Health England or other appropriate agency and follow their advice. In cases where the child has a social worker, school must make contact with them to discuss the concerns. Guidance will also be sought from the Virtual School Head for children who are looked after (CLA).

Dorney School must identify those children who are a concern, but do not meet the criteria to be classed as a vulnerable child. We will make contact with individual students where this is deemed necessary and all students in the school are monitored via a whole school survey, linking with the form tutor and their role in school. There will also be emails from the form tutor to their form group in order to maintain open lines of communication. These forms of communication will be monitored by the Heads of House and SLT. Where telephone calls are made these should be logged following normal school procedures (e.g. CPOMS, communication log on SIMS).

Those with an EHCP should be risk-assessed by their school or college in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC Plans can safely remain at home. Dorney School will consider how it will remain in contact with those children who are not attending school or who are attending an alternative provision.

Dorney School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head for looked-after and previously looked-after children. Dorney School will regularly review CP/CIN cases to determine vulnerability and prioritise resources accordingly. The lead person for this will be: the Senior DDSL, reporting directly to the DSL.

Dorney School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them, if this is deemed appropriate under the circumstances.

## **Mental health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers at our school will must be aware of this in setting expectations of pupils' work whilst they are at home. Dorney School will refer to the separate guidance on providing education remotely.

Appropriate support is in place for children of critical workers and vulnerable children attending school. The government guidance [mental health and behaviour in schools](#) will be referred to in order to support mental health issues that can bring about changes in a child's behaviour or emotional state, which can be displayed in a range of different ways, and that can be an indication of an underlying problem.

Support for pupils and students in the current circumstances will include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services. Further advice on support can be found on schoolsweb at <https://schoolsweb.buckscc.gov.uk/covid-19-corona-virus-latest-advice/covid-19-mental-health-and-well-being/>

## **Online Safety**

All staff are aware of the Dorney School Online Safety Policy, however during an extended closure, there are other aspects of online safety that need to be considered. Dorney School has a clear set of protocols for the use of video conferencing between staff and students. This can be found at the end of this policy and must be followed by all staff and students.

All staff at Dorney School must be reminded to familiarise themselves with the following policies:

- Staff code of conduct
- Acceptable users' policy
- Social media guidance (see Safe Working Practices/Staff Code of Conduct and Communications Policy)

## **Children and online safety away from school and college**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Dorney School will ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

- The live class could be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Dorney School to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.
- Parental consent will be obtained prior to any pupil taking part in a virtual lesson.
- Teachers must not engage in any 1:1 virtual teaching sessions.
- Ensure that ground rules are in place so that the students have a good understanding of how the sessions will be organised and run.
- Consider the needs of vulnerable pupils, such as SEND.

[Guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) is available which could help plan online lessons and/or activities and deliver them safely.

Dorney School will ensure that children, who are being asked to work online, have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to school, children will be signposted to age-appropriate practical support from, for example:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. In the communications with parents and carers, Dorney School will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC

- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers.

For those students who are still accessing computers at school and therefore are online, school will still continue to ensure that the appropriate filters and monitoring systems are in place.

### **Supporting children not in school**

Dorney School and its Headteacher/DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

### **Supporting children in school**

Dorney School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Dorney School will refer to the government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19 or any other guidance relating to the situation at the time.

### **Child-on-Child Abuse**

Dorney School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Students and parents have been advised how they can contact the Safeguarding Team during the closure period(s).

Dorney School recognises that during the period of school closure, children may have more frequent access to online devices, which has the potential to lead to online peer on peer abuse. These would include:

Sexting/Sharing of nude and semi-nude images

Online abuse

Child on child grooming

Distribution of youth involved sexualised content

Harassment

Where a school receives a report of child on child abuse, it will be addressed promptly and appropriately, following the principles as set out in KCSIE and of those outlined within the Child Protection Policy.

The school will listen and work with the child, parents/carers and multi-agency partners, including a report to the police, if required, to ensure the safety and security of that young person.

Concerns and actions must be recorded, and appropriate referrals made.

## **Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

For those children where it has been agreed between Dorney School, social workers and parents/carers that children will be attending school, the school will follow up on any pupil who does not arrive at the agreed time.

Dorney School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

In all circumstances where a vulnerable child does not take up their place at school or discontinues, a DSL will notify their social worker.

To support the above, Dorney School will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

The Department for Education has introduced a [daily online attendance form](#) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

## **Children moving schools and colleges**

If any children are attending another setting, all relevant welfare and child protection information will be shared with that school. All relevant contacts, including social care contacts will also be shared with the school.

For looked-after children, any change in school must be led and managed by the Virtual School Head. The receiving school must be made aware of the reason the child is vulnerable and any arrangements in place to support them.

The receiving school will have access to a vulnerable child's EHC Plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker is (and, for looked-after children, who the responsible Virtual School Head is). All medical information must be shared with the receiving school and suitable arrangements made for any children requiring medication to be administered. A risk assessment and protocol will be drawn up to cover individual cases. Contact telephone numbers will be shared with any receiving school. Wherever possible this will take place prior to the child arriving or as soon as possible following their arrival.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEND provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders must take responsibility.

Whilst schools and colleges must continue to have appropriate regard to data protection and GDPR this legislation does not prevent the sharing of information for the purposes of keeping children safe. School must follow the advice about information sharing that can be found in KCSIE 2025.

## **50. VIDEO CONFERENCING PROTOCOLS AT DORNEY SCHOOL**

*Note: These protocols were developed during COVID 19 and are retained in the DORNEY SCHOOL Child Protection Policy, as they may be adapted for any emergency closure or other need for video conferencing.*

Video-conferencing protocols - Dorney School

[Date]

Skype for Business was deemed to be the video-conferencing/interactive online tool to be used by members of the DORNEY SCHOOL community at the point of school closures on 20 March 2020, as this was the only platform we had been able to look at to a certain point.

As time has moved on, we have now been able to consider other options. We recognise at DORNEY SCHOOL that there will be occasions when speaking directly to our students and each other will be useful to maintain high levels of education. We have therefore agreed that as a professional community DORNEY SCHOOL staff and students may use either Microsoft Teams (through Outlook 365) or Google Meet (through Google Classroom/Drive).

Video-conferencing is not obligatory for anybody and all participants must feel comfortable if choosing /agreeing to use it.

Anybody who does use it must do so through logging in using their burnhamgrammar.org.uk email address. Under no circumstances must any other address be used. This instruction follows discussions at SLT level at DORNEY SCHOOL and from the Local Authority Education Safeguarding and Advisory Service within the Education Directorate following concerns already raised within Buckinghamshire.

Any students involved in video-conferencing (this includes face-to-face work) must have parental permission, which will be confirmed via the DSL. This permission will follow the DORNEY SCHOOL protocol being shared and agreed to by parents and students.

Our protocols are in place, as always, to support academic progress amongst our students whilst keeping both our students and our staff safe. It must be remembered that our standard Safeguarding and Child Protection procedures remain in place, in addition to the Covid-19 Addendum to that policy, as required by the Department for Education under Keeping Children Safe in Education which all staff must read and confirm understanding (separate note to follow).

DORNEY SCHOOL protocols for working on video-conferencing systems for staff:

1. Ensure you are located in a neutral setting (no personal photographs of people etc behind you, no inappropriate images/artefacts etc on display, no non-DORNEY SCHOOL staff in shot or able to see your students, not located in a bedroom, bathroom or similar)
2. Ensure you are dressed appropriately (business attire is not necessary, but non-uniform day style dress would be fine) and any other member of your household in case they should wander into shot inadvertently
3. Any student who does not appear to be dressed appropriately to be removed from the group and asked to address the issue (in line with student protocols).

4. Ensure you have read and confirmed acknowledgement of the Safeguarding and Child Protection Policy Addendum
5. Ensure that students involved in your video-conferencing session have agreed to the student protocols agreements (via whole school spreadsheet provided by Andy Lennon)
6. Ensure that parents of the students have agreed to the video-conferencing protocols (via whole school spreadsheet provided by the DSL)
7. All communications (written, oral or otherwise) to be professional and formal at all times
8. Only use agreed and appropriate log-ins
9. Do not download or store any sensitive data on a non-DORNEY SCHOOL owned computer (even temporarily due to safeguarding and data protection/GDPR)
10. Consider making a recording of the video-conferencing session you are conducting - you (as the adult in charge) may wish to record the session if you have concerns about the conduct of the class involved. The recording should not be uploaded and shared with others, as this would require separate GDPR consent.
11. Make a note of which students and staff are involved in the video-conferencing, when it started and when it ended (Microsoft Teams and Google Meet will also record these)
12. Make a note of anything untoward and share where appropriate with named staff in school
13. Consider how students with SEND or other vulnerabilities will access the material; is video-conferencing appropriate? If not for all, how will their needs be met?
14. Have all of your students got access to video-conferencing? If not, how will they follow the work without accessing this session?
15. Only communicate with students via this means during normal school hours
16. Monitor content shared by any student to the group; remember that students are less likely to have strict filters on their devices at home
17. Never be in a video-conferencing session with only one student; if other students leave the group and you find yourself 1:1, you should explain and end the session (students and parents know this)
18. Consider our and your responsibilities under GDPR and data protection, also Copyright (do not use materials you are not authorised to share)
19. The purpose of using this technology is for academic progress, rather than pastoral support. Any pastoral concerns should be passed to the appropriate staff, remembering that members of the safeguarding team are available during the normal school day via direct mobile phone numbers as explained to all students and parents by letter; a copy of which is available on the DORNEY SCHOOL website on the Safeguarding and Child Protection tab
20. If there is anything you are unsure of regarding the video-conferencing session, please do not attempt to do it until you have sought clarification
21. Only the video-conferencing platforms approved by DORNEY SCHOOL may be used. As a reminder, these are currently: Microsoft Teams & Google Meet.

*This protocol has been put together by Andy Lennon with support from Freya Martin and the Education Safeguarding Advisory Service at Buckinghamshire County Council, further supported by literature from the London Grid for Learning and the NSPCC.*

## Video-conferencing protocols for Students at Dorney School

[Date]

Dear student

Due to the current unprecedented situation of emergency school closures in relation to the Covid-19 outbreak, we are working on ways to ensure your progress is disrupted as little as possible. We understand that some of your teachers would like to interact with you via video-conferencing as this may support your learning in different ways to purely uploading work to Show My Homework.

Not all of your teachers will want to work via video-conferencing and not all teachers will be able to, due to technology, child care or other reasons. Your teachers will advise you if they would like to arrange a video-conferencing session with you.

If your teacher does request a video-conferencing session and you are able to join, you will only be able to do so if both you and your parents have formally agreed to the student and parent protocols via this Google form.

Protocols for students:

- I understand that I will not be allowed to partake in a 1:1 video-conferencing session with a member of staff at DORNEY SCHOOL and should we find ourselves in this position, the member of staff will politely end the session
- I will only connect via by burnhamgrammar.org.uk credentials and not disclose any other email address, social media address, phone number or similar over the video-conferencing system
- I will be dressed appropriately (TOG-style dress is deemed acceptable, however pyjamas are not)
- I will locate myself in a room which could easily have other members of my household in it (a bedroom or bathroom are not acceptable)
- I will maintain appropriate behaviour throughout the session; as if I were in a classroom at school
- I will not record the session, make copies of it or do anything similar to this
- I will not disclose any personal issues during the session; I know that I can contact the Safeguarding Team on dedicated numbers (as advised via Show My Homework and available on the Safeguarding and Child Protection page of the DORNEY SCHOOL website) if I need to
- I will try my hardest to use the sessions to support my learning as best as possible for the benefit of my academic studies
- To join a session, I will enter the Google Classroom code/follow the Meet link sent to me, turn off my microphone and camera & wait for instructions from the teacher

By completing this Google form, I agree to abide by the protocols laid out above. If I am uncertain about these arrangements I can ask my teacher..

STATEMENT FOR FORM COLLECTION:

I agree to abide by the protocols for video-conferencing dated April 2020.

## Video-conferencing protocols for Parents at Dorney School

[Date]

Dear parent

Due to the current unprecedented situation of emergency school closures in relation to the Covid-19 outbreak, we are working on ways to ensure student progress is disrupted as little as possible. We understand that some of your child's teachers would like to interact with them via video-conferencing as this may support their learning in different ways.

Not all teachers will want to work via video-conferencing and not all teachers will be able to, due to technology, child care or other reasons. Our teachers will advise your child if they would like to arrange a video-conferencing session with them.

If a teacher does request a video-conferencing session and your child is able to join, they will only be able to do so if both you and they have formally agreed to the student and parent protocols via this Google form.

Protocols for students:

- I understand that I will not be allowed to partake in a 1:1 video-conferencing session with a member of staff at DORNEY SCHOOL and should we find ourselves in this position, the member of staff will politely end the session
- I will only connect via by burnhamgrammar.org.uk credentials and not disclose any other email address, social media address, phone number or similar over the video-conferencing system
- I will be dressed appropriately (TOG-style dress is deemed acceptable; however, pyjamas are not)
- I will locate myself in a room which could easily have other members of my household in it (a bedroom or bathroom are not acceptable)
- I will maintain appropriate behaviour throughout the session; as if I were in a classroom at school
- I will not record the session, make copies of it or do anything similar to this
- I will not disclose any personal issues during the session; I know that I can contact the Safeguarding Team on dedicated numbers (as advised via Show My Homework and available on the Safeguarding and Child Protection page of the DORNEY SCHOOL website) if I need to
- I will try my hardest to use the sessions to support my learning as best as possible for the benefit of my academic studies
- To join a session, I will enter the Google Classroom code/follow the Meet link sent to me, turn off my microphone and camera & wait for instructions from the teacher

Protocols for parents:

- I will discuss with my child the importance of them adhering to the student protocols
- I will ensure that my child participates from a protective area (i.e. a location where an appropriate person can monitor from a distance; this would never be a bedroom, bathroom or similar)
- I will ensure that my child is dressed appropriately
- I understand that the video-conferencing session is solely for the use of the child and that parental engagement in the session is not appropriate; if I need to communicate with DORNEY SCHOOL this will be through the normal systems (email, telephone)

By completing this Google form, I confirm my acceptance of the protocols laid out above and agree to my child participating in video-conferencing.

If I am uncertain about these arrangements, I can refer my query to [office@dorneyschool.co.uk](mailto:office@dorneyschool.co.uk)

STATEMENT FOR FORM COLLECTION:

I agree to the protocols for video-conferencing dated [Date], sent out by Dorney School and listed on the Google form.

**DOCUMENT ENDS**