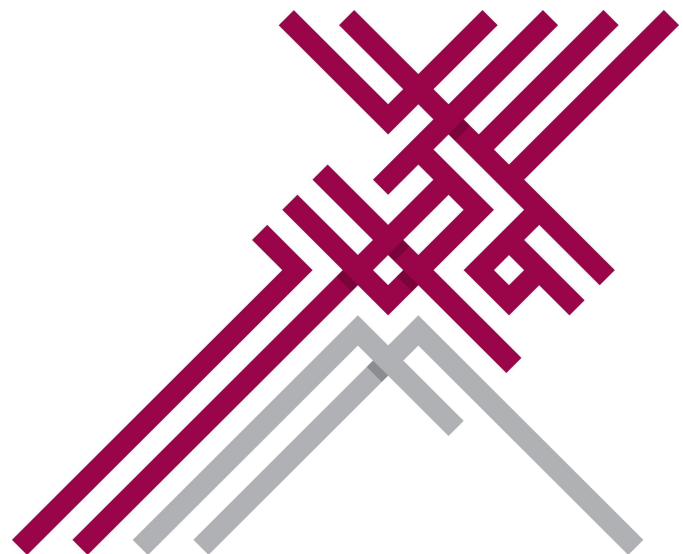


THE
**MANDEVILLE
SCHOOL**
BELIEVE · ACHIEVE · SUCCEED

Safeguarding & Child Protection Policy

**Adopted: September 2025
Next Review: September 2026**



Contents

Vision & Values.....	3
Our Vision.....	3
Our Values.....	3
Key Principles, Aims and Definitions.....	4
Aims.....	4
Definitions.....	5
Key Contacts.....	5
Key Documents.....	6
The Safeguarding Team.....	7
The Designated Safeguarding Lead.....	7
Confidentiality and Information Sharing.....	9
Supervision and Continuous Improvement.....	9
Retention of Records.....	9
Staff Responsibilities.....	10
Recognising and Reporting Concerns.....	13
Care for Students.....	13
Urgent Support.....	14
Listening to Concerns and Disclosures.....	14
Female Genital Mutilation.....	14
Concerns about Staff Members.....	15
Low Level Concerns.....	15
Immediate Danger.....	16
Notifying Parents or Carers.....	16
Signposting.....	16
Staff Training.....	17
Contextual Safeguarding.....	17
Children At Greater Risk of Harm.....	18
Early Help Framework.....	18
Children in Alternative Provisions.....	19
Children Who Need a Social Worker.....	19
Children Missing from Education.....	19
Elective Home Education.....	19
Teaching Safeguarding.....	20
Mental Health.....	20
Online Safety.....	20
Child on Child Abuse.....	21
Sexual Harassment.....	21
Bullying.....	21
Harmful Sexual Behaviours.....	22
Support for Students.....	22
Other Issues.....	23
Use of Reasonable Force.....	23
Responsible Adults.....	23
Use of School Premises for Non-School Activities.....	23
Homestays/Exchanges.....	24

Regulated Activity.....	24
Safer Recruitment.....	24
Advertising.....	24
Application Forms.....	25
Shortlisting.....	25
Employment History.....	26
Indicators of Concern.....	26
Pre-Employment Checks.....	27
Single Central Record.....	27
Visitors.....	28
Work Experience.....	28
Appendix 1 – Types of Abuse.....	29
Appendix 2 – IAT Suicide Prevention.....	30
Appendix 3 – Helpers in the Community.....	34

Vision & Values

Our Vision

At TMS we want to 'Believe Achieve Succeed'. We believe all stakeholders should have high aspirations for our students, we believe they can achieve the highest academic outcomes, and that they will become successful citizens equipped to be the leaders of tomorrow.

Our Values

Believe

We believe all our students will be successful

Achieve

We believe our students will all achieve excellent academic outcomes

Succeed

We believe our students will become successful citizens equipped to be the leaders of tomorrow

Key Principles, Aims and Definitions

At The Mandeville School, we are clear that **all staff members are responsible for children's safety**. We must **all identify signs and risks** of unsafe young people, and **act swiftly to ensure they are investigated and managed appropriately**. We must **all take an active part in building a culture of safeguarding**; one where **risks are considered proactively**, and **all adults and children are educated** about possible safeguarding issues to **prevent harm** wherever possible.

We are committed to **child-centered care**; this means considering above all things **what is best for the child**. It also means tailoring safeguarding and child protection actions to **the child's context**, prioritising issues of greatest risk and likelihood to the children in our school.

We also recognise the importance of **working collaboratively** with children, parents and carers, peer groups and professionals outside of the school; this includes Social Care, the NHS, police and other professionals as required.

We keep **detailed and timely records** of child protection cases, to ensure communications are clear. We also **share information** between colleagues to ensure the best possible actions are taken, and we can **develop and adapt our provision** over time.

Aims

The aims of this policy are:

- To ensure that all students can develop emotionally, physically and mentally, free from abuse, neglect and discrimination
- To ensure that students can feel safe and secure in school and home; this includes feeling confident to report or discuss safeguarding concerns, that they will be believed and supported when they do so
- To ensure that staff members have a clear understanding of their responsibilities to safeguarding children and promote their wellbeing
- To ensure that all staff members know how to address and handle allegations and disclosures effectively and in a timely manner
- To ensure that all staff members are trained according to their needs; to identify, report, manage and address child protection concerns as they arise, as well as promoting a culture of safeguarding within the school
- To ensure that children at risk are monitored and actions taken are reviewed and monitored systematically
- To ensure that all records pertaining to child protection are maintained and stored securely and accurately
- To develop effective relationships with families and safeguarding partners in the best interests of students

Definitions

Safeguarding: *preventing* harm: for example, raising awareness of dangers, to ensure that all children can grow up in safe and healthy environments, which enable them to develop and

thrive physically, mentally and emotionally

Child Protection: *responding* to harm and supporting survivors of abuse; for example, responding to a report of a child being bullied, and supporting the child to manage the impact of the incident.

Abuse: maltreatment, which may include harming or failing to act to prevent harm.

Neglect: continued failure to meet a child's basic physical or psychological needs, which is likely to impair their health or development.

Key Contacts

First Response Team (new referrals to Social Care): 01296 383 962 / 0800 999 7677 (out of hours)

Local Authority Designated Officer: 01296 382 070

Buckinghamshire Family Information Service: 01296 383 293

Thames Valley Police: 101 (999 in case of emergency) **NSPCC:** 0800 800 5000

Forced Marriages Unit – Foreign and Commonwealth Office: 020 7008 0151
email: fmufcdo.gov.uk

Barnardo's RU Safe? (criminal and sexual exploitation service): 01494 785 552

- [Keeping Children Safe in Education \(2024\)](#)
- [Teachers' Standards \(2012\)](#)
- [Equality Act \(2010\)](#)
- [Prevent Duty Guidance \(2021\)](#)
- [The Children Act 1989 \(and 2004 amendment\)](#)
- [Working Together to Safeguard Children \(2020\)](#)
- [Buckinghamshire Safeguarding Partnership Continuum of Need \(2021\)](#)
- [Statutory Guidance on GFM](#) which outlines responsibilities of staff members pertaining to girls affected by GFM
- [Section 5B\(11\) of the Female Genital Mutilation Act 2003](#) which details the statutory duty for teachers to report FGM directly to the police
- [Rehabilitation of Offenders Act 1974](#) which details when people with criminal convictions may be permitted to work with children
- [Information Sharing for Safeguarding Practitioners \(2018\)](#)
- [Children Missing in Education \(2016\)](#)
- [Alternative Provision guidance \(2016\)](#)
- [Making Barring Referrals to the DBS \(2017\)](#)
- [Elective Home Education Guidance for Local Authorities \(2019\)](#)
- [Insignis Academy Trust Safeguarding Statement of Intent](#)
- [Rehabilitation of Offenders Act \(1974\) and Exceptions Order \(1975\)](#)

The Safeguarding Team

Designated Safeguarding Leads

Sulemana Iddrisu

Deputy Head of School, Lead DSL

Chris Penson

Lead Practitioner Safeguarding

Jo Perry

Raising Achievement Officer - Disadvantaged & PP

Caroline McCormack

Raising Achievement Officer, Outreach Worker

Mary Grant

Medical Officer

Jeoff Boateng

Assistant Head Teacher

Simon West

Raising Achievement Officer, Administrator

Anna Kalibala

Raising Achievement Officer, Year 8

Rachel Moreton

Raising Achievement Officer, Year 9

Emma Sommerford

Raising Achievement Officer, Year 10

Amber Harrison

Raising Achievement Officer, Year 11

Julie Bennion

Raising Achievement Officer, Reset

Additional DSL's

Sara Durose

Head of School

Governors

Claire Price

Safeguarding Governor

The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team, who holds lead responsibility for both child protection and safeguarding (including online safety).

The Designated Safeguarding Lead is Mr. Sulemana Iddrisu, Deputy Head of School

The Lead DSL leads and oversees a team of DSL-qualified staff members, who manage

individual Child Protection cases and engage in various Safeguarding projects such as training colleagues, offering advice and guidance, and participating in proactive initiatives to prevent harm.

The Designated Safeguarding Lead refers and oversees the referral of cases to the Local Authority and local Channel programme as required. The DSL is responsible for referring staff members to the Disclosure and Barring Service if they are dismissed or left due to risk/harm to a child, and referring crimes to the police as required.

The DSL's main responsibilities are:

- Providing support, guidance and advice to colleagues
- Acting as a point of contact for Social Care and other safeguarding partners
- Liaising with the Head of School to keep her informed of key issues – such as children on S47 Child In Need Plans
- Liaison with case managers and social workers, as well as the LADO in cases concerning staff members
- Liaise with colleagues to support children – eg pastoral staff, teachers, IT Support, SENDCO and CLA Lead Teacher to ensure children's needs are considered with all possible information.
- Liaise with the school's Senior Mental Health Lead and related staff
- Promote and support engagement between the school, parents and students
- Take into account contextual safeguarding issues and plan a 'safeguarding curriculum' to ensure students are well prepared to keep themselves safe
- Ensure the school's records clearly indicate who has, or has had, a social worker
- Support teachers to provide appropriate support for the education of children who have, or have had, a social worker
- Read and ensure CP files are kept up to date, confidential and securely stored
- Ensure that records pertaining to child protection are detailed, accurate and secure
- Ensure that child protection files are transferred to the new school or college within 5 days when move to a new educational establishment.
- The DSL must ensure that staff members have access to, and understand, the school's Safeguarding and Child Protection Policy and procedures, and ensure these are reviewed at least annually to ensure they're fit for purpose and aligned with current guidelines
- Ensure the Safeguarding and Child Protection Policy is available to parents
- Share relevant information with parents, carers and students to ensure they know how to keep themselves and their children safe
- Ensure that students who disclose concerns or raise queries feel listened to, heard and supported by encouraging a culture of listening to, and appropriately reporting the views of children.

Confidentiality and Information Sharing

Members of the Safeguarding Team, and all staff, understand the need for discretion pertaining to Safeguarding information, in order to protect children and families, and to maintain their dignity and right to privacy. However staff members will also share information with partners such as Police and Social Care when required to keep children safe.

[The Data Protection Act 2018](#) does not limit or prevent the sharing of information in order to keep children safe.

[Information Sharing for Safeguarding Practitioners \(2018\)](#) outlines 7 key principles for sharing information:

Necessary and proportionate – consider how much to share and only share what is necessary for the level of risk involved.

Relevant – only share information with people who need it, about the issue at hand, so they can make informed decisions.

Adequate – ensure that the information shared is up to date, and accurate.

Timely – share information when it is needed, to avoid missed opportunities to keep children safe. It may not be appropriate to wait for consent if this would place a child at risk.

Secure – information should be shared in a secure format to protect the subject's privacy.

Record – information sharing decisions should be recorded in case of future review or query.

Supervision and Continuous Improvement

Staff members will also discuss, share and review Safeguarding information and actions in order to ensure the provision for students is of the highest possible quality, effective practice is shared, and provision adapts according to students' changing needs over time.

Retention of Records

The school will retain records of concerns, discussions, meetings, actions and decisions made, in writing. Whilst some paper records of current students exist, new records are digitised and stored securely in the school's safeguarding system CPOMS.

All paper and electronic records are stored in a separate child protection file for each child. Any disclosure of abuse or allegation against a member of staff, this is kept securely on record by the Head of School.

When a child leaves The Mandeville School, we pass on copies of their Child Protection records to their new centre promptly and via secure methods.

Child Protection files will be maintained until the child is 25 years of age before disposal in line with GDPR guidelines.

Staff Responsibilities

Everyone who comes into contact with children at The Mandeville School has a safeguarding and child protection responsibility.

All staff members who come in contact with children must promote healthy behaviours, lifestyles and activities in order to ensure young people can grow, thrive and live happy, healthy lives. This may take on a variety of forms; for example, discussing the risks of smoking as a form tutor, or modelling positive social interactions as a member of the cleaning staff.

The Teachers' Standards (2012) states that *teachers should safeguarding children's wellbeing and maintain public trust in the teaching professional as part of their professional duties.*

Specifically, all staff must identify and report:

- Any maltreatment of children (for example, child being sexually harassed by another child)
- Any suspicion or evidence of circumstances which may leave a child vulnerable to abuse or neglect (for example child who doesn't bring lunch to school)
- Any concerns about the safe and appropriate behaviour of another adult who works or spends time with a child (for example, sports coach or teacher)

Staff members must be aware of how to report issues, with reference to paragraphs 49-55 of Keeping Children Safe in Education (2024).

All staff members must also:

- Ensure that any safeguarding concerns are documented swiftly and appropriately in compliance with this policy
- Provide any information requested by Safeguarding team members
- Follow through with actions set out by Safeguarding team members to support individuals – for example, safety checks
- Seek advice from the Safeguarding Team as required
- Complete appropriate training as required
- Have read and understood all relevant staff policies, such as this policy, the Behaviour for Learning Policy, Staff Code of Conduct, Allegations against Staff and Whistleblowing Policies
- Have a clear understanding of how to identify and act in the case of bullying/child on child abuse, online abuse, sexual harassment, and discriminatory conduct (ie based on one of the Protected Characteristics outlined in the Equality Act 2010 : age, disability, gender
- reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation)
- Understand how to respond to a disclosure of abuse, exploitation or neglect, including how to manage confidential information and reporting to appropriate colleagues
- Ensure that they never promise confidentiality to a child before or after a disclosure of abuse, exploitation or neglect; information must be shared to support the best interests of the child
- Reassure and support victims of abuse, exploitation and neglect, including providing reassurance that reporting is the right thing to do, and liaising with colleagues to ensure children are supported after making a disclosure
- Understand that children may not feel ready to fully report abuse for a range of reasons, but staff members must have 'professional curiosity' and report concerns to the Safeguarding Team to report what they do know so far
- Be mindful that developing trusting relationships with children facilitates safer and more frank communication, which is in the best interests of the child

- Understand their role in the Early Help process
- Understand how to make a referral to Social Care under the Children Act 1989
- Be aware of how to seek help in the event of an emergency
- Understand their specific legal duties pertaining to Female Genital Mutilation
- Understand their responsibilities pertaining to children who go missing from education.

The Governing Body understands and fulfils its safeguarding responsibilities.

It must:

- Ensure that the Head of School and the DSL (when not the Head of School) creates and maintains a strong, positive culture of safeguarding within the school
- Ensure that this policy reflects the unique features of the community we serve and the needs of the students attending our provision. This policy will be reviewed at least annually and whenever new guidance is issued
- Regularly monitor and evaluate the effectiveness of this Child Protection Policy
- Appoint a Designated Safeguarding Lead (DSL), who is a member of the 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 DSL are made explicit in those post-holders' job descriptions. If not the DSL, the Head of School 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 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 Head of School where there are any identified gaps in practice or procedures are not followed
- Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE 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 students 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 (see section 1.1) to liaise with relevant agencies if any allegations are made against the Head of School. If there are concerns that issues are not being progressed in an expedient manner, staff/students/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

The 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 are 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 meetings
- Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities, to review the Single Central Record and complete an audit of the staff files
- Ensure that filtering and monitoring systems are in place and take part in the review
- Take responsibility to ensure that the school meets 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

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.

Recognising and Reporting Concerns

Any staff member who identifies a safeguarding concern must report it on CPOMS as soon as it is practical.

Care for Students

Staff members should recognise that young people may feel high levels of anxiety, fear and shame when reporting or attempting to report safeguarding issues. Therefore, all staff members should be patient, caring and supportive when a child attempts to disclose sensitive information about their safety.

If a child makes indications that something is wrong but stops or backtracks, colleagues should display appropriate professional curiosity about the issue. For example, asking 'what do you mean?' or 'who would you feel comfortable talking to about this?' to give the child a path for further support and information sharing. Staff members should NOT ask leading questions or chastise a child for being reticent about disclosures; they should express understanding that some things are difficult to discuss and express support for the child, whilst clearly signposting options for support.

Staff members should report such conversations per the process outlined below, as they may provide further lines of enquiry for the Safeguarding team.

Urgent Support

If the issue is urgent (ie likely to result in significant harm or requiring an immediate response), the staff member should escort the child at risk to the DSL on Duty for immediate assessment and support. Examples of issues requiring immediate support include a child who is fearful of physical or sexual abuse should they return home, or a child who has caused themselves significant injury.

Listening to Concerns and Disclosures

If a student approaches a staff member to report concerns or make a disclosure, the staff member should:

- Take the child to a private location if possible, to maintain the child's privacy
- Reassure the child that they are doing the right thing by reporting the issue or asking for advice
- Demonstrate empathy and comfort the child is required
- Listen, and if possible, take contemporaneous notes, in the student's words
- Avoid prompting or asking leading questions
- Ensure the child that you are unable to promise confidentiality – that information

will have to be shared with Safeguarding colleagues to keep the child safe

- Explain, if possible, what will happen next (for example, I'm going to share this information with Mrs X, then we will have to investigate Y)
- Add the incident on CPOMS, logging it as a 'cause for concern' and providing as much detail as possible
- Please ensure that the reason for the concern is clearly stated in the incident – for example, 'I am concerned about this child's mental health', or 'I am concerned that this child is being subjected to homophobic bullying'.
- If relevant, use the body map to identify the location of any injuries
- Tag any linked students into the CPOMS incident log where relevant
- If it is after school or during the school holidays and you believe the issues needs urgent attention, refer to the school's holiday rota for DSL coverage.

Female Genital Mutilation

Female Genital Mutilation (FGM) includes 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.' (Keeping Children Safe in Education 2023).

FGM is illegal in the UK.

Every staff member has an individual legal responsibility to report Female Genital Mutilation (FGM) directly to the police if disclosed by a child under 18. For students at The Mandeville School, contact 999 if the child requires urgent medical support, or otherwise 101.

Please follow up immediately by informing a member of the DSL team in person, so that they can raise this with Social Care First Response Team) immediately.

If the child has gone abroad, then please contact the Foreign and Commonwealth Office on 020 7008 1500.

Concerns about Staff Members

If you are concerned about the conduct of a staff member and consider that they may pose a risk to students, you must report this directly to the Head of School. Please do this in person and via email as swiftly as possible. If the Head of School determines that a child has been harmed or may be harmed, he will contact the Local Authority Designated Officer to seek advice and direction on next steps. If it is suspected that a crime has been committed, any of the following steps may be taken:

- The police may be contacted
- A risk assessment may be undertaken
- The staff member may be suspended
- Further enquiries may be undertaken/evidence gathered and shared with the LADO
- A strategy meeting may be convened to discuss the incident and share key information between the school and other local safeguarding partners
- The DSL may make a referral to Social Care

School staff members must take due care to support any child who is suspected to have

been subject to abuse or inappropriate behaviours, and support any staff member subject to allegations of misconduct. The Head of School will record the decisions resulting from the above actions – ie to make further enquiries or to take no further action, along with the justification for the decision.

The full procedure for dealing with allegations against school staff is available via the Bucks Safeguarding Children Board website:

<https://bscb.procedures.org.uk/skyzps/adults-who-pose-a-risk-of-harm-to-children/managing-allegations-against-staff-and-volunteers>

The Buckinghamshire LADO can be contact at 01296 382 070 or secure-LADO@buckinghamshire.gov.uk.

Low Level Concerns

As part of a school approach to safeguarding, the school will ensure that an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

The term 'low- level' concern does not mean that it is insignificant, a low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- Being overfriendly with children
- Having favourites
- Taking photographs of children on their personal mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating students.

Staff will report all low level concerns about any adults to the head of school or the ceo of the trust should the allegation pertain to the head of school or executive head of school. Where there is any doubt as to whether the information shared meets the harm threshold, the lado will be consulted.

Immediate Danger

If you think someone is in immediate danger, you can contact the police or an ambulance directly. For example, if you're on gate duty and observe a member of the public with a weapon, call 999 immediately. Once it is safe and practical to do so, report the issue to the Lead DSL per the above guidance.

Notifying Parents or Carers

Where appropriate, we will discuss concerns about a child with the child's parents or carers. This will normally be done by the DSL or pastoral colleague dealing with the child most directly in the case of a suspicion, concern or disclosure.

If we believe that notifying parents or carers would increase the risk to the child, we will refrain from doing so and discuss this with the Local Authority or Social Worker in the first instance.

In the case of allegations of abuse made against other children, we will normally notify the parents/carers of all children involved.

Signposting

We signpost parents, carers and students – especially older students – to a broad range of external services and supports for their benefit. The [Pastoral Support](#) and [Safeguarding](#) pages of our website includes a broad range of available services and tools to support positive wellbeing, sleep, mood, managing bereavement, eating disorders, self-harm, bullying, LGBTQIA+ issues, drug and alcohol misuse, and family and parenting support.

Staff Training

All staff members must complete minimum statutory Safeguarding training annually. As a part of Insignis Academies Trust, our staff members take the TES Safeguarding Training annually. New staff members complete this within 2 weeks of joining The Mandeville School, as part of their induction.

Staff members also receive news, update and reviews of essential Safeguarding and Child Protection information via:

- Staff briefings
- Staff newsletter items
- Emails
- Staff meetings
- Periodic training sessions on specific topics – eg Prevent duty – as part of the school's Professional Development programme
- Attendance alongside students at workshops and sessions given by external speakers.

Staff members are provided with key updates about Keeping Children Safe in Education annually.

Staff members participate in regular assessments of their safeguarding knowledge, in order to identify gaps in knowledge and address these with individuals or groups.

Pastoral staff and Safeguarding Team members are given additional opportunities for training, for example, online courses, engagement with local providers, and DSL Update training. Some recent areas covered include:

- Supporting students with mental health concerns (Mental Health Support Team)
- Traffic Light tool of age-appropriate Sexual Behaviours (Brook)
- Prevent Strategy (Buckinghamshire Prevent team)
- Anti-Bullying Alliance Training (Anti-Bullying Alliance).

Contextual Safeguarding

The Safeguarding Team at The Mandeville School engages with local networks and community members, and draws on a range of available information sources, to assess contextual risks for young people in the school catchment area. This includes taking account of local geographic and socio-economic issues, diversity and cultural factors affecting students, families and broader social networks in the community.

The Safeguarding Team maintains a Risk Register to identify and assess risks, and adjust safeguarding and child protection plans, training and activities accordingly.

Children At Greater Risk of Harm

Some children have an increased risk of abuse, and some children may face additional barriers to recognising or reporting abuse online and offline. Staff members at The Mandeville School are committed to understanding, recognising and addressing abuse and neglect of all children, regardless of their circumstances.

We may give special consideration to:

- Children who have special educational needs
- Children with disabilities or chronic health conditions
- Young carers
- Children whose first language is not English
- Children with other communications barriers – such as non-verbal, hearing- or sight- impaired children
- Asylum seekers and other displaced persons
- Children who are dual-registered or attending Alternative Provisions
- Children in care/care leavers, including those in kinship care
- Children who are absent or missing from education
- Children whose parent/carer has expressed an intention to home educate them
- Children at risk of FGM, forced marriage, domestic violence, honour-based violence or radicalisation
- Children who are at risk due to their own or a family member's mental health need
- Children whose family home is affected by addiction or substance abuse
- Children in temporary or inadequate accommodation

Early Help Framework

Though any child may be referred to Early Help, staff members should be particularly diligent

when considering whether the following children may benefit from referral:

- Children who are disabled, with specific additional needs or medical conditions
- Children with Special Educational Needs (including, but not limited to those with EHCPs)
- Children with mental health needs
- Young carers
- Children showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and associated with organised crime/county lines
- Children who frequently go missing
- Children at risk of modern slavery, trafficking, sexual or criminal exploitation
- Children at risk of being radicalised or exploited
- Children with a family member in prison, or who is affected by parental offending
- Children in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Privately fostered children
- Children persistently absent from education, including persistent absences for part of the school day.
- Children who have experienced multiple suspensions are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Student Referral Unit

Children in Alternative Provisions

Children in Alternative Provisions must be monitored closely by pastoral staff members and the Safeguarding Team.

This includes:

- Liaison with colleagues at the Alternative Provision site
- Sharing of key information such as the Safeguarding File and details of any safeguarding incidents
- Collection of attendance and academic information for the child whilst at the Alternative Provision
- Regular contact between the school pastoral team and staff at the Alternative Provision; this should include periodic visits where possible
- Continued liaison with the student's parents, carers and support services as required
- Careful consideration of plans to reintegrate the child to the school.

Children Who Need a Social Worker

The DSL should keep an accurate register of students who have social workers and family support workers, and monitor their personal progress over time, intervening as required to

ensure that they can flourish.

Children Missing from Education

The DSL should work with the Attendance Officer to identify and support students who are persistently absent or Children Missing in Education, liaising with the Local Authority Attendance Team as required.

Elective Home Education

From time to time a parent or carer may inform the school of their intention to withdraw their child from The Mandeville School and educate them at home. We respect the parent or carer's right to do so. We must inform Buckinghamshire Local Authority of all such requests. We will also request parents/carers meet with the school to discuss the reasons for this choice and what support can be put in place to support the child well. If the child has a social worker then we will involve them in this meeting and transition.

Teaching Safeguarding

The Mandeville School is committed to developing and promoting a culture of safeguarding; utilising opportunities to teach positive and safe behaviours throughout our curriculum.

Priorities for teaching safeguarding are shaped by contextual factors and our Risk Register, as well as the National Curriculum.

Our PSHE and RSE curricula cover a range of relevant safeguarding topics such as consent and healthy relationships, identifying the grooming cycle, and how to maintain positive mental health. Our Tutor Time programme and Assembly Programme include explorations of challenging topics such as gender identity, extremism and drug abuse.

We also work with partners to raise awareness of key issues via guest speakers and workshops on topics such as gang affiliation and criminal exploitation, child sexual exploitation, local sexual health services, and Prevent.

Mental Health

Mental health needs may in some cases indicate that a child has suffered, or is at risk of suffering from abuse, neglect or exploitation. Whatever the root cause, students with mental health needs require support to flourish. Our Raising Achievement Officers are the first port of call for students requiring emotional support and mentoring. We also have a Counsellor on staff; students requiring their support can be referred to the Counsellor via the Raising Achievement Officer or via the SENDCO.

At times students will need more in-depth support for their mental health needs. Our SENDCO Mrs Maria Gomez may refer students to the Mental Health Support Team; an NHS service working with the school to support students with particular mental health needs.

In addition, our SEND team may refer students to CAMHS for additional support. Parents and carers can also refer their own child to CAMHS directly or via their GP.

If a child is a risk to themselves, we may put in place a bespoke risk assessment to evaluate and plan ways to mitigate these risks. In such a case risk assessments will be developed in conjunction with the student in question, and shared with relevant staff and parents/carers.

Online Safety

We support our students to make good choices and keep themselves safe online; we teach online safety extensively in PSHE, Computing and during broader activities such as workshops and tutor time sessions. Topics addressed include the 4 Cs: content, contact, conduct and commerce. Topics include sharing nude and semi-nude images, online scams, gambling, grooming, self-image, and extremist ideologies shared online.

We filter students' internet activities on the school's network and monitor students' activities. Our Yondr pouch system, that prevents students having access to their mobile phones during their time in school also gives us greater control over students' online activities, including social media. In addition, we make regular searches of various social networks to proactively identify any issues of concern.

The school Safeguarding Team keeps apprised of any online trends/challenges which may endanger students, such as the 'silhouette challenge'. We educate students about the risks inherent in these activities. The school shares advice and guidance for parents and carers in our school newsletter to enable parents to support their children.

Child on Child Abuse

We recognise that young people are capable of abusing their peers. This may include bullying behaviours such as verbal abuse, exclusion, physical abuse, harassment or online behaviours. Abuse may also take the form of discriminatory behaviour – such as transphobic abuse – or sexual harassment. Children may also groom or exploit others.

We are a 'hands off' school. This means students should not wrestle, spar or 'play fight' as these behaviours may disguise, or turn into, physical assault or bullying.

We do not accept abusive 'banter' as this can disguise bullying and lead to a culture of abusive behaviours or victim-blaming.

Sexual Harassment

Our Safeguarding team understands that sexual harassment is generally under-reported nationally, and that a lack of reports does not mean no harassment is happening. Issues reported are likely to represent more endemic issues and should be investigated on that basis.

Child on child abuse can also be gender-based. Both male and female students can perpetrate and be targeted by abuse from peers.

We take seriously and investigate reports of sexual harassment such as upskirting, sharing unwanted sexual images, videos or messages or unwanted sexual contact.

Our PSHE curriculum and broader school curricula teaches students about child on child abuse, including sexual harassment, discriminatory behaviours and consent.

Our staff members are trained to identify and act on these issues, including use of derogatory language, exclusion, perpetuation of stereotypes and healthy relationships.

Bullying

Bullying requires both a pastoral response (to investigate and address a specific incident) and a safeguarding response (to identify the patterns of behaviour, provide support and education for both victim and perpetrator).

Our Anti-Bullying Committee runs an annual programme of training, raising awareness sessions, activities and support for students to raise awareness of bullying behaviours and measures students and staff should take to tackle these behaviours.

Pastoral staff members are aware of the need to support both targets and perpetrators of bullying behaviours, and our pastoral team provides supportive interventions to perpetrators to help them understand and change their behaviours.

For more information, please see our Behaviour for Learning Policy and Anti-Bullying Policy.

Harmful Sexual Behaviours

Staff members understand that not all sexual or intimate behaviours are harmful; young people should develop understanding of healthy sexual behaviours and relationships as a part of their development into adulthood, and these issues should be handled sensitively but positively, to minimise shame and harmful attitudes.

However, some sexual behaviours are inappropriate for a child's age and developmental stage. Some behaviours may also be abusive or violent, causing potential damage or trauma to the child or peers. These behaviours are described using the umbrella term 'harmful sexual behaviours'.

At least two members of the Safeguarding team have been trained in age-appropriate sexual behaviours by Brook (Sexual Behaviours Traffic Light Tool).

When sexual behaviours or concerns are reported to the Safeguarding team, colleagues will consider the following when deciding on the response:

- Age of student/s involved
- Developmental stage of student/s involved
- Difference in age between participants
- Nature of the sexual behaviour
- Any imbalance/difference in power – for example, physical size, difference in ability etc.
- Progression of behaviours (including whether it is a one-off incident or ongoing)
- Safety measures taken, if any.

In cases of harmful sexual behaviour, the school will contact First Response for further

advice and considering making a MARF (referral for support). Please see the school's RSE Policy.

Support for Students

Students reporting sexual assault should never be given the impression that they are creating a problem. Students should be reassured by staff members that they have done the right thing by disclosing their concerns and be given support about next steps. Students reporting such issues should be listened to; not all will choose to pursue the complaint with police, for example.

The school should make provision for the target and perpetrator to stay separate from each other in school; for example, in separate classes, to avoid further distress. A member of the Safeguarding team should discuss and implement a plan with the target to ensure they have a safe place if they feel the need to withdraw from the broader school environment and seek comfort.

Other Issues

Use of Reasonable Force

It is not usually necessary to have physical contact with students, even when they are distressed, and this should be avoided at all times. If physical contact of any kind is made, this should be reported to a senior member of staff. Restraint is generally to be avoided. In extreme circumstances, it may be necessary. Please see the Behaviour for Learning Policy for further information about the use of restraint in school.

Key staff members including SLT and pastoral leaders are trained in de-escalation techniques and safe guidance/restraint techniques by Team Teach.

The Mandeville School Staff Code of Conduct clearly outlines the imperative to avoid restraint or contact for chastisement, and the need to report any restraints or physical guidance immediately following the use of the measure. All recorded restraints and guides are reviewed by the Head of School, with follow-up actions and investigations taken as required.

Responsible Adults

On rare occasions, police officers may be called to the school to speak with students or investigate key issues. In non-emergency cases, police and staff will endeavour to contact parents/carers before this takes place and seek permission. Parents/carers will also be invited to attend any such interviews as a 'responsible adult'. In emergencies, police officers may need to take more swift actions. If this is the case, a senior member of staff will stay with the student if possible, and parents/carers will be informed of this as soon as is practicable.

Our Police Liaison Officer will make contact with parents/carers before speaking with students in school. Such discussions are of an advisory, supportive or educational purpose.

Please also see our Behaviour for Learning Policy for information about conducting student

searches.

Use of School Premises for Non-School Activities

School premises may be used for non-school activities outside of the regular school day. Students attending after-school clubs run by the school must be dismissed by 4pm and sign out of school, so that the site is clear of students before non-school activities begin.

On occasion visitors may attend the school for such occasions, such as sporting fixtures and performances. On such occasions, guests will be chaperoned and supervised by staff members.

Homestays/Exchanges

The school does not currently make any arrangements for homestays or exchanges.

If the school becomes aware of any such placements being made for our students for 28 days or more, our Safeguarding team will notify the Local Authority to ensure that arrangement is suitable and safe.

Regulated Activity

Regulated activity means a person who will be responsible, on a regular basis, for caring for, instruction, supervising or training children. This includes paid or unpaid work. Regulated activities include providing intimate or personal care.

All people working with children are checked for their suitability to work in a role including regulated activity, via the Disclosure and Barring Service.

Under some circumstances, existing staff will be re-checked for suitability – for example if their role moves from non-regulated to regulated activity, if there is a break in service of 12 or more weeks, or if we believe the staff member has engaged in 'relevant conduct (per definition in 'Making Barring Referrals to the DBS) ', or they've received a caution or conviction for a relevant offense.

If we have reason to believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child, if they've been removed from working in regulated activity, or if they would have been removed had they not resigned), we would conduct further checks and seek advice before permitting them to engage in regulated activity.

Safer Recruitment

A central aspect to our recruitment process is ensuring that potential employees are fit to work with children.

Advertising

- Each post advertisement will include a job description and person specification identifying the skills, experience, qualifications and behaviour required for the

successful applicant

- The advertisement will also include safeguarding requirements and information about what, if any, regulated activity is required for the role
- The advertisement will reflect the school's commitment to safeguarding and note that safeguarding checks will be undertaken. This may include checks of the applicants' online activities as they pertain to suitability and safeguarding
- Advertisements will also clarify whether the post is exempt from the Rehabilitation of Offenders Act 1974 and Exceptions Order 1975.

Application Forms

Our application forms include a statement for applicants that it is an offence to apply for a role including regulated activity if the applicant is barred from engaging in regulated activity relevant to children.

Our application form includes a link to the Safeguarding and Child Protection Policy. All applicants must provide the following information to be considered for a role:

- Personal details, current and former names, current address and NI number
- Details of present or last employment and reason for leaving
- Full employment history since leaving school, including education, employment, voluntary work and reasons for any gaps in employment
- Qualifications, awarding body and date of award
- Details of referees
- A statement of the personal qualities and experience relevant to their suitability for the role, including how they meet the person specification
- We do not accept CVs unless accompanied by the fully completed application form.

Shortlisting

At least two colleagues should short list; ideally, the same staff members will also interview candidates.

The shortlisting panel must seek out and consider any discrepancies in applications, and identify any gaps in employment. They must also explore any possible concerns or queries to raise with the candidate.

At The Mandeville School, Central HR staff identify any gaps in employment and screen applications for other such issues prior to sharing applications with the shortlisting panel, as an additional layer of checks. Central HR staff may also carry out online searches to identify any issues or concerns which may be relevant to the applicant's suitability for the role. Searches should cover only publicly available information. If anything relevant or concerning is noted, this may be raised for further discussion at interview.

Candidates who are shortlisted for interview are asked to complete a self-declaration of their criminal record. For example, if they have a criminal history, are on the children's barred list, are prohibited from teaching, or are prohibited from taking part in the management of an independent school.

Candidates must declare any criminal offences committed in any country, if they are crimes within England and Wales, even if they are not criminal acts in their country of origin, or where they are convicted.

Candidates must also declare if they are known to the police or Social Care, if they have been disqualified from providing child care, or any relevant similar information from abroad.

This information must not be used for the purposes of shortlisting.

Self-declaration gives candidates the opportunity to share relevant information for consideration and discussion at interview.

Potential candidates will be informed that online searches will be done as part of due diligence checks ahead of their interview.

Employment History

We seek references for potential employees before interviewing candidates. This helps Mandeville staff members to identify any issues of concern prior to be further explored at interview. Central HR staff members seek out references using a specific template in order to establish key facts relevant to the candidate's suitability for the role they've applied for.

- We do not accept generic references (ie 'to whom it may concern')
- If the person is presently working in a school, one reference must be from the candidate's Head of School and confirmed by them as accurate in respect of any disciplinary investigations
- If a reference is supplied by an additional staff member, this must have been approved by a senior member of staff at that school, with the authority to provide it
- HR staff members will verify the individual's most relevant employment period if they are not currently employed
- If not currently working with children, HR staff members will seek a reference from their last role working with children
- HR staff members will verify electronic signatures. They will also contact referees for further information or clarification where required, and compare information provided by referees to applications
- The referee will be asked why the candidate is leaving/has left their most recent post.

Any concerns raised through this process must be resolved clearly before the appointment is confirmed.

Reference forms include questions about the applicant's suitability to work with children and identify any facts pertaining to substantiated safeguarding concerns/allegations which meet the harm threshold.

Indicators of Concern

All interview panels at The Mandeville School must include at least one 'Safer Recruitment' trained colleague, who plans and asks at least two relevant questions designed to probe the candidate's knowledge of safeguarding and suitability to work with children.

Areas which may cause concern and require further probing include:

- Implication that children and adults are equal
- Lack of recognition/understanding of the vulnerability of children
- Inappropriate idealisation of children
- Inadequate understanding of appropriate boundaries between adults and children
- Indicators of negative safeguarding behaviours

The panel should also consider any past disciplinary action or allegations alongside other evidence during the recruitment process.

Pre-Employment Checks

Before confirming offers of employment, The Mandeville School will require evidence of the candidate's identity – ideally by viewing a copy of the candidate's Birth Certificate.

The school must also obtain an enhanced DBS check certificate for any employee engaging in regulated activity and verify the candidate's mental and physical fitness to fulfil their role.

HR staff may complete additional checks – for example, about their mental and physical health, to ensure they can carry out their responsibilities.

The HR team should confirm:

- Whether the candidate has a physical or mental disability, and whether they have the capacity to complete the role successfully
- The candidate's right to work in the UK
- If the candidate has lived outside the UK (if so, further checks may be needed)
- Any professional qualifications, as needed)
- That any teacher employed is not subject to a Section 128 Direction by the Secretary of State for Education
- The candidate is not subject to a prohibition order issued by the Secretary of State

Single Central Record

The IAT Trust HR Team maintains the Mandeville School's Single Central Record (SCR). This lists the pre-employment checks and records for all staff members, agency and supply colleagues, trainees and volunteers in the school.

The SCR includes the following:

- ID check
- Children's barred list check
- Enhanced DBS check
- Prohibition from teaching check
- Further checks on people who have worked outside the UK
- Check of professional qualifications where required
- Check to establish the person's right to work in the UK

The Mandeville School's SCR also includes checks made on governors, volunteers, dates of relevant staff safeguarding and safer recruitment training, and the name of the person who carried out each check.

For agency employees, the SCR must indicate whether the agency has provided written confirmation that the agency has carried out the relevant checks and obtained relevant certifications.

Governors must have a DBS check and Section 128 check.

Visitors

Most visitors to school will be accompanied by the inviting staff member for the duration of their visit. In specific instances, visitors may be left unaccompanied with students; for example, a visiting Educational Psychologist may require a confidential session with a child. In this case, the professional must supply a copy of their ID and DBS, or written confirmation from their employer that a DBS check has been made.

Volunteers who have not had appropriate checks must be treated as 'visitors' and accompanied by inviting staff members at all times.

A member of the Senior Leadership Team should consider the appropriateness and educational value of any guests visiting the school to speak with students, lead workshops, assemblies or other sessions.

All visitors must sign in and out of school at main reception and wear a visitor badge at all times when onsite.

Work Experience

The Mandeville School uses an external provider for work experience. The provider (KCWex) makes visits to each placement and checks their employer liability insurance. The provider identifies any adult supervising students on placement who may need a DBS check, based on the specific nature of the work, supervision and workplace, and ensures that this is completed.

Appendix 1 – Types of Abuse

Abuse and neglect are rarely one-off or simple issues; in many cases, multiple definitions of an event may be applicable.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning, freezing, drowning, suffocating, cutting or restraining a child. Fabricated illness/injury is also a form of physical abuse; for example, a perpetrator may fabricate symptoms of illness or induce illness.

Emotional abuse is persistent mistreatment of a person to cause severe negative effects on the child's emotional development. Some examples include:

- Telling a child that they are worthless, inadequate or unloved
- Not giving the child the opportunity to express their views, silencing them or mocking them
- Developmentally inappropriate expectations being imposed on children – for example, not allowing a child to engage in normal behaviours for their age or developmental stage, or requiring them to engage in more mature behaviours than their age or developmental stage
- Seeing or hearing the abuse or ill-treatment of another person
- Serious bullying or causing a child to feel frightened
- Exploitation or corruption of a child

Sexual abuse is forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may or may not include violence. Activities may include physical contact such as assault by penetration, non-penetrative acts such as kidding or rubbing. Sexual abuse may also include non-contact activities such as encouraging a child to look at or produce sexual images, watch sexual activities or groom a child for sexual abuse.

Sexual abuse may occur in person or online.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of their development. Neglect may include the failure to:

- Provide adequate food, drink and nourishment
- Produce suitable clothing, shelter and hygiene support/products
- Protect a child from physical or emotional harm
- Ensure adequate supervision
- Ensure access to medical treatment/care
- Provide appropriate response to a child's basic emotional needs

Appendix 2 – IAT Suicide Prevention

Statement of Purpose

The IAT community is aware that suicide is the leading cause of death in young people and that we play a vital role in helping to prevent young suicide.

We want to make sure that students at our schools are as suicide-safe as possible and that our governors, parents and carers, teaching staff, support staff, students and other key stakeholders are aware of our commitment for IAT and its schools to be a Suicide-Safer.

The purpose of this annex is to protect the health and well-being of all young people in IAT by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. IAT recognises that physical, behavioural, and emotional health is an integral component of a student's educational outcomes. IAT therefore acknowledges its role in ensuring a school ethos and environment that is sensitive to individual and societal factors that place young people at greater risk of suicide and one which helps to foster positive youth development.

To this end, this annex should be read alongside other IAT or individual school based policies, which support the emotional and behavioural health of students more broadly. These policies include:

- Safeguarding and Child Protection Policies
- Behaviour Policy

Our Beliefs about Suicide and Contributory Factors

IAT acknowledges that suicidal thoughts are common among young people and we believe that every suicide is a tragedy. There are a number of contributory factors surrounding a suicide and the reasons are often complex and individual to that person. However, we believe that there are lessons that may be learned from each death that may help prevent future deaths.

We recognise that the stigma surrounding suicide and mental illness can be both a barrier to seeking help and a barrier to offering help. IAT is dedicated to tackling suicide stigma. In our language and in our working relationships, we will promote open, sensitive talk that does not stigmatise and perpetuate taboos. This will include avoiding the use of language which perpetuates unhelpful notions that suicide is criminal, sinful or selfish. We know that unhelpful myths and misconceptions surrounding suicide can inhibit young people in seeking and finding appropriate help when it is most needed. Here at IAT, we recognise that students may seek out someone whom they trust with their concerns and worries. We want to play our part in supporting any student who may have thoughts of suicide.

At IAT, we want to support students who are having thoughts of suicide, those who are engaging in suicide behaviours and those who are self-harming, sometimes working in partnership with family, caregivers and other professionals where this may enhance support for the student and suicide safety. We believe that safeguarding is everyone's responsibility, and everyone can play a role in preventing suicides. When a young person is in distress, we cannot know whom they might tell. It is therefore important that all staff are alert to different or worrying behaviours and report these to the DSL or a member of the safeguarding team

as they would report any other welfare or safeguarding concern.

We know that a young person who is suicidal may find it very difficult to make their feelings known and speak openly about suicide. We will equip a team of staff, in the Raising Achievement Office, led by the Senior Leadership team, with the skills, through training, to identify when a student may be struggling with thoughts of suicide. These members of staff will be trained to be alert and provide a safe response to any student struggling with thoughts of suicide. We will provide our students with opportunities to speak openly about their worries with staff who are ready, willing and able to support them. At IAT, we want to make it possible for our students, and those who support them, to do so safely. This will be in a way that leads to support and help where this is needed. We will take all appropriate measures to ensure there is adequate support available to enable any student seeking help to know who to approach and talk to when they are struggling with thoughts of suicide.

How We Help Ensure an Active Person-Centred Suicide Prevention Annex

IAT will ensure that it has a named individual who is responsible for the design, implementation and maintenance of this annex.

IAT will ensure each school has staff trained in Mental Health First Aid and/or other relevant Suicide Prevention Training. The Designated Safeguarding Lead or Deputy Designated Safeguarding Leads in each school will be the point of escalation for any concerns about a student or young person. We will keep confidential records of students at risk of suicide to ensure some continuity of care within the intervention model.

We will endeavour to ensure that staff across all schools are suicide aware. This means that all staff inductions will include suicide awareness, i.e. how to spot signs, what to do and how to escalate any concerns whether this is in relation to a student or member of staff.

We will ensure that all students are suicide aware. This means that we will ensure that as part of the planned Personal, Social, Health and Citizenship Education (PSHCE) curriculum for schools in IAT, there is age appropriate learning which equips our students to know how to spot signs of deteriorating mental health, what to do and how to escalate any concerns to a member of school staff.

We will also consider site safety and risk assessments as a high priority when it comes to areas of the schools which could pose more risk to students who are suicidal. This also may include personal risk assessments for students identified as being at risk.

IAT recognises that anyone may experience periods of poor mental health while attending our schools. We will endeavour to put in place mechanisms which allow staff to have regular interaction and be able to flag or review any concerns about individuals including suspected suicidal thoughts. Students that are flagged in this way will be reviewed regularly and routinely by nominated staff so that patterns of concerning behaviour can be spotted and the necessary steps can be put in place to keep them safe.

If a child moves schools and there are concerns that they may be at risk of self-harm or suicide, IAT requires that the relevant school will share their concerns with the child's new school/college to ensure that they can be supported. Information will be shared promptly and will be proportionate to the level of identified risk.

Potential procedures to support students who are at risk of suicidal behaviours and/or death by suicide

IAT will ensure that where a school becomes aware of student(s) who are at risk of suicidal behaviours and/or death by suicide, the following is considered, as appropriate for the situation:

- Ensuring no one is in immediate danger
- Administer first aid
- Call emergency services for medical advice, ambulance/police support if necessary
- Support witnesses, ensuring they are supervised until parents/carers can support them
- Work with the students at risk and provide a safe place and person in school
- Contact the parent/carer, to ensure appropriate safeguarding arrangements at home and to discuss support for the parent if necessary
- Maintain ongoing contact with the parent/carer
- Advise the student and parent/carer on accessing support services, such as GP, CAMHS and other agencies
- Make referrals to outside agencies such as CAMBS
- Contact first response if suicidal behaviours are part of a wider context of safeguarding concerns
- Work with the student to prepare a safety plan and/or risk assessment for school and home, communicating this with parents/carers
- Monitor the student via relevant school systems
- Monitor attendance carefully and act in a timely manner if there are any unexplained absences
- Record and keep all information using CPOMS
- Provide external support and crisis agencies if there are any concerns around safety during a school holiday
- With the consent of the student and parents/carers, consider whether it is appropriate to contact the data and examinations team to review whether special considerations would be appropriate for exams.

Procedures for Sensitive Postvention Provision

IAT will ensure that each school has staff who have allocated roles for responding in the event of a suicide. Each member of the teams will have a defined responsibility such as family liaison and communication with external agencies, including the media.

IAT will be clear about how we deal with an inquest after someone has died by suicide in our schools. We will support the authorities in their work but will be mindful of the distress an inquest causes to the bereaved people. We will also be mindful of the impact supporting an inquest can have on staff.

We will record and monitor deaths by suicide and the impact on the community. This will include ongoing monitoring of student deaths including suicides and suspected suicides. In addition, this will include recording and monitoring the uptake of bereavement support services by students after a suicide.

We will also ensure the following is actioned or considered, where appropriate:

- identification of vulnerable students affected by the suicide
- coordination crisis counselling for staff and students
- liaison with external support such as the Education Psychology Services, Education Safeguarding Advisory Service, CAMHS etc
- monitoring of multiple events, such as two suicides in a relatively short period of time which may or may not be connected and could indicate a possible suicide cluster, including investigating possible connections between individuals, their circumstances and their suicidal behaviour

IAT will ensure that ongoing reviews take place and that processes are updated in line with best practice, and that on-going training is undertaken when necessary.

Version Control

Date	Amendments Since Previous Version
March 2024	New policy (annex), based on template from Papyrus, the national charity dedicated to preventing suicide amongst young people. Highlighted items in particular need consideration.
April 2024	Re-written by Kate Massey, in line with other secondary schools policies and with the process of the IAT schools in mind.

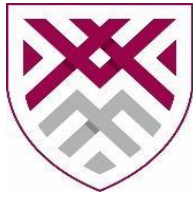
Appendix 3 – Helpers in the Community

Local/National services that can help support someone who is actively suicidal:

Name	Telephone
PAPYRUS HOPELINEUK Text: 07786 209 697 Email: pat@papyrus-uk.org	0800 068 4141

Local/national services that can help deal with the underlying causes of suicidal thoughts:

Name	Telephone
Rape and/or Sexual Assault	Sexual Assault and Abuse Support Service 01296 719 772
Domestic Violence Hotline	Aylesbury Women's Aid - 01296 437 777 Mankind Initiative - 01823 334 244 National, LGBT+, Domestic, Abuse Helpline 0800 999 5428
Child Abuse Hotline	Childline - 0800 1111
Police/Ambulance/Fire Services	999 for emergencies 101 - To report non-urgent police enquiries
24 Hour Medical Advice	111 for medical advice and support
Homelessness Emergency	Buckinghamshire Council Homeless Support 01296 585168
Child and Adolescent Mental Health Service	Single Point of Access - 01865 901 951
Sexual Health and Screening	Brookside and SHAW Clinics 0300 303 2880
Sexuality Support	https://lgbtbucks.org/
Children's Services	Buckinghamshire Children's Services – First Response 01296 383 962 out of hours - 0800 999 7677
Family Support Services	Buckinghamshire Family Support - 01296 383293



THE
**MANDEVILLE
SCHOOL**
BELIEVE · ACHIEVE · SUCCEED

Name	Telephone
Alcohol and Substance Misuse	One Recovery Bucks - 0300 772 9672
Carer Support Services	Carers Bucks - 0300 777 2722