



7a Safeguarding Policy and Child Protection Procedure

Designated Safeguarding Lead: James Skea (Senior Master)
Additional Safeguarding Lead with responsibility for EYFS: Caroline Yolland (School Counsellor)
Additional Safeguarding Lead: Stephen Miles (Head of Middle School)
Additional Safeguarding Lead: Clare Sharp (Head of EYFS) (in training)

Review cycle:	Every Year
Review by:	SMT, G(Ed), G(Board)
Last Governor Approval	Spring 2021
Next Governor Approval	Autumn 2021
Persons responsible for review:	James Skea (DSL) Caroline Yolland Stephen Miles Stephanie Horrocks (Governor)
This document also appears on:	
	<ul style="list-style-type: none"> • School Website • Staff Intranet

CONTENTS

1. Definitions
2. Legal Framework
3. Additional Policies
4. Contacts
5. Introduction
6. Responsibilities
7. Inter-Agency Working
8. Abuse and Neglect
9. Child Sexual Exploitation (CSE)
10. Child Criminal Exploitation (CCE)
11. County Lines
12. Mental Health
13. General Safeguarding Procedures
14. Concerns about a Child
15. Early Help
16. Dealing with disclosure
17. Supporting staff
18. Communication and Confidentiality
19. Concerns about Staff Members and Safeguarding Practices
20. Dealing with Allegations against staff and volunteers (including Governors)
21. Retention of Records
22. Whistleblowing
23. Child Missing Education
24. Pupils With SEND
25. Private Fostering
26. Physical intervention/positive handling
27. Anti-bullying
28. Racist incidents
29. Health and Safety

30. Preventing Radicalisation and The Prevent Duty
31. Online Safety
32. Mobile Phone and camera safety
33. Sexting
34. Allegations of abuse against other pupils (peer-on-peer abuse)
35. Sports clubs and extra-curricular activities
36. Safer Recruitment
37. Single Central Register (SCR)
38. Staff Suitability
39. Training
40. Monitoring and Review
41. Cultural Issues
42. FGM, Forced Marriage and Honour based violence
43. Contextual safeguarding
44. Serious violence
45. Domestic Abuse
46. Policy Review

Appendix 1: Definitions of Abuse

Appendix 2: Safeguarding During the Coronavirus (COVID-19) Outbreak

Statement of Intent

The Beacon is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Creating a listening environment in which pupils have the confidence to speak out.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing board, the Headmaster and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Ensuring that the DSL, deputy DSLs and Headmaster liaise effectively with local safeguarding partnerships and work in accordance with locally agreed inter-agency protocols.
- Ensuring that the Headmaster and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed, thereby creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children

The DSL is: James Skea. In the absence of the DSL, child protection matters will be dealt with by Stephen Miles and Caroline Yolland

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage, increased status or other advantage of the perpetrator or facilitator.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).

EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and social needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	A procedure where the female genital organs are injured or changed and there is no medical reason for this.
GDPR	General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage, and practices such as breast ironing.
HMCTS	HM Courts and Tribunal Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
ITT	Initial teacher training	A programme of training to achieve qualified teacher status.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.

LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	A child who has been placed in local authority care or where children's services have looked after a child for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer	Term relating to a community of people, protected by the Equalities Act 2010, who identify as a lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
QTS	Qualified teacher status	A requirement in England to work as a teacher of children in state schools and special schools.
RSE	Relationships and sex education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.

SEND	Special educational needs and disabilities	A pupil is assessed to have SEND if they have a learning problem or disability that makes it more difficult for them to learn than most pupils their age.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

1. Definitions

The terms “children” and “child” refer to anyone under the age of 18.

For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils’ mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

For the purposes of this policy, the term “harmful sexual behaviour” includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults
- Use of social media and of cameras or other devices to harass or intimidate another person sexually.

In accordance with the DfE’s guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’ (2018), and for the purposes of this policy, the term “sexual harassment” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term “sexual violence” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

For the purposes of this policy, “upskirting” refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

The term “teaching role” is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Headmaster to provide such direction and supervision.

For the purpose of this policy, “peer-on-peer” abuse is defined as abuse between children. This can include, but is not limited to the following:

- Abuse within intimate partner relationships
- Bullying (including cyberbullying)
- Sexual violence and sexual harassment
- Physical abuse and physical harm
- Sexting
- Initiation/hazing-type violence and rituals

2. Legal Framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following Legislation:

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019

Statutory guidance:

- DfE (2018) ‘Working Together to Safeguard Children’
- DfE (2015) ‘The Prevent duty’
- DfE (2020) ‘Keeping children safe in education’
- DfE (2018) ‘Disqualification under the Childcare Act 2006’
- HM Government (2013) ‘Multi-agency practice guidelines: Handling cases of Forced Marriage’
- HM Government (2020) ‘Multi-agency statutory guidance on female genital mutilation’

Non-statutory guidance

- DfE (2015) ‘What to do if you’re worried a child is being abused’
- DfE (2018) ‘Information sharing’
- DfE (2017) ‘Child sexual exploitation’
- DfE (2018) ‘Sexual violence and sexual harassment between children in schools and colleges’

3. Additional Policies

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- Child Missing Education Policy
- Complaints Policy
- Equal Opportunities and Anti-prejudicial Discrimination Policy
- SEND Policy
- Health & Safety Policy
- Online Safety Policy (including use of photography and social media)
- Safer Recruitment Policy
- Staff Code of Conduct
- PSHE Policy - to include RE & RSE
- Visitors and Security Policy
- Whistleblowing Policy

These policies can either be accessed from the Beacon School website www.beaconschool.co.uk or a copy can be provided on request from the school office.

4. Contacts

School contacts

Headmaster	William Phelps wphelps@beaconschool.co.uk
Designated Safeguarding Lead (DSL)	James Skea jskea@beaconschool.co.uk 01494736166
Deputy Designated Safeguarding Lead(s)	Stephen Miles smiles@beaconschool.co.uk Caroline Yolland cyolland@beaconschool.co.uk
Safeguarding Governor	Stephanie Horrocks govshorrocks@beaconschool.co.uk
Safer-Recruitment Governor	Debbie McGregor dmcgregor@beaconschool.co.uk
Chair of Governors	Charles Miller govcmiller@beaconschool.co.uk

Contacts in County

<p>Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.</p>	<p>01296 387981 secure-esasduty@buckinghamshire.gov.uk</p>
<p>First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.</p>	<p>01296 383962 Out of hours 0800 999 7677</p>
<p>Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis</p>	<p>01296 382070</p>
<p>Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education</p>	<p>01296 383293</p>
<p><u>Buckinghamshire Safeguarding Children Partnership (BSCP)</u> Procedures, policies and practice guidelines</p>	
<p>BCC Equalities & School Improvement Manager</p>	<p>01296 382461</p>
<p>BCC Prevent Co-ordinator (Alison Watts)</p>	<p>01296 674784 07793658693</p>
<p>Thames Valley Police</p>	<p>101 (999 in case of emergency)</p>

Other contacts

NSPCC	0800 800 5000
Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fmufco.gov.uk
Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service	01494 785 552

5. Introduction

At The Beacon we believe that a policy on child protection is founded on the right of all children to be and feel safe. We are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- 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;
- and taking action to enable all children to have the best outcomes

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

6. Roles and Responsibilities

The governing board has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school liaises with local safeguarding partnerships effectively and contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take account of the procedures and practices of the Local Authority as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.
- Ensure that a member of the governing board is nominated to liaise with the Local Authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headmaster or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Ensure that a member of staff from the SMT is appointed to the role of DSL as an explicit part of the role-holder's job description.
- Ensure that one or more deputy DSL(s) is appointed to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the E- team, SMT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by ensuring the school conducts pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Ensure that volunteers are appropriately supervised.

- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

The Headmaster has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

The DSL has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners and the child death review partner.
- To work with the safeguarding partners and follow Bucks CC protocols in reporting concerns and keeping children safe.
- Make the necessary child protection referrals to appropriate agencies.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) [guidance](#).
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the latest version of 'Keeping children safe in education' (KCSIE) guidance including Annex A, Behaviour Policy, the Children Missing from Education Policy, online safety training and the identity of the DSL and any deputies.
- Liaise with the Headmaster to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessments where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care Services (CSCS) if the situation does not appear to be improving.
- Have a working knowledge of how Local Authority conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Ensure a culture of online safety is developed amongst the pupils.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.

- Ensure the best educational outcomes by identifying at-risk pupils to the school and its staff, so that the relevant personnel understand each pupil's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.
- Hold the details of the Local Authority advisor and liaise with them as necessary.

The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Challenge senior leaders over any safeguarding concerns, where necessary.

- Read and adhere to the Staff Code of Conduct which governs behaviours expected of them, as well as having an understanding of the Behaviour Policy for children and our Attendance Policy.

7. Inter Agency Working

The school contributes to inter-agency working as part of its statutory duty.

The school is aware of and will follow the local safeguarding arrangements.

The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL.

The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

8. Abuse and Neglect

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

All staff, especially the DSL and their deputies, will be aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).

All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

Staff will recognise the gender-based character of many forms of peer-on-peer abuse and will be aware of the vulnerability of LGBTQ+ pupils.

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in section 30 of this policy.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

Types of abuse and neglect

Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

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

Emotional abuse: A form of abuse that involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

Sexual abuse: A form of abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

Neglect: A form of abuse that involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

9. Child Sexual Exploitation (CSE)

For the purpose of this policy, "child sexual exploitation" is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

School staff members will be aware of and look for the key indicators of CSE; these are as follows:

- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections

Other indicators outlined in Appendix 1 may also be signs that a child is a victim of CSE

Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

10. Child Criminal Exploitation (CCE)

For the purpose of this policy, "child criminal exploitation" is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

CCE may be in effect even if the criminal activity appears consensual and can happen through the use of technology.

Identifying cases

School staff will be aware of the following indicators that a child is the victim of CCE:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part

11. County Lines

For the purpose of this policy, "County lines" refers to organised criminal networks or gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained

- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

12. Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

13. General Safeguarding Procedures

Our school procedures for all staff, volunteers and visitors in safeguarding and protecting children from harm are in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Partnership safeguarding procedures, **“Working Together to Safeguard Children 2018”**, **“Keeping Children Safe in Education” 2020** and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015**.

The Beacon will ensure:

We have a designated member of the Senior Management Team who has undertaken appropriate training for the role, as recommended by the BSCP. The Designated Safeguarding Lead (DSL) will be required to update their training in accordance with the Learning Pathway agreed by the BSCP.

There are at least 2 members of staff qualified as Deputy Safeguarding Leads who can act in the DSL’s absence and who have also received training for the role of DSL. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.

All adults (including supply teachers and volunteers) new to the school are made aware of the school’s policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under “Keeping Children Safe in Education 2020” (specifically Part 1 and Annex A) and the booklet “What to do if You’re Worried a Child is Being Abused”.

Permanent employees will undertake an induction process which will include their safeguarding induction covering:

- The Safeguarding and Child Protection Policy (with an acknowledgement that it has been read and understood by the member of staff)
- The Staff Code of Conduct
- Whistleblowing Policy
- On-line safety and ICT Acceptable Use Policy
- Role and Identity of DSL and deputies
- Keeping Children Safe in Education Part One –(for all staff)
- Keeping Children Safe in Education –Annex A (for school leaders and those who work directly with children.
- Pupil Behaviour Policy
- Safeguarding Response to children who go missing in education in line with the Child Missing Education Policy
- Staff Code of Conduct including Whistleblowing, Acceptable Use of ICT, Staff- Pupil Relationships and Communication including use of social media.
- Online Training in the Prevent Duty and Safeguarding Children in Education.

Visitors must be:

- Clearly identified with visitor/contractor passes with the white lanyard.
- Met and directed by school staff/representatives.
- Signed in and out of the school by school staff from the school office.
- Given a safeguarding leaflet to read, or directed to a poster informing them of how to report a concern
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative at all times.
- Only given access to pupils restricted to the purpose of their visit.

All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year.¹

¹ "Keeping Children Safe in Education 2020" states that staff should receive regular training. Buckinghamshire County Council advises that this takes place no longer than 3 years in between refresher training.

All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy, which is available on our website. Hard copies are also available from the school office.

All staff must follow the Beacon School reporting procedures when reporting any child protection or safeguarding concerns.

Parents/carers are expected to notify the school of any absenteeism however the school will call to ascertain the whereabouts of any absent pupils as soon as is reasonably possible.

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

Any absence, without satisfactory explanation, of a pupil currently subject to a child protection or child in need plan is immediately referred to their social worker.

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

All lettings must comply with conditions of their contract and provide relevant information as required by the Vetting Team.

The school operates Safer Recruitment practices, including ascertaining the suitability of volunteers and employed staff, both employed directly or via an agency, who are working in regulated activities.

Allegations against members of staff, including volunteers, are referred to the Local Authority Designated Officer (LADO).

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

14. Concerns about a Child

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing. If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy. All 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 may initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;
- Staff must follow up the verbal report with a written report using CPOMS (Child Protection online Management System)

- Concern forms are located on CPOMS which will automatically record time, date and details of the member of staff submitting the form.
- 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 when the report was passed to the DSL and what action was taken alongside any outcomes achieved.

15. Early Help – Child in Need

Early help means providing support as soon as a problem emerges at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

Effective early help relies upon local agencies working together to identify children and families who would benefit from early help, to undertake an assessment of the need for early help, such as the Common Assessment Framework (CAF) or Early Help Assessment (EHA), and to provide targeted early help services to improve the outcomes for the child and prevent needs escalating to a point where intervention from children's services would be needed.

Inter-agency assessments should take place when a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police). The assessment should be undertaken by a lead professional who should provide support to the child and family and coordinate the delivery of support services. The lead professional could be a teacher, family support worker, health visitor or GP and the decision about who should be the lead professional should be informed by the child and their family. Examples of support services include family and parenting programmes, assistance with health issues and help for problems relating to drugs and alcohol.

For early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents and should involve the child and the family as well as the professionals working with them.
- professionals should be able to discuss concerns they may have about a child and family with a social worker in the local authority.
- If consent is not given for an early help assessment, the DSL should consider how the needs of the child might be met. If at any time it is considered that the child may be a child in need or that the child has suffered significant harm or is likely to do so, a referral to the local authority's children's service should be made immediately.

Staff should discuss emerging problems and early help requirements with the DSL. If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional as appropriate

Any such cases should be kept under constant review and consideration given to a referral to

local authority's children's service for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

The DSL is responsible for maintaining effective records of all such cases.

16. Dealing with a Disclosure

When dealing with a disclosure it is vital that the member of staff is aware of the vulnerable nature of some groups of children including Children In Need, Looked after Children and those with Special Educational Needs and Disabilities. In the event of a child disclosing abuse staff must:

- Listen to the child, allowing the child to tell what has happen 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, endeavoring to not respond emotionally.
- Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.
- Make an accurate record of what they have seen/heard using CPOMS, the Child Protection online Management System, 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. No part of the body normally covered should be viewed or examined.
- 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 DSL. Staff may choose to refer directly to First Response at any time.

In the unlikely event that the DSL and deputy DSLs are not available, staff should speak to First Response directly with their concern.

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.

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. If there is any doubt in the decision, an enquiry to First Response should be made as there may be a pattern of

behaviour which the school is not aware of. The rationale for this decision should be recorded by the DSL.

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

Must contact First Response by telephone in first instance if there are grounds to suspect a child is suffering or is likely to suffer significant harm, and then complete the Multi Agency Referral Form (MARF) making a clear statement of:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child's family

Notify the police if the child is in immediate danger and urgent protective action is required. The DSL must then notify First Response of the occurrence and what action has been taken.

Call an ambulance using 999 if a child needs urgent medical attention. The DSL should then contact First Response; advice to be sought from First Response about informing parents/carers.

17. 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 may be provided by the Headmaster, another trusted colleague or the counsellor service provided through the school insurance company.

In consultation with all staff, we have adopted a **Code of Conduct** for staff working in our school which is in the Staff Employment Manual. This forms part of staff induction and is in the staff handbook. All staff know how to access the **Code of Conduct** to refer to it.

All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff **Code of Conduct**.

18. Communication and Confidentiality

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

The Headmaster or Designated Safeguarding Lead 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 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 must not be a barrier for sharing information regarding safeguarding concerns.

19. Concerns about Staff Members and Safeguarding Practices

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Headmaster. If the Headmaster is not available then the member of staff should contact the Chairman of Governors. In either case, the matter should not be discussed with any other person unless otherwise directed by the Headmaster or Chairman.

If the concern is with regards to the Headmaster, it will be referred to the Chairman of Governors, without informing the Headmaster. The matter should not be discussed with any other person unless otherwise directed by the Chairman.

Should neither the Headmaster nor the Chairman be available, then contact will be made directly with the Local Authority Designated Officer (LADO), informing the Headmaster (unless he is the subject of the allegation) or Chairman as soon as possible thereafter.

Anyone may make a direct referral to the LADO.

Any concerns regarding safeguarding relating either to general practice or to the manner in which a specific case is being handled may be raised in accordance with the Whistleblowing Policy. If a staff member feels unable to raise an issue with the school, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members, including those that meet the harms test, will be dealt with in accordance with the school's [Allegations of Abuse Against Staff Procedure](#).

For the purpose of this policy, the "harms test" refers to a situation where a person would pose a risk of harm if they continued to work in regular or close contact with pupils in their present position, or in any capacity.

20. Dealing with Allegations against staff and volunteers (including Governors)

Any allegations of abuse made against staff members, including those that meet the harms test, will be dealt with in accordance with the requirements set down below and, where appropriate, the staff code of conduct.

For the purpose of this policy, the "harms test" refers to a situation where a person would pose a risk of harm if they continued to work in regular or close contact with pupils in their present position, or in any capacity.

The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When using an agency to access supply staff, the school will inform them of its processes for managing allegations, including any updates to the relevant policies, and liaise with the agency's human resources manager/provider where necessary.

Where a member of staff has a 'niggling safeguarding doubt' about a colleague, then the Headmaster should be made aware of such a concern, however ill-formed in the mind of the member of staff concerned,

It is the responsibility of the Headmaster to report any safeguarding concerns about the conduct of those working or in close contact with children to the LADO.

It is the responsibility of the Chairman of Governors to report any safeguarding concerns about the conduct of the Headmaster to the LADO

Proper guidance should be followed where it is alleged that anyone working in the school including supply teachers and volunteers 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; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When using an agency to access supply staff, the school will inform them of its processes for managing allegations, including any updates to the relevant policies, and liaise with the agency's human resources manager/provider where necessary.

All school staff and volunteers 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. There must be no 1:1 contact between staff and pupils which is not "open to the casual observer" therefore staff should use rooms in the school which have viewing panes.

Staff working alone must comply with the Lone Workers Policy.

We understand that a pupil or a member of staff or other may in good faith make an allegation against a member of staff or volunteer and if such an allegation is made, the member of staff notified of the allegation will immediately inform the Headmaster or in his absence the Chairman of Governors without notifying the person against whom the allegation is made and treat the matter with the utmost confidentiality.

The Headmaster or Chairman on all such occasions must immediately discuss the content of the allegation with the LADO. The purpose of an initial discussion is for the LADO and the person designated as Case Manager to consider the nature, content and context of the allegation and agree a course of action.

The Headmaster or Chairman must:

- Follow all advice given by the LADO before and throughout the investigation process, including whether or not to investigate, referral to the police, and how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.
- Not investigate without the express authority to proceed from the LADO and/or police
- Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children who might be affected.
- Ensure feedback is provided to the LADO about the outcome of any internal investigations.
- If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the Headmaster first.

The school will follow the local safeguarding procedures for managing allegations against staff and volunteers, which can be found using the following link:
<http://bscb.procedures.org.uk/skosz/adults-who-pose-a-risk-of-harm-to-children/managing-allegations-against-staff-and-volunteers-working-with-children>.

Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, the school will consult with the LADO in making this decision. Guidance will also be sought from the Head of HR.

If a suspension is made, restrictions will apply to all staff and volunteers regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.

Where the member of staff or volunteer remains in school, a risk assessment will be made and implemented to ensure that the interests of the child and the person against whom the allegation has been made concerned are protected, e.g. by ensuring that the member of staff concerned is not placed in any problematic situation or close contact with the child.

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

If a member of staff is dismissed or removed from their role (or would have been had they not left) the school should refer the case to the DBS. The school will also consider in such circumstances referral to the Teaching Regulatory Authority (TRA).

The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

21. Retention of Records

When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, 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.

There is a statutory requirement for our school to pass any child protection records to the pupil's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out using a secure method and will be sent separately to the pupil's general file.

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 The Beacon 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.

22. Whistleblowing

We have a Whistleblowing Policy which can be found on Sharepoint in the Staff Employment Manual. 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 the attitude or actions of colleagues and report their concerns to the Headmaster or Chair of Governors.

23. conc

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy.

The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

24. Pupils with SEND

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

25. Private Fostering

Parents/carers must inform school if there are any changes to a pupil's living arrangement. The Beacon has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

26. Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy.

27. 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.

28. Racists Incidents

In line with the Equalities Act 2010, our Equal Opportunities 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'.

29. 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 dropping off and collection of pupils at the start and end of the school day. All parents/carers must follow the relevant instructions to deliver and pick their son up safely. Parents/carers are expected to inform us via a message to the school office if there is to be a change in the arrangement of collection for their child.

Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are to be collected by an authorised adult. School should be notified by the parents/carers regarding whom they have authorised for this task. All pupils leaving the school site early should be signed out at the school office.

Where pupils are not picked up at the allocated time at the end of the day, they will be enrolled in Flexi-Stay and/or Late Stay where parents can collect them and sign them out.

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.

30. Preventing Radicalisation and The 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. This is as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified.

All school staff and governors are required to have completed Prevent training.

We have in place and monitor appropriate web filtering systems so that pupils cannot view, listen to or share potentially extreme or harmful material. Pupils are not allowed to bring into school and use internet enabled devices including smartphones, smart watches and tablets. All laptops which are brought into school have Beacon School web filters and protocols installed on them.

Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of pupils, which may indicate they are at risk of radicalisation.

For the purpose of this policy, we have used the following definitions:

- "Radicalisation" refers to the process by which a person comes to support terrorism and extremist ideologies

- “Extremism” refers to the vocal or active opposition to fundamental British values, e.g. individual liberty and the rule of law
- “Terrorism” refers to an action that endangers or causes serious violence to a person or people, property, or electronic system, which is designed to influence the government, intimidate the public, or advance a cause.

Protecting children from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being drawn into terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may be in need of help or protection.

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators of vulnerable pupils

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?

- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL. The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme. The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity. The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

The school will keep in mind that an individual's engagement with the Channel programme is voluntary at all stages.

Extremist speakers

The Guest Speaker Policy will prevent speakers who may promote extremist views from using the school premises.

Building children's resilience

The school will:

- Provide a safe environment for debating and discussing challenging issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

31. Online Safety

The DSL is responsible for Online Safety at The Beacon. Delivery of Online Safety is through ICT lessons, PSHE or Self and Society curriculum, tutor time, Sectional and Whole Assemblies. All staff are aware of the school policy on 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 sexting (youth-produced sexual imagery),
- Use of mobile technology both within school and on school trips/ outings
- 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. This includes sexting and image exchange under threat or through coercion.

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

- the CONTENT accessed by pupils
- their CONDUCT on-line
- and who they have CONTACT with in the digital world.

Staff use of mobile technology whilst on site is set out in the Staff Code of Conduct and IT Acceptable Use Policy for Personal Devices.

The Beacon has comprehensive filters and monitoring systems to protect users from inappropriate/unacceptable material and from external attacks on the infrastructure. Details of the systems and how they are used are available in the Online Safety Policy.

32. Mobile Phone and Camera Safety

We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. We like to have a record of all the relevant activities our pupils take part in and guidance is set out in the Photograph and Social Media Policy.

No mobile phones will be used in EYFS and all staff phones should be locked away in a central, safe, secure place. Visitors to the EYFS will be asked to put their phones away and switch them off. Only school cameras and internet enabled devices will be used to record images of the boys and their work. This information will not be shared without the explicit approval of the child's parents. Individual work can be shared using Jigsaw where parents have their own personal log in for their child.

33. Sexting

'Sexting', also referred to as 'youth produced sexual imagery', 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.

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 youth produced sexual imagery disclosures 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 the publication '[Sexting in Schools and Colleges](#)' produced by the UK Council for

Child Internet Safety.

If the incident meets the threshold it may be necessary to refer to the police in a timely manner; contact will be through a safer schools officer, a PCSO (Police Community Security Officer), local neighbourhood police or by dialling 101. Such a report will result in an Outcome 21 record being generated by the police. We will always endeavour to speak to the parents/carers of the pupils involved prior to any report being made to the police.

34. Allegations of abuse against other pupils (Peer on Peer Abuse)

The Beacon 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 peer on peer abuse and where there are any concerns of this nature staff should report them using CPOMS.

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

Staff will recognise the gender-based character of many forms of peer-on-peer abuse and will be aware of the vulnerability of LGBTQ+ pupils.

All staff will receive training to help them recognise that peer on peer 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
- Abuse related to sexual orientation or identity
- Sexting
- Initiation type violence and rituals
- Emotional abuse

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 LAC
- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator

In order to minimise the risk of peer on peer abuse taking place, The Beacon:

- Delivers PSHE including teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensures that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Has systems in place for any pupil to be able to voice concerns
- Will put robust risk assessments in place if appropriate
- Refer to any other relevant policies when dealing with incidents, such as the Behaviour Policy and/or the Anti-Bullying Policy

Victims of Peer on Peer abuse will receive individual support and the offer of counselling to help them overcome their traumatic experience. Perpetrators of Peer on Peer abuse will work with their appointed mentor to address the reasons for the behaviour and help them change their mindset and behaviour. They will also be offered counselling by the school counsellor.

The School recognises that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to the Headmaster, DSL or most senior member of staff.

Reference will be made to the following government guidance and part 5 of the Keeping Children Safe in Education, Sept 2020 to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. Sexual violence and sexual harassment between children in schools and colleges - GOV.UK

35. Sports Clubs and Extra Curricular Activities

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

36. Safer Recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

Pre-employment checks

The Executive Team will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
- Confirming that an individual taking up a management position is not subject to a section 128 direction.

- Ensuring that any gaps in the employment history are explained suitably

An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

Internal candidates

References from internal candidates will always be scrutinised before appointment.

Governors

Before an individual becomes a governor, the school will carry out an enhanced DBS check and confirm their identity.

Where a governor also engages in any regulated activity, a barred list check will also be requested.

An additional check is required for those in management positions, to ensure that they are not prohibited under section 128 provisions. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check.

If the individual lives or has lived outside of the UK, consideration will be given as to further checks that may be necessary.

To process a suitability check, the chair of governors will provide the EFSA with:

- Information about their identity verified by a recognised professional, using the EFSA's verification form.
- Information confirming their right to work in the UK.
- The outcome of an enhanced DBS check.
- An overseas criminal records check or certificate of good character if they have lived outside of the UK.

Those who have lived or worked outside of the UK

For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes:

- Checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Barred list check
- An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.
- If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.
- Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

References will only be accepted from a senior person and not from a colleague. References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

References will be obtained prior to interviews taking place and discussed during interviews. Open testimonials will not be considered.

Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.

Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

Volunteers

No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis. (Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.)

A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Associate members

Associate members (i.e. individuals that are appointed by the governing board to serve on one or more committees) will not be required to obtain enhanced DBS checks.

Contractors

The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

Data retention

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk

37. Single Central Register (SCR)

The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A section 128 check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

38. Staff Suitability

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the declaration form provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

39. Training

Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a termly basis or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs
- Online Safety
- KCSIE

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

Online training will also be conducted for all staff members as part of the overall safeguarding approach.

40. 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, 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.

41. Female Genital Mutilation (FGM), Forced Marriage and 'Honour' Based Violence (HBV)

Staff understand there is a legal duty to report known cases of Female Genital Mutilation (FGM), Forced Marriage and so called 'Honour' Based Violence 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 children 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. The Beacon staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fmufco.gov.uk

Whilst we are an all boys school we are aware of the signs of FGM and how this can impact on female family members. FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

We recognise both male and female pupils may be subject to honour based abuse e.g. where children's cultural background are at odds with their behaviours such as sexuality, relationships, gender identity or life style choices.

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.

42. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer-children relationships.

At The Beacon we recognise that pupils may encounter safeguarding issues that happen in the wider community and 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 environmental factors may be putting the pupil's welfare and safety at risk.

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.

43. 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 The Beacon we are aware of the risks to children and will take appropriate measures to manage any situations arising.

44. Domestic Abuse

The cross-government definition of domestic abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge - what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse

45. Policy Monitor and Review

This policy is reviewed termly by the DSL.

Any changes made to this policy by the DSL will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

Appendix 1

Definitions and Indicators of Abuse

Abuse is an incredibly difficult and sensitive subject for any parent to deal with, regardless of the nature of the abuse or who the perpetrator is. It has a huge impact on families and has repercussions that can surface in both the long- and short-term. Abused children can show signs of distress in many ways, some of them obvious and dramatic, some of them subtle and difficult to detect. Spotting the signs is really important so that you can help your child and find the right support. Abuse can take place wholly online or may be used to facilitate offline abuse.

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. 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.

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:

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. The Brook Sexual Behaviours Traffic Light Tool can be used as guidance to support professionals in identifying and responding to sexual behaviour in children.

Signs of sexual abuse include:

Behaving differently all of a sudden, thinking badly of themselves, not looking after themselves, using sexual ideas or talk in their play, starting to wet or soil, underachieving at school, behaving flirtatiously, being fearful of physical contact, becoming depressed, self-harming, running away.

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.

Signs of physical abuse include:

Being wary of adults, unable to play, being aggressive or abusive, bullied by other children or the bully themselves, unable to concentrate or achieve at school, lying and stealing.

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.

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.

Signs of emotional abuse or neglect include:

Being slow to learn to walk and talk, being very passive, having feeding problems, having difficulty in developing close relationships, getting on badly with peers, being unable to play imaginatively, having a poor self-image, doing badly at school.

Exploitation

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

Child Sexual Exploitation

Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. We recognise that exploitation includes the trafficking of children and Modern Day Slavery.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;

- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

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.

County Lines

As set out in the Serious Violence Strategy published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child Criminal Exploitation

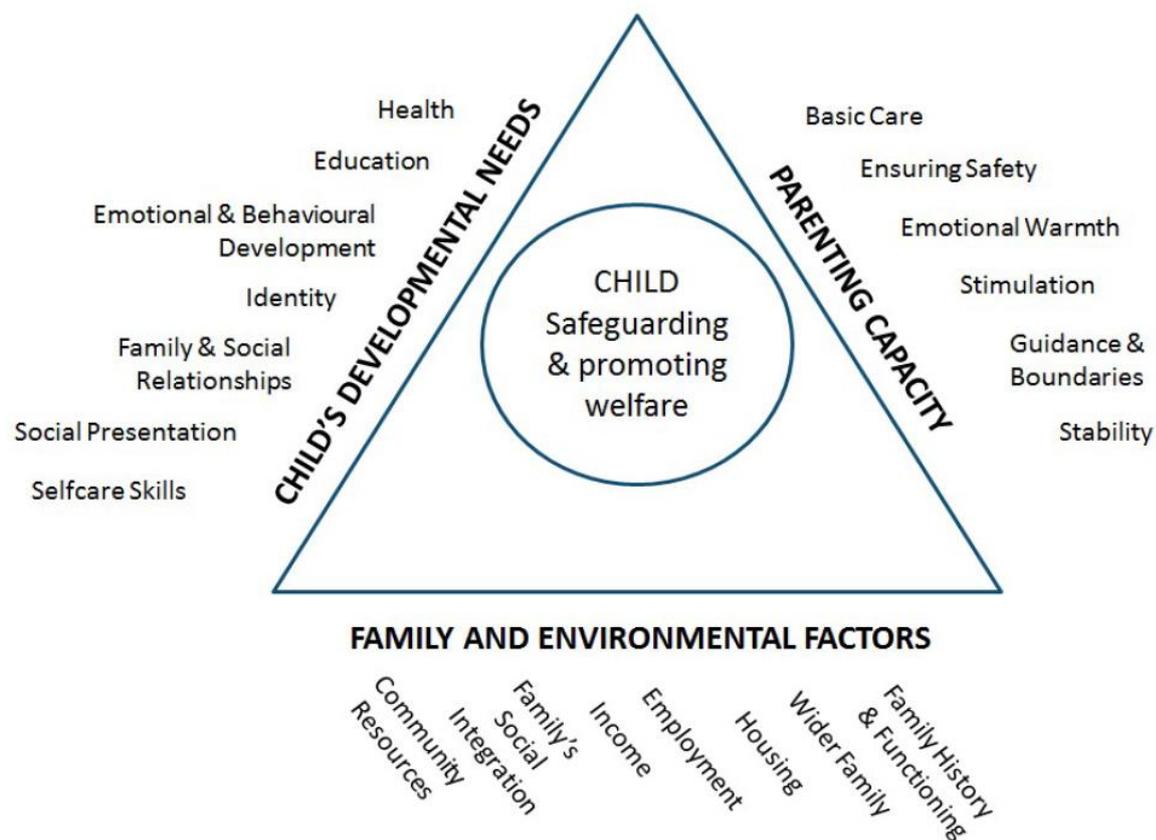
As set out in the Serious Violence Strategy published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Assessment Framework

(from Working Together to Safeguard Children, July 2018)



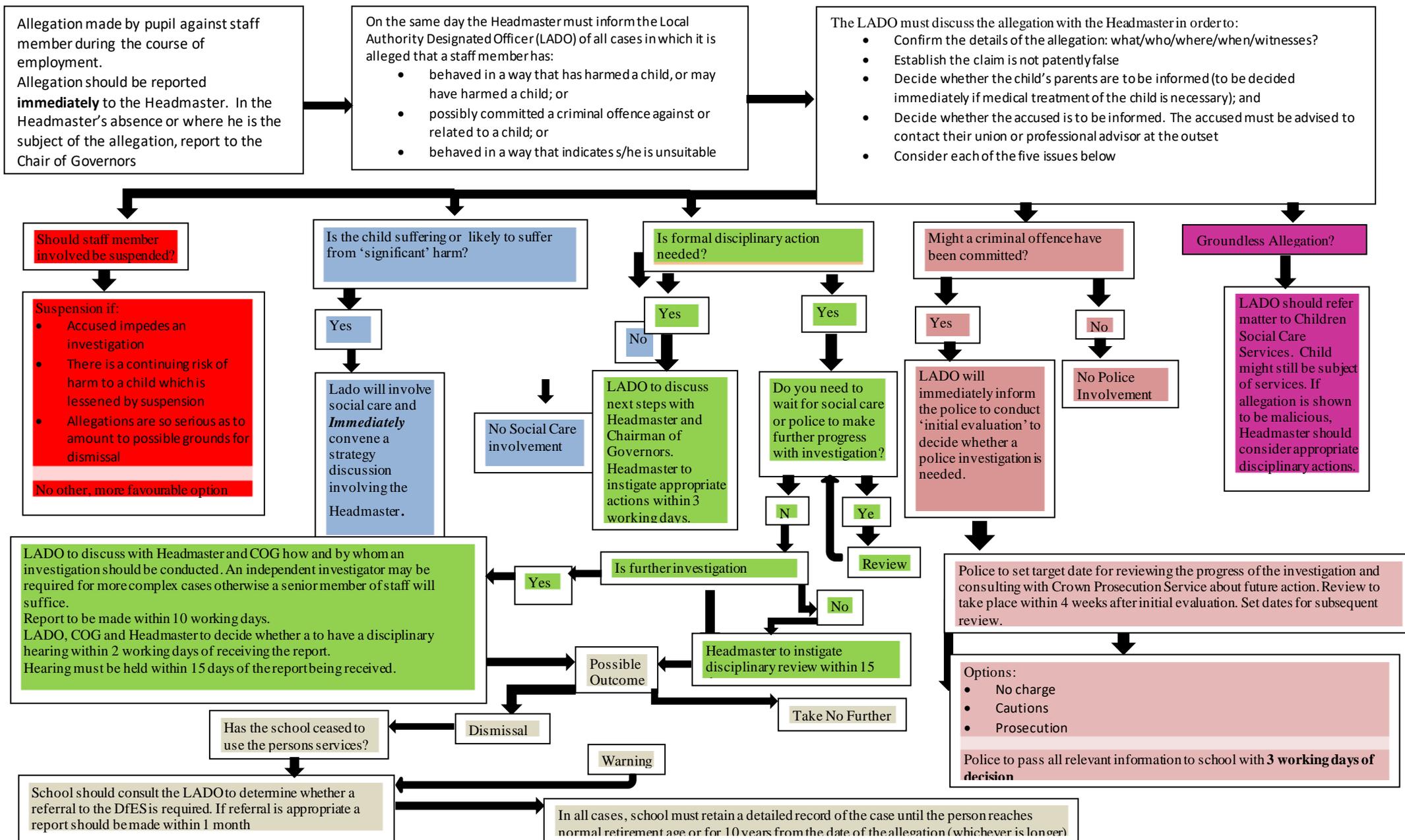
Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

Appendix 2 - Safeguarding Children in Education: Dealing with Allegations Against Teachers and Other Staff



Appendix 3

Safeguarding During the Coronavirus (COVID-19) Outbreak

Statement of intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the school community. This appendix includes provisions which the school will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government and local guidance as it is released.

1. Key definitions

1.1 For the purpose of this policy, the following definitions will be utilised:

- Children of critical workers: children of parents who work in the following industries:
 - Health and social care, e.g. doctors and nurses
 - Education and childcare, e.g. teachers and DSLs
 - Key public services, e.g. the justice system
 - Local and national government, e.g. administrative occupations
 - Food and essential goods retail, e.g. supermarket workers and grocers
 - Public safety and national security, e.g. police and ministry of defence workers
 - Transport, e.g. freight transport workers and train drivers
 - Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services)
- Vulnerable children: children who:
 - Are supported by social care.
 - Are on the edge of receiving support from social care.
 - Have safeguarding and welfare needs.
 - Have child in need plans.
 - Have child protection plans.
 - Are LAC.
 - Are young carers.
 - Are disabled.
 - Have an EHC plan.
 - Are adopted.
 - Are living in temporary accommodation.
 - Are at risk of becoming not in education, employment, or training (NEET).
 - Are assessed as otherwise vulnerable by education providers or LAs.

A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

2. The role of the DSL and their deputies

- 2.1 In light of the current crisis, the school has additional measures in place to ensure the safety and wellbeing of its pupils – this approach is led by the DSL.
- 2.2 The school will have a trained DSL or their deputy on site while all pupils attend school.
- 2.3 Where a DSL or deputy are unavailable on site, e.g. due to illness, a member of the SLT will take responsibility for coordinating safeguarding within the school.
Their role will include:
- Updating and managing access to child protection files.
 - Liaising with the offsite DSL or deputy.
 - Liaising with children’s social care services where required
- 2.4 During the pandemic, the DSL and their deputy will be responsible for:
- Sharing their time and resources with other schools, where necessary.
 - Ensuring staff are kept up-to-date with the latest safeguarding information and developments, including via the safeguarding partners, newsletters and professional advice groups.
 - Being responsible for amending Appendix A (this section) in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
 - Working with the VSH and wider LA to protect vulnerable children.
 - Providing support to teachers and pastoral staff to ensure that contact is maintained with pupils at home and their families.
 - Ensuring staff are aware of reporting channels for safeguarding concerns.
 - Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
 - Speaking to pupils directly where possible to identify any concerns and ensuring pupils are provided with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
 - Providing all volunteers and volunteer staff with copies of this policy.
 - Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work, e.g. due to illness.
 - Sharing their contact information with the school community.
 - Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.
- 2.5 The DSL will report back to the Senior Management Team and Safeguarding Governor on all relevant safeguarding concerns.
- 2.6 The DSL will work with the local safeguarding partners to ensure pupils remain safe during full re-opening.

- 2.7 All online or telephone communication will be made using school accounts or telephone numbers. If any staff need to use their personal number, this is withheld.

3. **Attendance**

- 3.1 From the start of the Autumn term, attendance will be mandatory. Pupils will be expected to attend school unless acceptable reason has been provided to the school for the child to access online learning.

- 3.2 The school will resume its regular attendance register to record attendance after fully opening.

- 3.3 In circumstances where pupils cannot attend school for reasons related to coronavirus, the school will use the following category of non-attendance: 'not attending in circumstances related to coronavirus (COVID-19)'. This category will only be used in the 2020/2021 academic year in specific circumstances, where a pupil does not attend school because their attendance at school, or travel to school, would go against:

- Guidance from Public Health England (PHE) or the Department of Health and Social Care related to coronavirus.
- Legislation or instruments, e.g. statutory directions, related to coronavirus.

This category of non-attendance will not count as an absence (authorised or unauthorised) and will be recorded using code X. This non-attendance category will be used for the following:

- Pupils who are required to self-isolate as they, or a member of their household, has symptoms or confirmed coronavirus
 - Pupils who are required to self-isolate because they are a close contact of someone who has symptoms or confirmed coronavirus
 - Pupils who are required by legislation to self-isolate as part of a period of quarantine (such as those returning from certain countries)
 - Pupils who are clinically extremely vulnerable in a future local lockdown scenario only
 - Pupils not eligible to attend school in certain local lockdown tiers of restriction, e.g. where attendance is limited to vulnerable pupils and the children of critical workers.
- 3.4 If a pupil is self-isolating due to having symptoms of coronavirus, but subsequently tests negative, code X will only be used up until the time of the negative result. The school will then use code I (illness) if the pupil remains unwell and stays at home, but will not retroactively amend the previous attendance registers because of the negative result
- 3.5 The school will record and investigate any absences where it expected a child to attend school and did not or where parents have arranged care for their child who subsequently did not attend. Where relevant, the school will report to social workers any pupil absence.

4. Staff training and safeguarding induction

- 4.1 The school will ensure that all existing school staff have read part one of the most up-to-date version 'Keeping children safe in education' (KCSIE) and are suitably trained in this policy and any local safeguarding arrangements.
- 4.2 Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.
- 4.3 The DSL and Headmaster will use their professional judgement to assess how much additional safeguarding training new, temporary staff or volunteers require.
- 4.4 The school will follow safer recruitment processes, in line with the relevant policies, when acquiring new staff.
- 4.5 New staff or volunteers will continue to be provided with a safeguarding induction and the most up-to-date copy of this policy.
- 4.6 Anyone who has not undergone suitable DBS checks will not be left unattended with pupils.
- 4.7 Existing staff who have not worked in regulated activity during partial school closure will not require a new DBS check; however, the school will carry out a check on any existing staff who causes a concern.
- 4.8 All staff will receive updates from the DSL regarding confirmation of local safeguarding processes and confirmation of the DSL and their deputy's arrangements, e.g. working schedule and contact information.
- 4.9 The school will report anyone to the TRA who they consider a safeguarding risk by emailing Misconduct.Teacher@education.gov.uk – all referrals received by the TRA will continue to be considered but hearings may not be scheduled for the current time.
- 4.10 The school will ensure the SCR is kept up-to-date in line with KCSIE. The SCR will be used as a record of attendance for staff and volunteers as well as acting as a log of any risk assessments carried out on volunteers and staff on loan from other schools.

5. Online safety and security

- 5.1 The school will continue to ensure that appropriate filters and monitoring systems are in place to protect pupils when they are online on the school's IT systems.
- 5.2 All online programmes used will be checked by the school's Deputy Head Academic and Digital to ensure they are reputable and GDPR compliant.
- 5.3 The ICT technicians will work to ensure any loaned devices are secure and have the necessary antivirus malware protection downloaded.
- 5.4 Any online queries which require the ICT technician will be addressed over the phone or online as much as possible – face-to-face contact is kept to a minimum.

- 5.5 Where the ICT technicians is unavailable, the school will seek the support of other ICT staff internally.
- 5.6 The DSL will report back to the governing board how they are ensuring pupils remain safe online during partial school closure.
- 5.7 Pupils will report any suspicious online activity they encounter to the DSL.
- 5.8 Staff will adhere to the Staff Code of Conduct at all times when delivering education online.
- 5.9 Staff will continue to look out for signs of a child being at risk online and report concerns over a pupil's safety online to the DSL. Where relevant, the DSL will make referrals to the police and children's social care.
- 5.10 The school will collaborate with parents and carers to reinforce the importance of online safety and encourage parents to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.
- 5.11 Pupils are provided with useful information and contact details of individuals and organisations they can turn to should they feel unsafe online, e.g. Childline or the UK Safer Internet Centre.

6. Mental health and pastoral care

- 6.1 The school understands how the coronavirus pandemic can cause pupils and staff to feel anxious and concerned and will offer any essential support required to those in need.
- 6.2 The Headmaster will encourage line managers to hold one-to-one meetings with their staff over the phone or via a video call to ensure they feel supported during this stressful time.
- 6.3 Pupils will be provided with different resources they can access to help them cope with their mental health, including Childline and other online services.
- 6.4 Face-to-face support will only be provided where two-metre social distancing can be adhered to.
- 6.5 Teachers will have due regard for the negative impact the current pandemic may have had on pupils, especially when setting expectations for pupils' work.
- 6.6 Pastoral support will be offered to any family who requires it.
- 6.7 The school will help parents and pupils make a weekly plan or structure that includes time for education, playing and relaxing where necessary.
- 6.8 The school will consider one-to-one support for those who may benefit the most from it, e.g. for pupils with SEND.

7. Working from home (Remote Education)

- 7.1 Teachers who remain working from home will plan lessons with the safety of pupils in mind – the school does expect teachers to live stream and/or provide pre-recorded videos.
- 7.2 Staff working from home will find a quiet room with a neutral background to talk to pupils, parents or carers via video.
- 7.3 Teachers will ensure all online planning processes for children who are working online will have clear reporting routes to the school and external agencies so they can raise concerns whilst online.
- 7.4 The DSL will ensure every pupil has their contact information so they know how they can talk to them about any safeguarding concern.
- 7.5 Pupils will be provided with online safety information by their teacher.
- 7.6 Pupils will be directed to practical online support, such as Childline, where they feel unsafe and require support outside of school.
- 7.7 Where required parents are given a list of websites their child will be accessing and any information of online sessions with staff their child will be participating in during partial school closure.
- 7.8 Parents are provided with the contact details of the DSL so they can report any concerns they have.
- 7.9 When communicating online, staff will:
 - Communicate within school hours as much as possible.
 - Communicate through the school channels approved by the SMT.
 - Use school email accounts and devices only
 - Not share personal information.

8. Peer-on-peer abuse

- 8.1 The DSL will implement robust reporting procedures for peer-on-peer abuse and communicate these to all staff, pupils and parents.
- 8.2 Reports made regarding peer-on-peer abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or CSCS where required.
- 8.3 Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.
- 8.4 Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. Childline.

- 8.5 The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.
- 8.6 Individuals will be given a copy of the school's amended Complaints Procedures Policy to assist them with the appeals process.
- 8.7 Communications will be made online or by telephone unless face-to-face contact is unavoidable.

9. Pupils moving schools

- 9.1 Where school pupils are attending another setting, the school will continue to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information.
- 9.2 The DSL will ensure that the receiving school has access to pupils' EHC plans, child in need plans, child protection plans or, for LAC, their personal education plan and know who the child's social worker.

10. Monitoring and review

- 10.1 The DSL is responsible for continually monitoring DfE updates and updating this appendix in line with any government changes and guidance from the local safeguarding partners.
- 10.2 Any changes to this appendix will be communicated to all staff, parents and relevant stakeholders.

Staff Disqualification Declaration

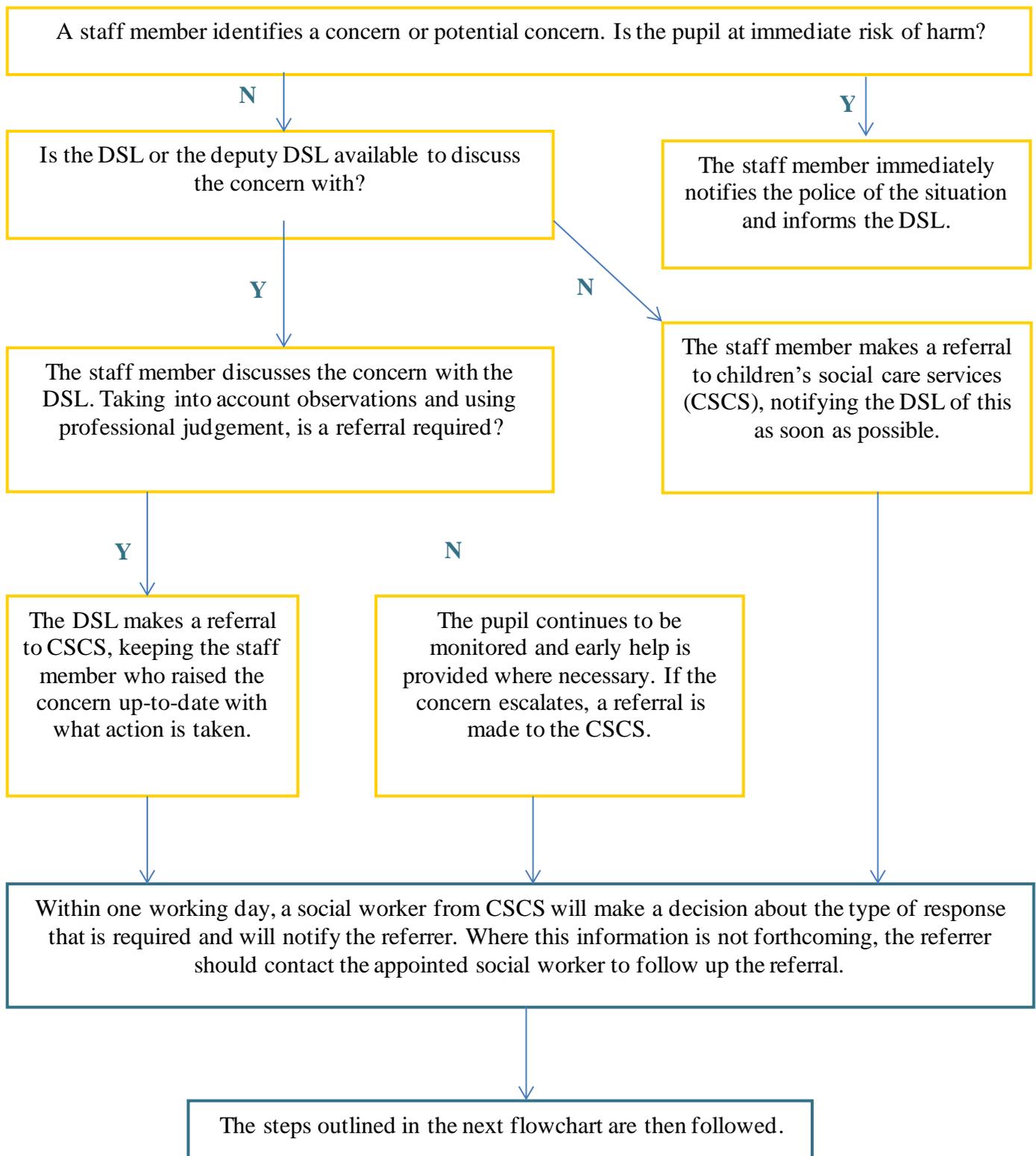
Name of school:			
Name of staff member:		Position:	
Orders and other restrictions			Yes/No
Have any orders or other determinations related to childcare been made in respect of you?			
Have any orders or other determinations related to childcare been made in respect of a child in your care?			
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?			
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?			
Are you barred from working with children by the DBS?			
Are you prohibited from teaching?			
Specified and statutory offences			
Have you ever been cautioned, reprimanded, given a warning for or convicted of:			
• Any offence against or involving a child?			
• Any violent or sexual offence against an adult?			
• Any offence under The Sexual Offences Act 2003?			
• Any other relevant offence?			
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?			
Provision of information			
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.			
Details of the order restriction, conviction or caution:			
The date(s) of the above:			
The relevant court(s) or body/bodies:			
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.			
Declaration			
In signing this form, I confirm that the information provided is true to the best of my knowledge and that:			
<ul style="list-style-type: none"> • I understand my responsibilities to safeguard children. • I understand that I must notify my Headmaster immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children. 			
Signed:			
Print name:		Date	

Safeguarding Reporting Process

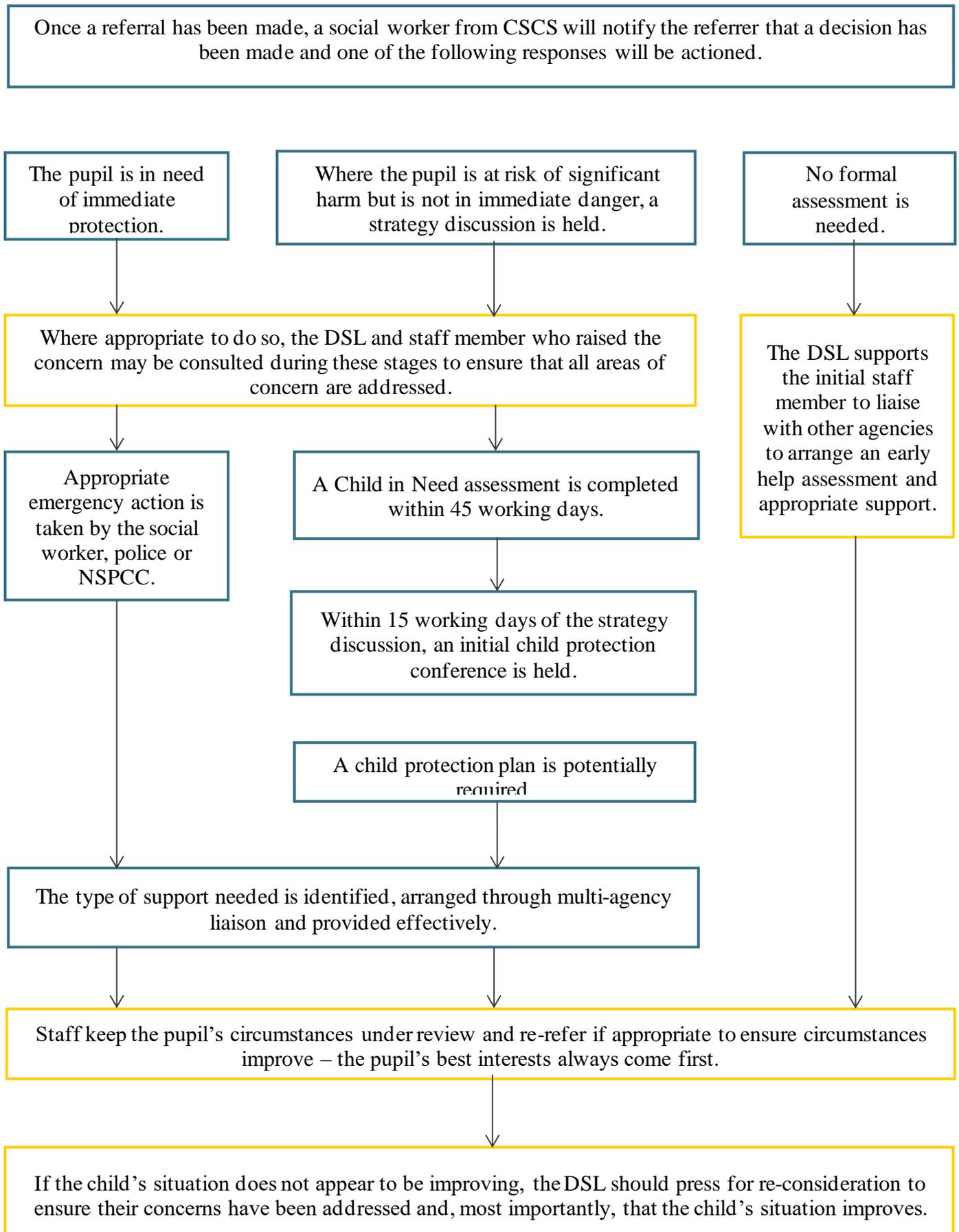
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made



Contacts and Advice

Expert organisations

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

