THE BEACON

- **Designated Safeguarding Lead (DSL): Steve Miles (Deputy Head Pastoral)**
- **Deputy Designated Safeguarding Lead (DDSL) with responsibility for Early Years: Sandy Drury**
- **Deputy Designated Safeguarding Lead (DDSL): Georgie Thomas**
- **Additional Safeguarding Leads (ASLs): Josh Porter (with responsibility for E-Safety), Trevor Powell, Ann Phipps, Matt Davies**

Safeguarding Policy and Child Protection Procedure

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Review by:	SMT, G(Ed), G(Board)
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Persons responsible for review:	Steve Miles (DSL) Tom Hockedy (Governor)

This document also appears on:

- School Website
- Staff Intranet

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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, or is at risk of, abuse, neglect or exploitation.
- 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, ASLs 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: Steve Miles. In the absence of the DSL, child protection matters will be dealt with by one of the Deputy Designated Safeguarding Leads, or Additional Safeguarding Leads.

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.
LACSCS	Local Authority Children's Social Care services	The branch of the local authority that deals with Local Authority Children's Social Care.
CLA	Child Looked After	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.
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.
EHCP	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.
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.
PLAC	Previously Looked After Children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC is also known as care leavers.
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, **“consent”** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

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.

For the purposes of this policy, the term “sexual harassment” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. **Sexual harassment can include, but is not limited to**:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:

- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Sharing unwanted explicit content.
- Upskirting.
- Sexualised online bullying.
- Unwanted sexual comments and messages, including on social media.
- Sexual exploitation, coercion, and threats.

For the purpose of this policy, the term "sexual violence" encompasses the definitions provided in the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, "upskirting" refers to the act, as identified the Voyeurism (Offences) Act 2019, 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, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting. For the purpose of this policy, "child-on-child" 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

For the purposes of this policy, the **"consensual and non-consensual sharing of nude and semi-nude images and/or videos"**, colloquially known as **"sexting"**, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, **"indecent imagery"** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

2. Legal Framework

This policy has 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
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- 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
- Domestic Abuse Act 2021

Statutory guidance:

- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2025) 'Keeping children safe in education 2025'
- 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’
- HM Government (2023) ‘Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism’
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)
- Working together to improve school attendance (2024)

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 (2022) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Plan technology for your school'
- Dfe (2025) 'Generative AI: product safety expectations'
- DfE (2025) 'Meeting digital and technology standards 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)
- Child-on-Child Abuse Policy
- Safer Recruitment Policy
- Social, Emotional & Mental Health (SEMH) Policy
- Staff Code of Conduct
- PSHE Policy - to include RE & RSE
- Visitors and Security Policy
- Whistleblowing Policy
- Low Level Concerns 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	Nick Baker headmaster@beaconschool.co.uk
Designated Safeguarding Lead (DSL)	Steve Miles smiles@beaconschool.co.uk Dsl@beaconschool.co.uk 01494736170
Deputy Designated Safeguarding Leads(s)	Georgie Thomas gthomas@beaconschool.co.uk Sandy Drury sdrury@beaconschool.co.uk
Additional Safeguarding Lead(s)	Trevor Powell tpowell@beaconschool.co.uk Josh Porter jporter@beaconschool.co.uk Ann Phipps aphipps@beaconschool.co.uk Matt Davies mdavies@beaconschool.co.uk
Safeguarding Governor	Tom Hockedy~~Stephanie Horrocks~~ ~~govshorrocks@beaconschool.co.uk~~ govthockedy@beaconschool.co.uk
Safer-Recruitment Governor	Alexandra Wansbrough govawansbrough@beaconschool.co.uk
Chair of Governors	Charles Miller govcmiller@beaconschool.co.uk

Contacts in County

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

Other contacts & Resources

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 fmu@fco.gov.uk
Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Servicehttps://www.barnardos.org.uk/rusafebucks.htm	01494 785 552
Harmful Sexual Behaviours	Lucy Faithfull Foundations HSB Toolkit Shore Space Online Resource

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

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to LACSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to LACSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm.
- Be aware of the school's filtering and monitoring systems on school devices and networks

Teachers, including the headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'

The governing board has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements and 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 working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE. **NB:** Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- 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. Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Ensure systems are in place for children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and

give feedback; these systems will be well-promoted, easily understood, and easily accessible.

- Guarantee that there are effective and appropriate policies and procedures in place.
- 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.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers and contractors.
- 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 child-on-child 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.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.

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.
- Provide staff with the appropriate policies and information upon induction

The DSL has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. **NB:** Individual schools, working with the DSL, define what "available" means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
    - To LACSCS where abuse and neglect are suspected, and support staff who make referrals LACSCS.
    - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
    - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
    - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the Additional Safeguarding Leads (ASLs) to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.

- Work with the Headmaster and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
    - Ensuring that the school knows which pupils have or had a social worker.
    - Understanding the academic progress and attainment of these pupils.
    - Maintaining a culture of high aspirations for these pupils.
    - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
    - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- 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 B, 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 ASLs 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 Local Authority Children's Social Care Services (LACSCS) 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 transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- 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.
- Liaise with the case manager and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff.
- Arrange adequate and appropriate cover for any activities outside of school hours or term time
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Deputy Head(Academic) and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
    - Ensuring that the school knows which pupils have or had a social worker.
    - Understanding the academic progress and attainment of these pupils.

    - Maintaining a culture of high aspirations for these pupils.
    - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
    - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Undergo training, and update this training at least every two years.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Understand the school's monitoring and filtering systems and, in collaboration with the It Department, evaluate their performance on an annual basis.
- When required, work in close collaboration with representatives from the Virtual School to safeguard and promote the welfare of any CLA (Children Looked After) children.

The designated teacher has a responsibility for promoting the educational achievement of CLA and PLAC, 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 child-on-child 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 LACSCS, 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.
- If there is a risk of potential harm to a child or children, Local Authority childrens' social care services (LACSCS) should be contacted immediately; if a crime committed then dial 999.
- 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.
- Be aware of the school's filtering and monitoring systems on school devices and networks.

7. Multi-Agency Working

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

The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

The school will work with LACSCS, 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 LACSCS 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 ASLs.

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

8. Abuse and Neglect

Abuse: For the purposes of this policy, 'abuse' is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. *Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.* 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

Physical abuse: For the purposes of this policy, 'physical abuse' is a form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, burning or scalding, suffocating, 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: For the purposes of this policy, **"emotional abuse"** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability,

overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

Sexual abuse: For the purposes of this policy, 'sexual abuse' is a form of abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and whether or not the child is aware of what is happening. This 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. It 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 perpetuated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of their school's policy and procedures for dealing with it.

Neglect: For the purposes of this policy, 'neglect' is 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 a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

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 therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and their deputies, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can 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 and will speak to the DSL or deputy DSL if they are at all concerned or unsure.

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 child-on-child 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 child-on-child abuse and will be aware of the vulnerability of LGBTQ+ pupils.

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

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

9. Specific safeguarding issues

There are certain specific safeguarding issues that can put children at risk of harm – staff should be aware of these issues.
Appendix 1 of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

10. 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 2023', and 'Keeping Children Safe in Education 2025'** 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 4 members of staff qualified as Additional 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 2025" (specifically Part 1 and Annex B) 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 ASLs
- Keeping Children Safe in Education Part One – (for all staff)

- Keeping Children Safe in Education –Annex B (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.
- Directed to the safeguarding information that forms part of the electronic sign-in, and tick the appropriate box to declare that they understand who they should speak to if they have a safeguarding 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]

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.

[1] "Keeping Children Safe in Education 2024" states that staff should receive regular training. Buckinghamshire County Council advises that this takes place no longer than 3 years in between refresher training.

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.

11. 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, as outlined in the communication and confidentiality section of this policy.

Where the DSL is not available to discuss the concern with, staff members will contact the DDSLs or ASLs with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible.

The Local Authority will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the Local Authority regarding what action is necessary for the pupil.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely on CPOMS (Child Protection Online Management

System)

If a pupil is in immediate danger, a referral will be made to LACSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

12. Early Help – Child in Need

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in prison, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.
- Show early signs of abuse and/or neglect in other ways.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to LACSCS for assessment for statutory services if the pupil's situation is not improving or is worsening

13. 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, Children Looked After 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, DDSLs and ASLs are not available, staff should speak to First Response directly with their concern.

If there is a risk of potential harm to a child or children, Childrens' Social Care (CSC) should be contacted immediately; if a crime committed then dial 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.

14. 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.**

15. Communication and Confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.
Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

16. Safeguarding concerns and allegations of abuse against staff

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 managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the Low Level Concerns Policy. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

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.

Low-level concerns will be handled in line with the schools' Low-level Concerns Policy.

17. Concerns about Safeguarding Practices

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 as detailed in point 18.

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.

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then this should be referred to the headmaster.

18. Managing Allegations against staff and volunteers (including Governors)

All 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 Low Level Concern about a colleague, then they should follow the reporting process that is made clear in the Low Level Concerns Policy. 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.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as “low-level concerns”, as defined in the Low Level Concerns Policy. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

The school will follow the local safeguarding procedures for managing allegations against staff and volunteers. 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. 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.

19. 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.

20. 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.

21. 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 disproportionally 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.

22. 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.

23. Physical intervention/Positive handling

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

24. 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.

All allegations of bullying are logged on the school's Child Protection and Safeguarding system (CPOMS).

25. 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'.

All allegations of racism are logged on the school's Child Protection and Safeguarding system (CPOMS).

26. 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 child 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.

27. 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 associated with terrorist groups
- "Extremism" is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
    1. negate or destroy the fundamental rights and freedoms of others; or
    2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
    3. intentionally create a permissive environment for others to achieve the results in (1) or (2).
- "Terrorism" refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government, intimidate the public, or and be made for the purpose of advancing a political, religious or ideological 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 radicalised and being drawn into extremism and/or 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.

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

<u>Making a judgement</u>

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, and the school may be requested to complete a Prevent National Referral Form

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 LACSCS, or where the individual is already known to LACSCS.

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.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as **"the Prevent duty"**. The Prevent duty will form part of the school's wider safeguarding obligations.

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

28. Online Safety and personal electronic devices

The school will adhere to the Online Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks (inclusive of the 'Four Cs' - Content/Contact/Cunduct/Commerce) and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

The school will ensure that suitable filtering systems are in place on school devices and networks to prevent children accessing inappropriate material, in accordance with the school's Data and Cyber-security Breach Prevention and Management Plan. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online.

The school currently adopts the filtering software 'Smoothwall' to help safeguard users and ensure that damaging, harmful and inappropriate content is unlikely to be accessed. The school also uses 'Smoothwall' to monitor user's activity online. Smoothwall has the ability to make a referral to the safeguarding team when a worrying or harmful threshold has been met. The DSL, DDSL or ASLs will always react accordingly when an Smoothwall report comes in and follow-up.

All students and staff are made aware of the filtering and monitoring systems that are in place and how they operate.

Although suitable, robust systems are in place. Staff are still required to be vigilant and monitor use of school devices. Any concerns will be raised with the DSL, DDSLs or one of the ASLs.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor online use.
The school will also make it clear to parents what their children are being asked to do online for school.

Reviewing online safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

29. 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 pupils 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.

30. Consensual and non-consensual sharing of indecent images and videos

The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. 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.

The school's full response to incidents of consensual and non-consensual sharing of indecent images and videos can be found in the Youth-produced Sexual Imagery Policy.

31. Child-on-Child Abuse

For the purposes of this policy, **"child-on-child abuse"** is defined as abuse between children. 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 child-on-child abuse and where there are any concerns of this nature staff should report them using CPOMS in conjunction to speaking with the DSL. With the publishing of the 'Everyone's Invited' Ofsted report, specific focus on unacceptable behaviours is covered within the SRE curriculum

The Beacon operates a zero-tolerance policy to all abuse, including child-on-child abuse and will not tolerate these incidents as 'banter' or 'just growing up'. All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as 'teenage relationship abuse'
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Debagging
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff should take due regard of the Child-on-child Abuse Policy in preventing and responding to a child may be at risk from child-on-child abuse.
Staff will recognise the gender-based character of many forms of child-on-child abuse and will be aware of the vulnerability of LGBTQ+ pupils.

All staff will receive training to help them recognise that child-on-child issues may include, but may not be limited to:

- Bullying (including cyber bullying
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- 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 child-on-child abuse taking place, The Beacon:

- Delivers PSHE/SAS 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 Child-on-child abuse will receive individual support and the offer of counselling to help them overcome their traumatic experience. Perpetrators of Child-on-child 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.

32. Sports Clubs and Extra Curricular Activities – use of school premises for non-school activities.

Where the school hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe.

Where the school provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The school will also ensure that there are arrangements in place to liaise with the provider on these matters where appropriate. The school will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

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 LACSCS 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.

33. Safer Recruitment

The school's full policy and procedures for safer recruitment are outlined in the Recruitment Policy. 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.
The Vetting Team will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.
The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

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.
- 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

The school may perform various social media checks on short-listed candidates. This is made clear on candidate's application forms.

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:

- 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.
All volunteers will have an appropriate safeguarding brief with a member of the safeguarding team, and will understand who the DSL is.

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

34. 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.
The school is free to record any other information it deems relevant.
The details of an individual will be removed from the SCR once they no longer work at the school.

35. 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.

36. 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
- Child-on-child Abuse Policy
- The Behaviour Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education, including the safeguarding response to children who go missing from education.
- The identity of the DSL and any ASLs
- The role of the DSL and deputy ASLs
- Part one of Keeping Children Safe in Education (KCSIE) and Annex B for staff with regulated contact with children or Annex A where direct contact with children is not part of their primary role)
- Appropriate child protection and safeguarding training including online safety training.

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 CLA and PLAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

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

The DSL, DDSLs and ASLs 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, DDSLs and ASLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and LACSCS referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to LACSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

37. 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.

38. Pupils potentially at greater risk of harm

The school recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.
As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.
In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.
Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

CLA and PLAC

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.
The governing board will ensure that staff have the skills, knowledge and understanding to keep CLA and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.
Further details of safeguarding procedures for CLA and PLAC are outlined in the school's CLA Policy.

Information on the role of the Virtual Schools Head can be found here.

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, 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 pupil's indicators relate only to their disability

- Pupils with SEND can be disproportionally impacted by issues such as 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 parents where appropriate, to ensure that the pupil's needs are met effectively.

LGBTQ+ pupils

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+. Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

Pupils requiring mental health support

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, abuse, neglect or exploitation.

39. 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

Specific safeguarding issues

This appendix sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

1. Domestic abuse
2. Homelessness
3. Children missing from education
4. Child abduction and community safety incidents
5. Child criminal exploitation (CCE)
6. Cyber-crime
7. Child sexual exploitation (CSE)
8. Modern slavery
9. FGM
10. Forced marriage
11. Radicalisation
12. Pupils with family members in prison
13. Pupils required to give evidence in court
14. Mental health
15. Serious violence

Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, the new definition is:

- **"**Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to

Homelessness

The DSL and ASLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.

- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to LACSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to LACSCS will be made as necessary where concerns are raised.

Children missing from education

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.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil’s name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils’ data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.
If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

Child abduction and community safety incidents
For the purposes of this policy, **"child abduction"** is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.
All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.
Pupils will be provided with practical advice and lessons to ensure they can keep

themselves safe outdoors.

Child criminal exploitation (CCE)

For the purposes of this policy, **"child criminal exploitation"** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any 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

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE. School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children 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.

County lines

For the purposes of this policy, **"county lines"** refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.

- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a 'debt bond' to their exploiters.
- Having their bank account used to facilitate drug dealing.

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.

Cyber-crime

For the purposes of this policy, **"cyber-crime"** is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

Child sexual exploitation (CSE)

For the purposes 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 into sexual activity, for any of the following reasons:

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

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.

- Associating with other children 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.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

All concerns related to CSE will be managed in line with the school's Child Sexual Exploitation (CSE) Policy.
Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Modern slavery

For the purposes of this policy, **"modern slavery"** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.
All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

FGM

For the purposes of this policy, **"FGM"** is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with LACSCS and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.
As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve LACSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.
All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware

of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.
Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The pupil coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.
Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is 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. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Forced marriage

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Where an individual lacks the capacity to consent to marriage, coercion is not required for a

marriage to be forced.
All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to LACSCS, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and their comments taken seriously.
It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.
Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.
If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.
Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.
Local child safeguarding procedures will be activated following concerns regarding forced

marriage – the school will use existing national and local protocols for multi-agency liaison with police and Local Authority Children's Social Care.
The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.
The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.
The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school's RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help.
Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.
Teachers and other staff members will be educated **through CPD** about the issues surrounding forced marriage and the signs to look out for.

Radicalisation
For the purposes of this policy, **"radicalisation"** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
For the purposes of this policy, **"extremism"** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.
For the purposes of this policy, **"terrorism"** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.
Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need 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 contacting the DSL or making a Prevent referral. 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 the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.
The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils 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.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as **"the Prevent duty"**. The Prevent duty will form part of the school's wider safeguarding obligations.
The school's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.
[Primary schools only] Pupils will be provided with the booklet 'Going to Court' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.
[Secondary schools and post-16 settings only] Pupils will be provided with the booklet 'Going to Court and being a witness' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

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, abuse, neglect or exploitation. 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, however, 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 will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.
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 deputy DSLs.
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.
In all cases of mental health difficulties, the school's Social, Emotional and Mental Health (SEMH) Policy will be consulted and adhered to at all times.

Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Appendix 2: Continuum of Need incorporating Threshold Guidance

Buckinghamshire
Safeguarding Children Partnership

Continuum of Need incorporating Threshold guidance

Level 1 **Universal Services**	**No additional needs identified or limited intervention to avoid needs arising.** Children and young people whose needs are met by on-going services such as schools, GP's, Health visitors and Dentist alongside the love, care and protection of parents and carers. Children and young people in this category are making good overall progress in all areas of their development. Some limited intervention from a universal service may be needed to avoid needs arising or to meet a single identified need. The majority of children living in each local authority area will fall into this category.
Response:	Agencies should identify what they can do first to support the child and their family through their own service.
Assessment:	Agencies may use their own assessment processes to tailor the services they provide.

Development of the baby or child		Parent and carers	Family and environment elements
Health • Physically well • Nutritious diet • Adequate hygiene and dress • Developmental and health checks and immunisations up to date • Developmental milestones and motor skills appropriate • Good height/weight • Sexual activity appropriate for age • Good mental health • Not misusing substances or engaging in risk taking behaviours **Emotional development** • Good quality early attachments • Able to adapt to change • Able to understand others' feelings (appropriate to age and stage of development) • Quality of attachment with caregivers **Behavioural developments** • Takes responsibility for own behaviour • Responds appropriately to boundaries and constructive guidance • Interacts appropriately	**Identity and self-esteem** • Positive sense of self and abilities • Sense of belonging and acceptance by others • Confident in social situations • Can discriminate between safe and unsafe contacts **Family and social relationships** • Stable and affectionate relationships with carers • Good relationships with siblings and peers • Developing independent and self-care skills **Learning** • Access to books and toys • Attends school/nursery • Acquires a wide range of skills and interests • Enjoys and participates in learning activities • Has experiences of success and achievement • Sound links between home and school • Planning for career and adult life	**Basic care, safety and protection** • Provide for child's physical needs, e.g. food, drink, appropriate clothing, medical and dental care • Protection from danger or significant harm, in the home and elsewhere • Demonstrates appropriate awareness of safety **Emotional warmth and stability** • Shows warm regard, praise and encouragement • Ensures stable relationships • Provides consistency of emotional warmth over time **Guidance, boundaries and stimulation** • Encourages learning and development through interaction and play • Enables child/young person to experience success • Ensure the child can develop a sense of right and wrong • Child / young person accesses leisure facilities as appropriate to age and interests	**Family functioning and well-being** • Good relationships within family, including when parents are separated • Sense of wider family, friends and community, networks • Parents/carers provide consistent positive role modelling • No physical or mental health needs or if present do not impact on the ability to parent **Housing, work and income** • Accommodation has basic amenities and appropriate facilities, and can meet family needs • Parents/carers able to manage the working or unemployment arrangements • Managing budget to meet individual needs **Social and community including education** • Family feels part of the community • Good social and friendship networks exists • Community is generally supportive of families with children / young people • No concerns of exploitation or risk of online harm • Child's positive sense of self and abilities reduces the risk that they will be targeted by peers or adults who wish to exploit them • No concerns of discrimination

Useful contacts:	Please visit Buckinghamshire Safeguarding Children Partnership website – **buckssafeguarding.org.uk/childrenpartnership/**

Level 2 **Additional Services**	**ADDITIONAL NEEDS:** Children and young people with additional needs (not just SEN), that can be met through a single agency response or through agencies working together to provide a coordinated partnership response. The support required may only be short term, but if ignored, these issues could lead to escalating.
Response:	Agencies should refer to a single agency to meet identified need. Agencies can be identified through the Buckinghamshire Family Information Service website which provides details to local support services and access to family support and information of wider early help approaches. Towards the top end of level 2, agencies may need to work together to provide a coordinated service to support a child and their family who need support from more than one agency. Schools are advised to consult with their link Family Support Worker to discuss the child/family support needs and agree next steps which may include a Request for Family Support (L2) or submission of a MARF (L3/4).
Assessment:	Agencies who have carried out their own specific assessment (for example the Outcome Star or Children's Neglect Tool Kit), should consider sharing those outcomes as this will be particularly helpful when more than one agency may be involved.

Development of the baby or child		**Parent and carers**	**Family and environment elements**
Health • Inadequate diet e.g. no breakfast • Missing immunisations/checks • Child is susceptible to persistent minor health problems or accidents • Slow in reaching developmental milestones • Minor concerns re diet, hygiene, clothing • Weight not increasing at rate expected, or obesity • Dental care not sufficient • Vulnerable to emotional problems, perhaps in response to life events such as parental separation e.g. child seems unduly anxious, angry or defiant • Early sexual activity or awareness • Experimenting with tobacco, alcohol or illegal drugs • Frequent accidents or A & E attendance or admissions to hospital **Emotional development** • Some difficulties with family relationships • Some difficulties with peer group relationships and with adults, e.g. 'clingy', anxious or withdrawn • Some evidence of inappropriate responses and actions • Starting to show difficulties expressing empathy	**Identity and self-esteem** • Some insecurities around identity expressed e.g. low self-esteem • May experience bullying around difference • May be perpetrating bullying behaviour • Child can be over friendly or withdrawn with strangers • Child/young person provocative in behaviour/appearance e.g. inappropriately dressed for school **Family and social relationships** • Lack of positive role models • Child has some difficulties sustaining relationships • Unresolved issues arising from parents' separation, step parenting or bereavement **Self-care skills and independence** • Disability limits amount of self-care possible • Not always adequate self-care, e.g. poor hygiene • Child slow to develop age-appropriate self-care skills **Learning** • Disability limits amount of self-care possible	**Basic care, safety and protection** • Basic care is not provided consistently • Haphazard use of safety equipment e.g. fireguards • Parent/carer engagement with services is poor • Parent/carer requires advice on parenting issues • Some concerns around child's physical needs being met • Young, inexperienced parents • Teenage pregnancy • Inappropriate childcare arrangements and/or too many carers • Some exposure to dangerous situations in the home or community • Unnecessary or frequent visits to doctor/casualty • Parent/carer stresses starting to affect ability to ensure child's safety **Emotional warmth and stability** • Inconsistent responses to child/young person by parent/carer • Parents struggling to have their own emotional needs met • Child/young person not able to develop other positive relationships • Child/young person's key relationships with family members not kept up • Starting to show difficulties with attachments	**Family functioning and well-being** • Parents/carers have some conflicts or difficulties that can involve the child/young person • A child or young person has experienced loss of significant adult, e.g. through bereavement or separation • Parent/carer has physical/mental health difficulties • A child/young person is taking on a caring role in relation to their parent/carer, or is looking after younger siblings • Privately fostered • Adopted • Limited friends and family support • Child looked after by many different adults • Parent / carer has learning needs • Physical or mental health needs **Housing, work and income** • Poor housing • Some problems over basic facilities • Family seeking asylum or refugees • Periods of unemployment of parent/carer • Parents/carers have limited formal education • Low income • Financial/debt problems **Social and community including education** • Family new to the area or with limited contact with community members
• Limited engagement in play with others **Behavioural developments** • Not always able to understand how own actions impact on others • Finds accepting responsibility for own actions difficult • Responds inappropriately to boundaries and constructive guidance • Finds positive interaction difficult with peers in unstructured contexts	• Have some identified learning needs that result in a school level response • Language and communication difficulties • Some school absence • Poor punctuality/pattern of regular school absences Not always engaged in play/learning, e.g. poor concentration • Not thought to be reaching his/her education potential • Reduced access to books/toys • Home-School links not well established • Limited evidence of progression planning • At risk of making poor decision about progression • Limited participation of young person in education, employment or training	**Guidance, boundaries and stimulation** • Parent/carer offers inconsistent boundaries • Lack of routine in the home • Child/young person spends considerable time alone, e.g. watching television • Child / young person is not often exposed to new experiences; has limited access to leisure activities • Child / young person can behave in an anti-social way in the neighbourhood, e.g. petty crime • Possible risk of online harm	• Some social exclusion or conflict experiences; low tolerance • Community characterised by negativity towards children/young people • Difficulty accessing community facilities • Child has a negative sense of self and abilities and suffers with low self-esteem making them vulnerable to peers and adults who pay them attention and/or show them affection but do so in order to exploit them (CE). • Some concerns of possible discrimination

Useful contacts:	Please visit Buckinghamshire Safeguarding Children Partnership website – **buckssafeguarding.org.uk/childrenpartnership/**

Level 3 **Comprehensive Support**	Children and young people who have multiple and complex needs requiring a multi-agency Early Help response with a lead professional. Level 3 also includes the threshold for a Child in Need. Although a Child in Need requires a statutory response from Children's Social Care, a statutory intervention is not necessarily required. For this reason, the threshold for a Child in Need falls in level 3, but where a statutory intervention is required from Children's Social Care this would fall into level 4. It should be noted that at this level Early Help involvement is still an option. Children and young people in this category have increasing levels of un-met needs that are more significant and complex. The range, depth or significance of the problems faced by children at level 3 may begin to prevent them from achieving or maintaining a reasonable standard of health or development if they don't receive appropriate services. They are likely to require targeted and/or longer-term intervention from specialist services.
Response:	Agencies should contact First Response (aka MASH) using the Multi-Agency Referral Form (MARF). Once contact is made, the case is then screened by Children's Social Care in the MASH and a decision is made within 72 hours as to what service level is needed in relation to the Continuum of Need. If contact needs to be made out of hours, you can call the Emergency Duty Team on 0800 999 7677. Schools will need to consult with their link support worker to discuss concerns from which a decision to complete a MARF will be decided.
Assessment:	The key tools for assessing need are the Outcomes Star, Children's Neglect Tool and a Child in Need assessment (a statutory assessment led by Children's Social Care under Section 17 of the Children Act 1989). However other agencies may use their own assessment tools in the first instance.

Development of the baby or child		Parent and carers	Family and environment elements
Health • Physically unwell • Concerns re diet, hygiene, clothing • Child has some chronic/recurring health problems; not treated, or badly managed • Missing routine and non-routine health appointments • Weight gain – drop in centiles • Limited or restricted diet, e.g. no breakfast; no lunch money • Concerns about developmental progress, e.g. overweight/underweight; bedwetting/soiling • Developmental milestones are unlikely to be met • Dental decay • Smokes/ other regular substance misuse • 'Unsafe' sexual activity • Learning significantly affected by health problems • Significant speech language difficulties/delay or disordered development • Child has significant disability • Mental health issues emerging • Sexual activity which cause concern and/or sexually harmful behaviour	**Identity and self-esteem** • Child subject to persistent discrimination, (e.g. racial, sexual or due to disabilities). • Demonstrates significantly low self-esteem/confidence in a range of situations • Victim of crime or bullying • Signs of deteriorating emotional well-being/mental health • May not discriminate effectively with strangers • Clothing is regularly unwashed or unsuitable • Presentation (including hygiene) significantly impacts on all relationships • Child lacks confidence or is watchful or wary of carers/people • May be aggressive in behaviour/appearance **Family and social relationships** • Relationships with carers characterised by inconsistencies • Child has lack of positive role models • Child appears to have undifferentiated attachments • Misses school or leisure activities • Involved in conflicts with peers/siblings • Lack of friends/social network • May have previously had periods of LA accommodation	**Basic care, safety and protection** • Parent/carer is struggling to provide adequate care • Parents have found it difficult to care for previous child/young person • Inappropriate care arrangements • Instability and domestic violence in the home • Parent's mental health problems or substance misuse significantly affect care of child/young person • Non-compliance of parents/carers with services • Practitioners have serious concerns • Experiencing unsafe situations • Child/young person caring for siblings/parent • Child/young person perceived to be a problem by parents • Child/young person may be subject to neglect • Child/young person previously looked after by LA **Emotional warmth and stability** • Child receives erratic or inconsistent care • Child has episodes of poor-quality care • Parental/carer instability/emotional needs affects capacity to nurture • Some relationship difficulties	**Family functioning and well-being** • Incidents of domestic abuse between parents/carers • Acrimonious divorce/separation • Family has serious physical and mental health difficulties • Family has poor relationship with extended family or little communication • Family is socially isolated • Parent / carer has Learning needs • Physical or mental health needs which impact on parenting capacity. **Housing, work and income** • Poor state of repair, temporary or overcrowded, or unsafe • Living in interim accommodation • Experiencing frequent moves • Intentionally homeless • Parents/carers experience stress due to unemployment or 'overworking'; may be impacting on other aspects of family life e.g. marital relationship • Parents/carers find it difficult to obtain employment due to poor basic skills • Serious debts/poverty impact on ability to have basic needs met
Emotional development • Good quality early attachments e.g. conduct disorder; ADHD; anxiety; depression; eating disorder; self-harming • Frequent accidents **Behavioural developments** • Does not accept responsibility for own actions; finds it hard to understand how own actions impact on others or learn from consequences • Disruptive/challenging behaviour at school, home or in the neighbourhood • Starting to commit offences/re-offend • Interacts negatively with peers in learning and play contexts • Child/young person is withdrawn, isolated/unwilling to engage • Concerns of absences from home without parental consent • *Emerging behaviours which could suggest CSE	• Concerns of absences from home without parental consent • *Emerging behaviours which could suggest CSE **Self-care skills and independence** • Disability prevents self-care in a significant range of tasks • Child takes little or no responsibility for self-care tasks compared with peers • Child lacks a sense of safety and often puts him/herself in danger • Child is main carer for family member **Learning** • Identified learning needs that are being addressed at school level. • Regular underachievement causing concern at school • Poor nursery/school attendance and punctuality • Poor home-nursery school link • Some fixed-term exclusions • Very limited interests/skills displayed • Not in education (under 16) • Not in education, employment, or training post 16	• Child has no other positive relationships • Child has multiple carers; may have no significant relationship to any of them • Child has been 'Looked After' by the LA **Guidance, boundaries and stimulation** • Erratic or inadequate guidance provided • Parents struggle/refuse to set effective boundaries e.g. too loose/tight/physical chastisement • Child/young person behaves in anti-social way in the neighbourhood • Parent/carer does not offer a good role model, e.g. by behaving in an anti-social way • Child not receiving positive stimulation, with lack of new experiences or activities • Child/young person under undue parental pressure to achieve/aspire • Exposure to online forums increasing risk of online harm.	• Low income plus adverse additional factors e.g. up to borrowing limit of Social Care Fund • Rent arrears put family at risk of eviction or proceedings initiated **Social and community including education** • Parents/carers socially excluded/isolated • Lack of a support network • Low community support for families • Acrimonious relationships within community • Poor quality access to universal and targeted services • Concerns expressed by others • Child's negative sense of self/low self-esteem contributes to their involvement with peers and/or adults thought to be treating them badly and/or encouraging their involvement in self-harm and/or criminal behaviour. • Child regularly goes missing and family do not know where Child is. • Incidents and or increase of discrimination

Useful contacts:	Please visit Buckinghamshire Safeguarding Children Partnership website – **buckssafeguarding.org.uk/childrenpartnership/**

Level 4 **Statutory / Specialist Support**	Children and young people with a high level of unmet or complex needs or children who are in need of protection. Children and young people in this category are identified as having suffered or likely to be suffering significant harm or significant impairment to their health or development. Harm is defined under 4 possible categories: physical abuse, emotional abuse, sexual abuse and neglect. These children require intensive support under Section 47 of the Children Act 1989 (Child Protection Plan). Sometimes 'Significant Harm' will be a single, traumatic event, but more often it is an accumulation of significant events, both acute and longstanding over time, such as in situations of neglect.
Response:	Agencies should contact First Response using the Multi-Agency Referral Form (MARF) or by calling 01296 383962 (or 0800 999 7677 for the out of hours Emergency Duty Team). If there is a concern that a child is immediately at risk, call the Police on 999.
Assessment:	Statutory assessment will take place under the provisions of the Children Act 1989. This will be led by Children's Social Care. Where a child is assessed to have met the threshold for statutory intervention there are various options available to ensure a child is protected from harm. This includes making the child subject to a Child Protection Plan or taking the child into care.

Development of the baby or child		**Parent and carers**	**Family and environment elements**
Health • Child/young person has severe/chronic health problems • Child/young person's weight and height both under the 0.4th centile • Other developmental milestones unlikely to be met; failure to thrive • Lack of food may be linked with neglect • Refusing medical care endangering life/development • Seriously obese • Dental decay and no access to treatment • Persistent and high-risk substance misuse • Dangerous sexual activity and/or early teenage pregnancy • Child sexual exploitation (CSE) • Suspected imminent risk of FGM (female genital mutilation) • Sexual abuse • Self-harming • Non-accidental injury • Acute mental health problems e.g. severe depression; threat of suicide; psychotic episode • Physical/learning disability requiring constant supervision	**Identity and self-esteem** • Child/young person experiences persistent discrimination; internalised and reflected in poor self-image • Failed Education Supervision Order – 3 prosecutions for non-attendance: family refusing to engage • Socially isolated and lacking appropriate role models • Alienates self from others • Bullying • Lack of confidence is incapacitating • Victim of crime; may fear persecution by others • Poor and inappropriate self-presentation • Child/young person likely to put self at risk • Child sexual exploitation (CSE) • Evident mental health needs **Family and social relationships** • Repeated missing persons episodes • Relationships with family experienced as negative ('low warmth, high criticism') • Rejection by a parent/carer; family no longer want to care for - or have abandoned - child/young person • Periods accommodated by Council • Family breakdown related to child's behavioural difficulties	**Basic care, safety and protection** • Parents/carers unable to provide 'good enough' parenting that is adequate and safe; • Parent/carer's mental health or substance misuse significantly affect care of child • Parents/carers unable to care for previous children • Instability and violence in the home continually • Parents/carers involved in crime • Parents unable to restrict access to home by dangerous adults • Parents/carers own needs mean they are unable to keep child/young person safe • Chronic and serious domestic violence involving child/young person • Unexplained injuries • Parents not engaging with professionals • Allegation or reasonable suspicion of serious injury, abuse or neglect. • Unable to manage severe challenging behaviour without support –high risk of family breakdown • Suspected/evidence of fabricated or induced illness Unable to meet child/young person's physical or emotional needs • Disclosure from parent of abuse to child/young person • Escalating or serious domestic violence	**Family functioning and well-being** • Significant parental/carer discord and persistent domestic violence • Family characterised by conflict and serious chronic relationship difficulties • History of rejection • Poor relationships between siblings and wider family • No effective support from extended family • Destructive/unhelpful involvement from extended family • Child/young person has been identified as a child/young person in need, but parents/carers have refused support • Family involved in criminal activity; parent or sibling has received custodial sentence • Individual posing a risk to children in, or known to household • Unsafe home environment • Family home used for drug taking, prostitution, illegal activities • Family have physical or mental health needs that impact on parenting capacity • Parent / care has Learning needs that impact on parenting capacity **Housing, work and income** • Homeless - or imminent • Housing dangerous or seriously threatening to health • Physical accommodation places child in danger • Chronic unemployment that has severely affected parents' own identities • Family unable to gain employment due to significant lack of basic skills or long-term substance misuse • Extreme poverty/debt impacting on ability to care for child • No expectation that young person will work

Useful contacts:	Please visit Buckinghamshire Safeguarding Children Partnership website – **buckssafeguarding.org.uk/childrenpartnership/**

Areas of Concern: Other areas of concern that will need to be considered in terms of their impact and level of risk include:	• Behaviour • Child exploitation • Development • Disability • Domestic abuse • Education • Emotional well-being • Female genital Mutilation • Forced Marriage • Gangs • Honour based violence • Housing • Legal status • Missing • Neglect	• Offending • Online risk • Parental mental health • Parenting • Perplexing presentations (fabricated illness) • Physical abuse • Physical Health • Radicalisation • Relationships (social context) • Self-harm • Sexual abuse • Sexual health • Substance misuse • Young Carer

Useful contacts:	Please visit Buckinghamshire Safeguarding Children Partnership website – **buckssafeguarding.org.uk/childrenpartnership/**

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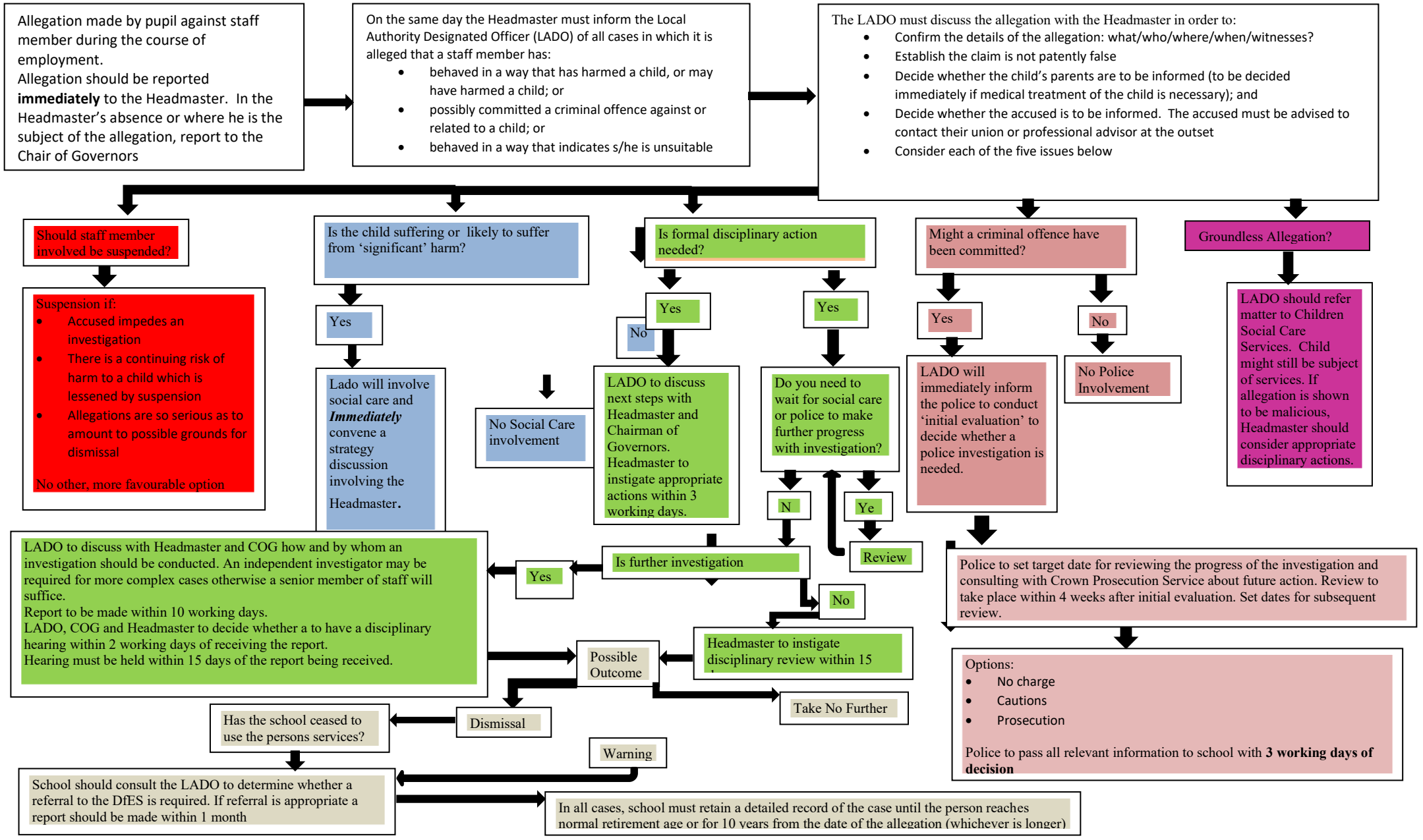
Appendix 3 - Safeguarding Children in Education: Dealing with Allegations Against Teachers and Other Staff



Appendix 4 :Staff Disqualification Declaration

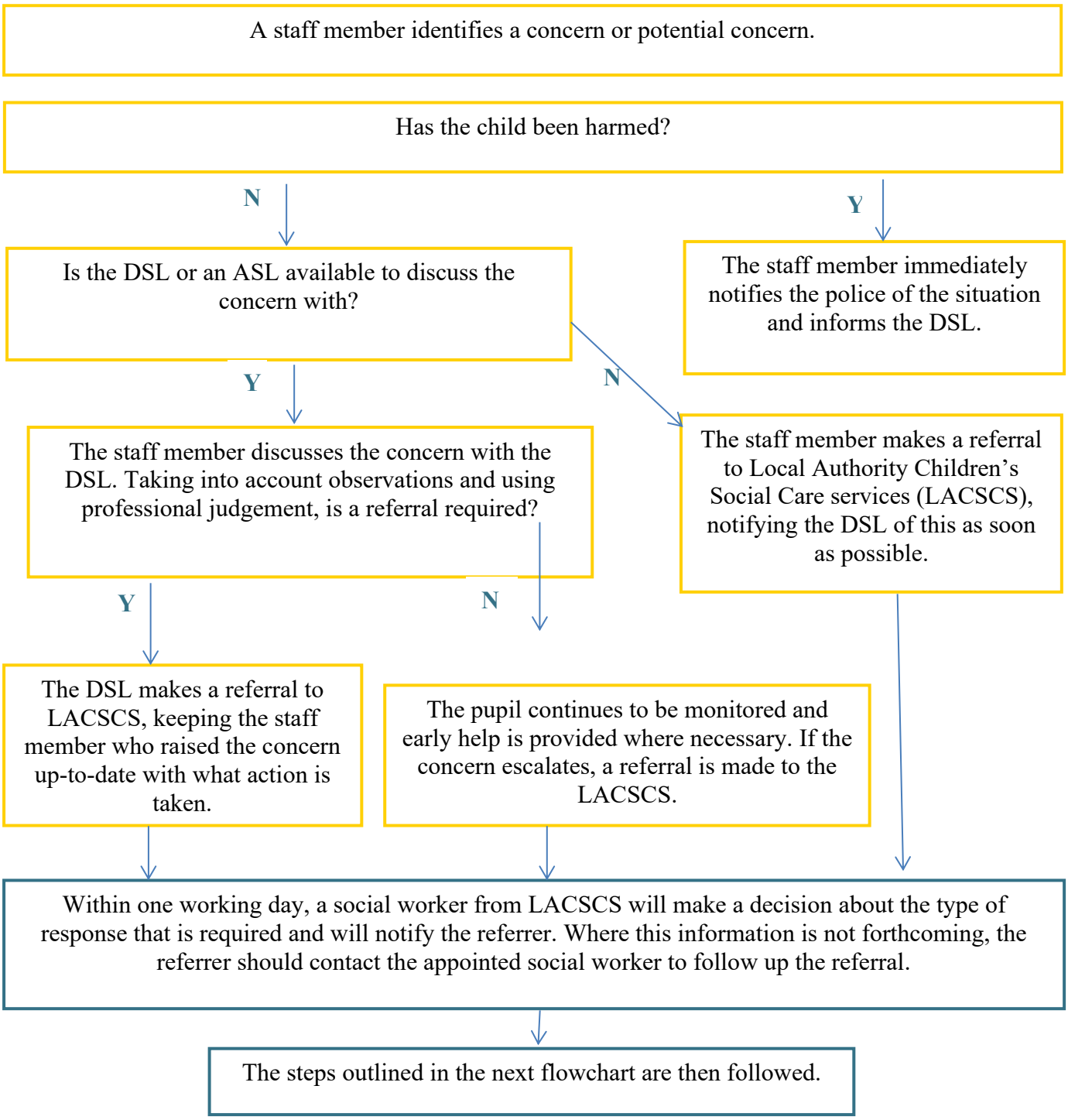
Name of school:			
Name of staff member:		**Position:**	
Orders and other restrictions			**Yes/No**
Have any orders or other determinations related to childcare been made in respect of you?			
Have any orders or other determinations related to childcare been made in respect of a child in your care?			
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: • 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**	

Appendix 5: Safeguarding Reporting Process

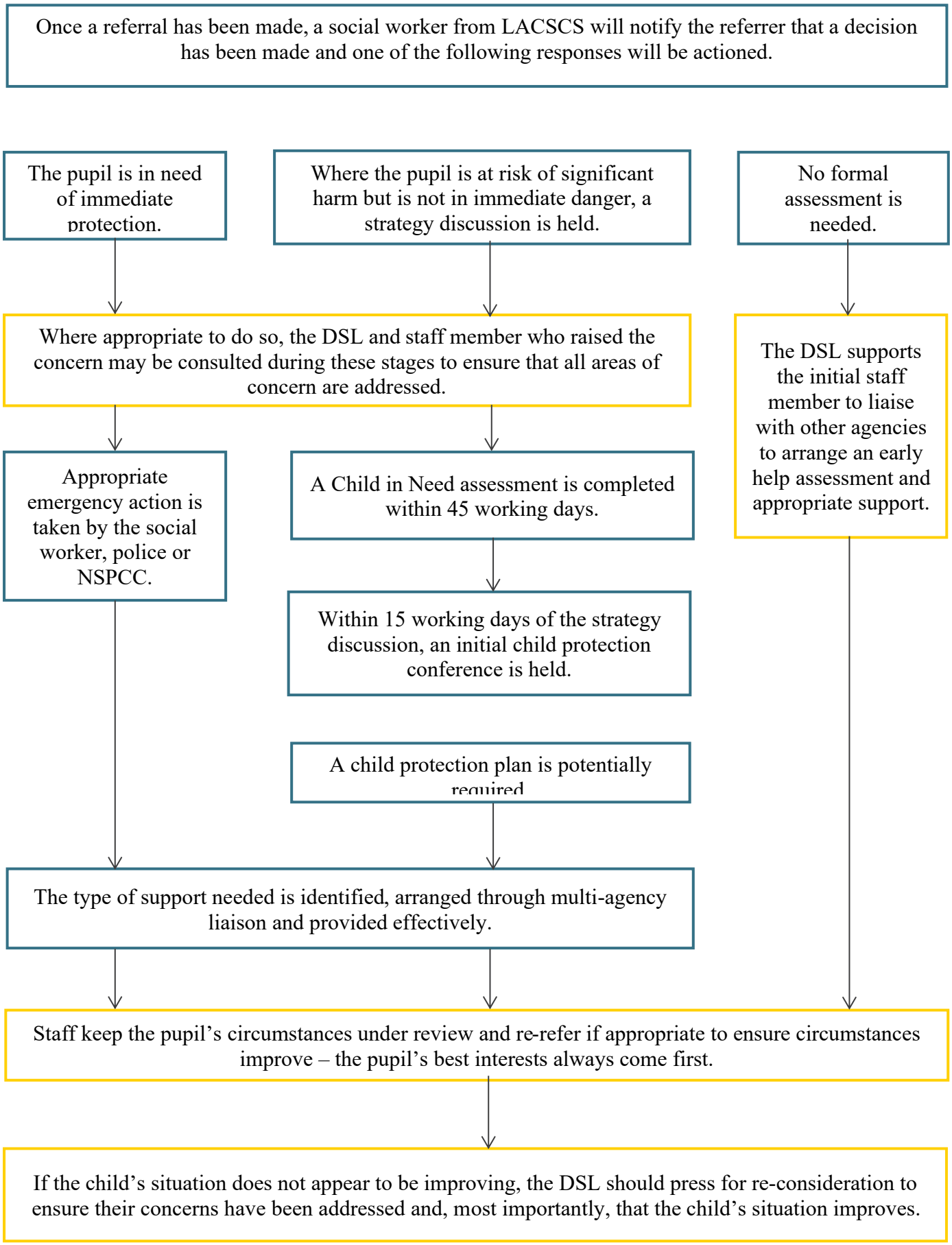
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue. If there is a risk of potential harm to a child or children, childrens' social care (CSC) should be contacted immediately; if a crime committed then dial 999.

Before a referral is made



After a referral is made



Appendix 6: 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**