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

Review cycle:	Every Year
Review by:	SMT, G(Ed), G(Board)
Last Governor Approval:	Autumn 2026
Next Governor Approval:	Autumn 2027
Current Version:	44
Persons responsible for review:	Steve Miles (DSL) Tom Hockedy (Safeguarding 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 as well as online. 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.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding children and must act in the best interests of the child at all times.

The Beacon adopts a child-centred and coordinated approach to safeguarding and child protection. We recognise that effective safeguarding requires a culture of vigilance, early identification of concerns, timely information sharing, and effective partnership working with children, families, external agencies and safeguarding partners.

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:

- Promoting a culture in which safeguarding is everyone's responsibility.
- 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
AI	Artificial Intelligence	Technology enabling computers to perform tasks like learning, reasoning, decision-making, and language understanding that usually require human intelligence.
ASL	Additional Safeguarding Lead	Member of staff who has been given safeguarding responsibilities to support the Designated Safeguarding Lead (DSL)
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.
CiN	Child in Need	A child requiring additional support or services to achieve, maintain, or improve their health, development, or wellbeing.
CLA	Child Looked After	A child who is in the care of a local authority or who is provided with accommodation by a local authority for a continuous period of more than 24 hours under the Children Act 1989.
CP	Child Protection	Protecting children who are suffering, or are at risk of suffering, significant harm due to abuse, neglect, exploitation, or other forms of maltreatment.
CSAM	Child Sexual Abuse Material	Images, videos, or other content depicting the sexual abuse or exploitation of children; creating, sharing, or possessing it is illegal.
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.
FH	Family Help	A coordinated approach providing early and targeted support to children and families, bringing together relevant services to address needs and improve outcomes.
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.
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.
LADO	Local Authority Designated Officer	Oversees and manages allegations against adults working with children, ensuring concerns are investigated appropriately and safely.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer	An umbrella term used to describe people who identify as lesbian, gay, bisexual, transgender, queer/questioning or other diverse sexual orientations and gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools.
MARAC	Multi-Agency Risk Assessment Conference	A meeting where agencies share information and coordinate actions to protect high-risk domestic abuse victims.
MASH	Multi Agency Safeguarding Hub	A team of agencies sharing information and coordinating responses to safeguard children and vulnerable adults.
MHFA	Mental Health First Aid	Training that helps people recognize, understand, and respond appropriately to mental health concerns and crises.
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 looked after by a local authority in England and Wales or were in state care outside England and Wales and are now subject to an adoption order, special guardianship order or child arrangements order. Previously looked after children are not synonymous with care leavers.
PSHE	Personal, social health and economic education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
QTS	Qualified teacher status	A requirement in England to work as a teacher of children in state schools and special schools.
RSHE	RelationshipsSex and Health Education	Curriculum teaching pupils about healthy relationships, sexual health, wellbeing, safety, respect, and informed decision-making.
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	A statutory role within all schools maintaining

	coordinator	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.
UKHSA	UK Health Security Agency	Executive agency responsible for protecting public health and responding to infectious diseases and other health threats.
VAWG	Violence Against Women and Girls	Covering physical, sexual, emotional, and economic abuse targeted at females due to gender.
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 must be given by choice, may be given to one sort of sexual activity but not another and can be withdrawn at any time. A person consents only if they agree by choice and have 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, “harmful sexual behaviour” refers to a range of developmentally inappropriate sexual behaviours displayed by children and young people, which may be problematic, abusive or violent. This includes, but is not limited to:

- Using sexually explicit language or gestures
- Inappropriate sexualised touching
- Sexual violence or sexual harassment
- Sexual behaviours involving coercion, pressure or exploitation
- Sexual behaviour involving the use of online platforms, images, cameras or other digital devices
- 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 may be a single incident or part of a pattern of behaviour. 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**:
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Sexual comments, stories, jokes, remarks or taunting
• Sexualised name-calling or unwanted comments about appearance
• Deliberately brushing against someone or interfering with clothing
• Displaying or sharing sexual images
• Online sexual harassment, including:
– Sharing of nude or semi-nude images and/or videos (consensual or non-consensual)
– Unwanted sexual messages or content
– Sexualised bullying or intimidation
– Upskirting
– Sexual exploitation, coercion or threatsFor 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, which can take place inside or outside of school, online or offline. This can include, but is not limited to the following:

- Abuse within intimate partner relationships, including coercive control
- Bullying (including cyberbullying)
- Sexual violence and sexual harassment
- Physical abuse and assualt
- Sexting
- Sharing of nude and semi-nude images and/or videos
- Initiation,hazing or ritualised abuse

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 engaging in sexual activity
- A child engaging in sexual acts with another person
- Someone hurting a child sexually
- Sexual activity that involves animals
- A child being sexually exploited or abused in any way

2. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following. Where updated versions are published, the most recent statutory guidance will always apply.

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
- UK GDPR and 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
- Education Act 2002 (Safeguarding Duty Section)
- Children and Social Work Act 2017
- Human Rights Act 1998

Statutory guidance:

- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2023) 'Prevent Duty Guidance'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE
- 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)
- DfE Working together to improve school attendance (2024)
- DfE (2026) 'Restrictive interventions, including the use of reasonable force, in schools.'
- DfE (2024) Filtering and Monitoring Standards
- DfE (2023) Suspension and Exclusion Guidance

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'

The school recognises that safeguarding practice must reflect the most up to date statutory guidance and that all staff must act in accordance with both legislation and nationally recognised safeguarding expectations at all times.

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
- Restrictive Interventions 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 govthockedy@beaconschool.co.uk
Safer-Recruitment Governor	Kingsley Jolowicz govkjolowicz@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, safeguarding and promoting the welfare of children is the highest priority. We recognise that all children have the right to feel safe, be safe, and to be protected from harm in all environments, including within school, at home, online and in the community.

Safeguarding and promoting the welfare of children is everyone's responsibility. All staff, governors, volunteers and contractors have a duty to act in the best interests of children at all times and to contribute to creating a culture of vigilance, openness and safeguarding awareness.

We are committed to ensuring that all pupils are listened to, taken seriously, and supported appropriately. All welfare concerns are treated as safeguarding matters and are responded to in line with statutory guidance.
We will always act in the best interests of the child. The voice of the child is central to our safeguarding practice.
For the purposes of this policy, safeguarding and promoting the welfare of children is defined in accordance with Keeping Children Safe in Education (KCSIE) 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
- Taking action to enable all children to have the best possible outcomes

This definition applies to all forms of harm, including abuse, neglect, exploitation, peer-on-peer abuse, online harm and contextual safeguarding risks.

The aim of this policy is to provide all staff, governors, volunteers and visitors with a clear framework for safeguarding and child protection practice at The Beacon, and to ensure that all members of the school community understand their roles and responsibilities in keeping children safe.

The policy also provides parents and carers with clear information about how the school will safeguard and promote the welfare of their children whilst they are in our care and in partnership with families and external safeguarding agencies.

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.
- Know who the designated safeguarding governor is.
- 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
- Help identify pupils who may benefit from early help and act accordingly

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 all staff read Part one of KCSIE.
- 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:

- Be available during school hours for staff to discuss safeguarding concerns. Where necessary, availability may include telephone or video contact in exceptional circumstances, provided effective safeguarding coverage is maintained
- Ensure appropriate arrangements are in place for safeguarding cover outside of school hours and during school holidays or closures
- Act as a central point of contact for safeguarding concerns within the school
- Refer cases to Local Authority Children's Social Care Services (LACSCS) where abuse or neglect is suspected or disclosed
- Refer concerns to the Prevent/Channel programme where there are indicators of radicalisation
- Refer individuals to the Disclosure and Barring Service (DBS) where appropriate following dismissal or resignation due to safeguarding concerns
- Contact the police where a crime may have been committed, in line with National Police Chiefs' Council (NPCC) guidance
- Ensure appropriate escalation and follow-up of safeguarding concerns, including Section 17 and Section 47 enquiries under the Children Act 1989
- Liaise with the Headmaster and relevant staff regarding ongoing safeguarding investigations and statutory enquiries
- Act as lead professional for early help coordination where appropriate
- Support staff in identifying pupils who may benefit from early help
- Ensure early help cases are regularly reviewed and escalated to Children's Social Care if concerns do not improve
- Work closely with external agencies to ensure children's needs are met holistically
- Act as the main point of contact with safeguarding partners and contribute to local multi-agency safeguarding arrangements
- Maintain accurate, detailed and secure safeguarding records
- Ensure child protection files are kept up to date and stored securely
- Ensure child protection files are transferred securely and promptly (within statutory timescales) when a child moves school
- Ensure appropriate information sharing in line with UK GDPR and safeguarding necessity principles
- Ensure relevant staff understand information sharing procedures
- Provide advice, support and guidance to staff on safeguarding matters
- Support staff through the referral process where concerns arise
- Promote a culture of listening to children and taking their views seriously
- Ensure safeguarding and child protection training is delivered at induction and updated regularly
- Ensure staff receive regular safeguarding updates and understand emerging risks

- Lead responsibility for online safety, including risks relating to social media, gaming, image sharing and online exploitation
- Work with relevant staff (including IT staff) to understand and review filtering and monitoring systems
- Ensure online safety is embedded within safeguarding practice and the curriculum
- Take lead responsibility for promoting the educational outcomes of children in need, children with a social worker, CLA and PLAC pupils
- Ensure relevant staff are aware of these pupils and understand their safeguarding and educational needs
- Support staff to provide appropriate academic and pastoral support
- Promote high expectations for all vulnerable pupils and ensure barriers to learning are identified and addressed
- Work with Virtual School Heads where appropriate to safeguard and promote the educational achievement of looked-after and previously looked-after children
- Support the governing board in reviewing safeguarding arrangements annually
- Promote a culture of effective safeguarding, accountability and continuous improvement

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 recognises that safeguarding children is most effective when it is carried out in partnership with other agencies and in accordance with statutory safeguarding arrangements.

The school contributes fully to inter-agency working as part of its statutory safeguarding duty and works in accordance with local safeguarding partner arrangements.
Where the school is identified as a relevant agency within local safeguarding arrangements, it will cooperate with published safeguarding procedures and actively participate in multi-agency safeguarding processes.

The school works closely with Local Authority Children's Social Care Services (LACSCS), the police, health services and other relevant agencies to safeguard and promote the welfare of children.

This includes participation in:
• Early help assessments and plans
• Child in Need (Section 17) assessments
• Child Protection (Section 47) enquiries
• Multi-agency safeguarding planning and intervention

Where appropriate, the school will facilitate access to children and families for statutory assessments and support services.

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

Staff understand that while data protection legislation, including the UK GDPR and Data Protection Act 2018, places duties on the processing of personal information, these duties are not a barrier to sharing information where there is a safeguarding concern.

Information will be shared lawfully, proportionately and appropriately where failure to do so may place a child at risk of harm.

Staff must not allow concerns about confidentiality or data protection to prevent them from sharing safeguarding information.

Where staff are unsure about sharing information, they must seek advice from the Designated Safeguarding Lead (DSL).

The school recognises the importance of early help in preventing concerns from escalating.

Where early help is identified as appropriate, the school will work with children, families and relevant agencies to support coordinated intervention.
The school will support access to statutory services where concerns escalate, including Child in Need and Child Protection processes.

The school recognises the importance of multi-agency working in identifying and responding to safeguarding risks, including child sexual exploitation (CSE), child criminal exploitation (CCE), neglect, abuse, and contextual safeguarding risks.

Staff are aware of the importance of professional curiosity and proactive engagement with external agencies to safeguard children effectively.

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.

Staff must remain alert to signs of misogynistic attitudes and behaviours, including language, actions, or peer dynamics that demean, objectify, or discriminate on the basis of gender. Any such behaviour should be challenged consistently and appropriately, in line with the school's behaviour and safeguarding procedures. Staff should treat misogynistic behaviour as a potential safeguarding concern, recording and reporting it where necessary, and ensuring that it is addressed through education, clear boundaries, and a culture of respect and equality.

Staff must remain vigilant to indicators of violence against women and girls (VAWG), including behaviours, disclosures, or patterns of abuse that may involve physical, sexual, emotional, or coercive harm. Any concerns relating to VAWG must be taken seriously, responded to in line with safeguarding procedures, and reported promptly to the designated safeguarding lead. Staff should recognise VAWG as a safeguarding issue and contribute to a whole-school approach that promotes safety, respect, and zero tolerance of gender-based violence. Further policy information on VAWG can be found under section 32.

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

The Beacon's safeguarding and child protection procedures comply with statutory guidance and local safeguarding arrangements, including Working Together to Safeguard Children (2023), Keeping Children Safe in Education (KCSIE) 2025, the Prevent Duty Guidance issued under Section 29 of the Counter-Terrorism and Security Act 2015, and the safeguarding procedures and threshold guidance of the Buckinghamshire Safeguarding Children Partnership (BSCP).

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 2026" (specifically Part 1 and Annex B). 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
- Restrictive Interventions Policy
- Safeguarding Response to children who go missing in education in line with the Child Missing Education Policy
- Online Training in the Prevent Duty and Safeguarding Children in Education.
- The Low-Level Concerns Policy and procedures for reporting concerns regarding adults working in the school.
- The school's procedures relating to child-on-child abuse, including sexual violence, sexual harassment and harmful sexual behaviour.
- The school's filtering and monitoring arrangements and staff responsibilities for maintaining online safety.

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.

[1]

All staff will receive safeguarding and child protection training, including online safety training, at induction. Staff will receive regular safeguarding updates, at least annually and whenever there are significant changes to safeguarding legislation, guidance, local procedures or emerging risks, to ensure their knowledge and skills remain current and effective.

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 act immediately on any safeguarding concern and must not assume that another person has taken action. Any concern, however small, must be recorded and reported in accordance with the school's safeguarding procedures. Staff should maintain a culture of professional curiosity and respectful challenge where concerns remain unresolved.

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

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

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

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

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

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

Concerns, allegations and low-level concerns relating to adults working in or on behalf of the School will be managed in accordance with Part Four of KCSIE. Where appropriate, concerns will be referred to the Local Authority Designated Officer (LADO) without delay. 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 and must follow the School's safeguarding reporting procedures. Staff understand their responsibilities regarding confidentiality, information sharing and record keeping. Safeguarding concerns must be reported immediately and staff must not assume that

[1] "Keeping Children Safe in Education 2026" states that staff should receive regular training. Buckinghamshire County Council advises that this takes place no longer than 3 years in between refresher training.

another person has taken action. All staff are expected to maintain professional curiosity and to follow up concerns where they believe a child may remain at risk.

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.

The School recognises the importance of professional challenge and escalation. Where concerns remain unresolved, or where the DSL believes that a child continues to be at risk of harm, the DSL will seek reconsideration, escalate concerns and continue to advocate for the child until an appropriate safeguarding response is secured.

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 child is suffering, or is likely to suffer, significant harm, an immediate referral will be made to Children's Social Care and/or the Police. Any member of staff may make a referral where necessary to protect a child, although the DSL should be informed as soon as possible unless doing so would place the child at further risk.

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 Intervention, Family Help and Child in Need Support

The School recognises that providing help and support at the earliest opportunity can prevent concerns from escalating and improve outcomes for children and families. Early intervention is more effective when concerns are identified and addressed promptly. Any child may benefit from early help, Family Help or statutory intervention at any stage of their life.

The School adopts a child-centred approach and recognises the importance of understanding and responding to the views, wishes, feelings and lived experiences of children when considering what support may be required.

All staff should be particularly alert to the potential need for early intervention, Family Help or statutory services for children who:

- Are disabled, have specific health conditions, medical needs or additional vulnerabilities.
- Have Special Educational Needs and Disabilities (SEND), whether or not they have an Education, Health and Care Plan (EHCP).
- Have mental health needs, emotional wellbeing difficulties or display indicators that their mental health may be affecting their welfare or behaviour.
- Are young carers.
- Are persistently absent, severely absent, missing education, missing from home or care, or displaying attendance patterns that may indicate unmet need, exploitation, abuse or neglect.
- Are at risk of abuse, neglect or other safeguarding concerns.
- Are experiencing, or have experienced, domestic abuse within the family.
- Are vulnerable to, or experiencing, child criminal exploitation (CCE), child sexual exploitation (CSE), serious violence, county lines activity, modern slavery or human trafficking.
- Are at risk of radicalisation, extremism or terrorist-related activity.
- Are vulnerable to extra-familial harm, including risks presented within peer groups, educational settings, community environments or online spaces.
- Are affected by parental offending, have family members in prison, or are impacted by the criminal behaviour of others.
- Are living in families where there are difficulties relating to substance misuse, adult mental ill health, domestic abuse, homelessness, financial hardship or other significant challenges.
- Misuse drugs, alcohol or other substances.
- Have returned home from care or are subject to arrangements involving kinship care, special guardianship or other alternative care arrangements.
- Are at risk of honour-based abuse, including female genital mutilation (FGM), forced marriage or abuse linked to cultural or family expectations.
- Are privately fostered.
- Have experienced bullying, discrimination, prejudice-based incidents, harassment, violence, harmful sexual behaviour or child-on-child abuse.
- Are vulnerable to online harm, including online grooming, exploitation, coercion, cyberbullying, exposure to harmful content, the sharing of nude or semi-nude images and/or videos, AI-generated sexual imagery, deepfake content or other forms of technology-facilitated abuse.
- Show early signs of abuse, neglect, exploitation or other safeguarding concerns.

The Safeguarding Team will take the lead in identifying when a child and family may benefit from

universal services, community-based early help, targeted Family Help, Child in Need support or statutory child protection intervention.

The Safeguarding Team will work collaboratively with children, parents/carers and partner agencies to ensure support is provided at the earliest appropriate stage and that interventions are proportionate to identified needs and risks.

The School will follow local safeguarding partnership procedures and local Family Help arrangements where appropriate. The DSL (or Deputy) will ensure that referrals are made promptly and that the School contributes effectively to assessments, planning meetings, reviews and multi-agency decision-making processes.

Staff may be required to contribute to assessments, provide information, attend multi-agency meetings and support plans developed by partner agencies. Where appropriate and agreed through local arrangements, a member of staff may undertake the role of Lead Practitioner.

The School recognises that safeguarding children is most effective when agencies work together. We will work openly and collaboratively with Children's Social Care, Family Help services, health professionals, police, education providers and other relevant agencies to promote the welfare of children and protect them from harm.

The School recognises the importance of professional curiosity and respectful challenge. Staff should seek clarification where information is unclear, explore concerns appropriately and remain professionally inquisitive where a child's presentation, behaviour or circumstances give rise to concern.

Any Early Help, Family Help, Child in Need or Child Protection plan involving a pupil will be subject to regular review. The DSL will maintain oversight of the child's progress and circumstances and ensure that support remains appropriate and effective.

Where concerns increase, risks escalate, outcomes are not improving or the child's needs become more complex, the DSL will consider whether a referral to Children's Social Care or other statutory services is required and will escalate concerns in accordance with local safeguarding partnership procedures where necessary.

All concerns, discussions, decisions, actions and outcomes relating to early intervention, Family Help and statutory safeguarding processes will be recorded accurately on the School's safeguarding recording system and retained securely in accordance with statutory guidance and the School's records management procedures.

The School recognises that effective information sharing is essential for safeguarding and promoting the welfare of children. Information will be shared appropriately, lawfully and proportionately with relevant professionals. Concerns about sharing information must never be allowed to delay action where doing so may place a child at risk of harm.

Further information regarding Family Help and Support Services can be found on the Buckinghamshire County Website - Family Information Services

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, supportive, reassuring and non-judgemental. 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.
- Not make promises of confidentiality. Staff must explain that information will need to be shared with appropriate people who can help keep them safe.
- Make a clear, accurate, factual and contemporaneous record of the disclosure on CPOMS as soon as possible, recording dates, times, locations, observations and, wherever possible, the child's own words.
- Not examine injuries or ask a child to remove clothing. No part of a child's body normally covered by clothing should be viewed or examined.

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.

Responsibilities of the Designated Safeguarding Lead:

- Assess the information available and determine the most appropriate course of action.
- Consider whether the child may benefit from universal services, community-based support, Family Help, Child in Need services or Child Protection intervention.
- Consider any known vulnerabilities, including SEND, mental health needs, previous safeguarding history, contextual safeguarding risks and extra-familial harm.
- Ensure that all decisions, actions and rationale are recorded clearly on CPOMS.
- Seek advice from First Response where there is uncertainty regarding thresholds or

appropriate action.

- Make a referral to Children's Social Care and/or the Police without delay where there are reasonable grounds to suspect that a child is suffering, or is likely to suffer, significant harm.
- Participate fully in multi-agency safeguarding processes and ensure that the School contributes effectively to assessments, planning and review meetings.

The DSL (or Deputy) will normally seek to discuss concerns with parents/carers and obtain consent before making a referral where appropriate. However, consent will not be sought where doing so may place a child at increased risk of harm, prejudice a police investigation, lead to the loss of evidence or otherwise compromise the child's welfare.

Where there is uncertainty regarding parental involvement, the DSL will seek advice from First Response before speaking to parents/carers.

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

The School recognises that safeguarding and child protection work can be emotionally demanding and, at times, distressing. Staff may be exposed to information about abuse, neglect, exploitation, trauma, violence or other safeguarding concerns which may have an impact on their wellbeing.

The School is committed to promoting the welfare, wellbeing and resilience of staff and recognises the importance of providing appropriate support to those involved in safeguarding work. Any member of staff who is affected by a safeguarding matter, either professionally or personally, will be offered appropriate support.

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 (that in turn follow the guidance outlined in UK Data Protection Regulation and the Data Protection Act 2018).

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 recognises its duty to safeguard and promote the welfare of children and to create and maintain a culture of openness, transparency and vigilance. All concerns relating to the conduct, behaviour or suitability of adults working in or on behalf of the School will be taken seriously and managed promptly, fairly and in accordance with statutory guidance, local procedures and School policies.

The school will ensure all allegations against staff, including those who are not employees of the school (agency staff, supply staff, volunteers, trustess, governors and contractors), are dealt with appropriately and that the school liaises with the relevant parties – usually the LADO

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.
-

Where a concern meets the harm threshold, the School will follow statutory procedures and seek advice from the Local Authority Designated Officer (LADO) without delay.

If a staff member has concerns about another member of staff (including supply staff,volunteers, or any other adult), 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 theirpresent 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 about adults working in or on behalf of the school

The School recognises its responsibility to safeguard and promote the welfare of children and to maintain a culture of openness, transparency, vigilance and accountability.

This section applies to all adults working in or on behalf of the School, including employees, agency staff, supply staff, volunteers, governors, trustees, contractors, consultants and any other individuals undertaking work or activities with children.

The School will manage all such allegations in accordance with statutory guidance, local safeguarding partnership procedures and advice provided by the Local Authority Designated Officer (LADO).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.

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

All school staff and volunteers must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. There must be no 1:1 contact between staff and pupils which is not "open to the casual observer" therefore staff should use rooms in the school which have viewing panes.

Staff working alone must comply with the Lone Workers Policy.

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

The Headmaster or Chairman on all such occasions must immediately discuss the content of the allegation with the LADO. The purpose of an initial discussion is for the LADO and the person

designated as Case Manager to consider the nature, content and context of the allegation and agree a course of action.

The Headmaster or Chairman must:

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

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

19. Retention of Records

All allegations, concerns, discussions, decisions, actions taken and the rationale for those decisions will be recorded accurately and retained securely in accordance with statutory guidance and the School's Record keeping Policy.

Information relating to allegations will be included on an individual's confidential personnel file where appropriate and retained in accordance with statutory requirements.

There is a statutory requirement for our school to pass any child protection records to the pupil's next school. This should happen within 5 days of an in-year transfer or within the first 5 days of the start of a new term.

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.

Safeguarding and child protection records are held securely on CPOMS, which is the School's designated safeguarding recording system. Child protection records are retained until the pupil reaches the age of 25, in accordance with statutory guidance.

The School operates a robust records management process, including periodic review of archived safeguarding information. All records are retained, reviewed and securely disposed of in line with UK GDPR, the Data Protection Act 2018 and statutory safeguarding retention requirements.

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 children and young people with Special Educational Needs and Disabilities (SEND) may face additional safeguarding vulnerabilities and may experience greater barriers to identifying, disclosing or reporting abuse and neglect.

Staff are trained to maintain professional curiosity and must never assume that a child's behaviour, presentation or injury is solely attributable to their disability or additional needs. Whilst certain indicators may be linked to a child's SEND, this must not prevent staff from

considering whether abuse, neglect, exploitation or other safeguarding concerns may also be present.

Children with SEND may be disproportionately affected by bullying, peer-on-peer abuse, exploitation, online harm and other forms of harm, and may not always outwardly display signs of distress. Communication differences, sensory needs or additional support needs may also make it more difficult for them to disclose concerns or for adults to identify that something is wrong.

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.

Private fostering occurs when a child under the age of 16 (or under 18 if disabled) is cared for and lives for 28 days or more with someone who is not a parent, person with parental responsibility, step-parent, aunt, uncle or grandparent.

Where the School becomes aware, or has reasonable cause to believe, that a child may be living in a private fostering arrangement, the Designated Safeguarding Lead (DSL) will notify the Local Authority Children's Social Care (First Response Team) without delay to enable appropriate assessment and statutory checks to be undertaken.

23. Physical intervention/Positive handling

Our policy on restrictive interventions, including the use of reasonable force, is set out separately, and is referenced as part of our Behaviour Policy.

24. Anti-Bullying

Anti-bullying is addressed in the school's Anti-Bullying Policy, which sets out clear procedures for preventing, identifying, and responding to all forms of bullying. The school recognises that persistent or serious bullying, or a failure to appropriately address bullying behaviour, may have a significant impact on a child's safety and wellbeing and may, in some cases, require referral in line with 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 Equality Act 2010, the school's Equal Opportunities Policy sets out how discriminatory incidents are identified, recorded, and responded to. The school takes a zero-tolerance approach to discrimination and prejudice-based incidents and ensures that all such concerns are addressed promptly and appropriately. In doing so, the school also has regard to relevant local authority guidance, including Buckinghamshire Council's "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

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

- "Radicalisation" refers to **t**he process by which a person may become susceptible to support for terrorism or extremist ideologies associated with terrorist groups or causes.
- "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 involves, or attempts, serious violence against a person, serious damage to property, endangers life, creates a serious risk to the health or safety of the public, or seriously interferes with or disrupts electronic systems. The use or threat of such action may be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

The School recognises its statutory responsibility under Section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent children and young people from being drawn into terrorism. This forms part of the School’s wider safeguarding duties.

The Prevent Duty is implemented in the same way as other safeguarding concerns, with a focus on identifying vulnerability, providing appropriate support and ensuring timely referral where necessary.

Staff are trained to recognise that vulnerability to radicalisation is complex and may arise from a combination of personal, social, environmental or online factors. There is no single indicator of risk, and concerns must be considered in context and alongside other safeguarding information.

Staff must exercise professional curiosity and remain alert to changes in behaviour, presentation, peer relationships or online activity that may indicate vulnerability. However, staff must avoid making assumptions based on appearance, beliefs, background or protected characteristics.

Any concern that a pupil may be at risk of radicalisation or extremist influence must be reported immediately to the Designated Safeguarding Lead (DSL) or, in their absence, another member of the Safeguarding Team.

The DSL will assess the concern in line with safeguarding procedures and, where appropriate, make a referral to the Channel programme or other relevant safeguarding services. Where there is immediate risk of harm, emergency services will be contacted without delay.

The School will work in partnership with local safeguarding arrangements, Children’s Social Care and the Police where necessary.

Where a pupil is considered vulnerable to being drawn into terrorism, the DSL will consider referral to the Channel programme. This can be done by following the National Prevent Referral Form

Channel is a voluntary, multi-agency safeguarding process which provides support to individuals at risk of exploitation or radicalisation. It is designed to safeguard individuals before any criminal activity occurs.

The School will cooperate fully with Channel processes and contribute to support plans where appropriate. Engagement with Channel is voluntary at all stages.

Promoting Resilience and Fundamental British Values

The School aims to build pupils’ resilience to extremist narratives by promoting critical thinking, respectful discussion and understanding of differing beliefs and perspectives.

The curriculum and wider school life will support pupils to:

• Develop critical awareness of information and media.
• Understand democracy, the rule of law and individual liberty.
• Respect and value diversity within modern British society.
• Engage safely and confidently in discussion of sensitive or controversial issues.

Any external speakers or visitors will be appropriately vetted in line with the School's Guest Speaker Policy to ensure that extremist or inappropriate views are not promoted.

All staff share responsibility for safeguarding pupils from the risk of radicalisation. Concerns must be reported promptly to the DSL and must not be investigated independently by staff.

Staff should be aware that concerns about radicalisation should be managed in the same way as any other safeguarding concern, through established safeguarding procedures and multi-agency working.

The school has a statutory duty under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. In line with the Prevent duty, the school maintains a Prevent risk assessment and associated action plan, which is regularly reviewed and updated.

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/Conduct/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 appropriate filtering systems are in place across school devices and networks to help prevent access to inappropriate, harmful or offensive material, in line with the school's Data and Cyber-security Breach Prevention and Management Plan and statutory safeguarding requirements.

The school recognises that effective filtering and monitoring are essential safeguarding controls. However, systems will be implemented in a way that avoids over-blocking, which could place unreasonable restrictions on teaching and learning or limit access to legitimate educational resources.

Filtering and monitoring arrangements will be regularly reviewed and updated to ensure they remain proportionate, effective, and supportive of both safeguarding and curriculum delivery.

The school uses the filtering and monitoring solution Smoothwall to help safeguard users and reduce the likelihood of accessing harmful, inappropriate or offensive online content.

The system provides filtering of internet activity and monitors user behaviour in line with

statutory safeguarding expectations.

Where concerning activity is identified, Smoothwall may generate alerts and refer these to the school's safeguarding team. These alerts support the early identification of potential safeguarding concerns.

All alerts are reviewed and responded to by the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Leads (DDSLs) or Associate Safeguarding Leads (ASLs) in accordance with safeguarding procedures. Appropriate action will be taken following assessment of each referral, which may include recording concerns, monitoring, speaking with the student, or escalating to external agencies where necessary.

The school ensures that filtering and monitoring systems are regularly reviewed to maintain effectiveness and compliance with safeguarding requirements.

All students and staff are made aware of the school's filtering and monitoring systems and how these operate in practice.

While the school has appropriate and robust filtering and monitoring systems in place, all staff are expected to remain vigilant when supervising the use of school devices and online activity. Staff should act promptly on any concerns and report them to the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Leads (DDSLs), or Associate Safeguarding Leads (ASLs) in accordance with safeguarding procedures.

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

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.

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. Artificial Intelligence (AI) and Emerging Technologies

The school recognises that artificial intelligence (AI) and other emerging technologies present both opportunities and significant safeguarding risks for children and young people. These risks include, but are not limited to, the creation or manipulation of images, video, or audio (including "deepfakes"), the generation or sharing of harmful or inappropriate content, the facilitation of online grooming or exploitation, cyberbullying, impersonation, and the amplification of misogynistic, violent, or extremist material. Such technologies may also be used to coerce, threaten, or humiliate individuals, and can significantly increase speed of dissemination and reach of harmful behaviours.

Staff must remain alert to the potential misuse of AI and emerging technologies both inside and outside of school, and must respond to any concerns in line with safeguarding procedures. Any suspected or disclosed incidents must be reported promptly to the Designated Safeguarding Lead

(DSL) or deputy DSLs. Staff should not attempt to investigate independently but should preserve any relevant information and follow school reporting systems.

The school will assess all incidents on a case-by-case basis, taking into account the context and severity of the concern, with particular regard to the impact on the victim, including emotional, psychological, reputational, and physical harm. Where the threshold for serious harm is met, the school will escalate concerns appropriately and may make referrals to external agencies, including children's social care and/or the police, in line with statutory safeguarding duties.

In accordance with Keeping Children Safe in Education (KCSIE), the school will ensure that staff are trained to understand emerging risks associated with digital technologies and are confident in identifying and responding to concerns. The school will also promote safe and responsible use of technology through the curriculum, including education around digital literacy, online safety, consent, and the ethical use of AI.

The school is committed to a proactive safeguarding culture in which emerging technologies are understood as part of the wider contextual safeguarding landscape. This includes ensuring that policies, reporting systems, and staff training remain responsive to technological change and evolving patterns of harm.

30. 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.

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

The school will ensure that all staff understand that the sharing of nude and semi-nude images and/or videos whether consensual or non-consensual, is a safeguarding concern and will be managed in line with safeguarding and child protection procedures.

Staff will receive appropriate training to understand child development and to distinguish between age-appropriate sexual behaviour and behaviour which may be harmful, inappropriate, or indicative of abuse or exploitation. Staff will also be trained in how to respond to incidents involving the sharing of nudes and semi-nudes, including understanding possible motivations, assessing risk to all pupils involved, and knowing how and when to escalate concerns to the Designated Safeguarding Lead (DSL).

Staff will be aware that the creation, possession, and distribution of indecent images of a child is a criminal offence. However, the school will ensure that pupils are safeguarded and supported and that criminalisation is avoided wherever possible, in line with a child-centred safeguarding approach.

Any incident involving the sharing of nudes and/or semi-nudes must be reported immediately to the DSL, who will determine the appropriate response in line with safeguarding procedures and relevant national guidance.

The school will have regard to UK Council for Internet Safety (UKCIS) guidance: *Sharing nudes and semi-nudes: advice for education settings* when responding to such incidents.
Further detail on the school's approach to managing such incidents is set out in the Youth-produced Sexual Imagery Policy.

32. Child-on-Child Abuse

Child-on-child abuse is any form of abuse that takes place between children. It can occur both inside and outside of school, online and offline, and may occur between children of any age and sex. Child-on-child abuse can cause significant harm and should never be dismissed as banter, harmless fun, part of growing up, or simply having a laugh.

The School recognises that children are capable of abusing other children and that such abuse can occur in any setting. All concerns relating to child-on-child abuse will be taken seriously, investigated appropriately and managed in accordance with this policy and the Child on Child Abuse Policy.

The School recognises that sexual harassment, sexual violence, sexist behaviour, misogyny and harmful attitudes towards others may be prevalent within society and can affect children and young people. Through the curriculum, pastoral systems and wider safeguarding arrangements, the School actively promotes respectful relationships, equality, consent and appropriate behaviours.

The School seeks to maintain a culture in which all child-on-child abuse is identified, challenged and addressed. Pupils will be encouraged to report concerns about themselves or others and will be reassured that reports will be taken seriously, handled sensitively and acted upon appropriately. The School understands that some children may find it difficult to report abuse and will therefore maintain multiple routes through which concerns can be raised.

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

- Bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying.
- Physical abuse, including hitting, kicking, shaking, biting, hair-pulling or other forms of physical harm.
- Emotional abuse, intimidation, coercive behaviour, humiliation or controlling behaviour.
- Abuse within intimate personal relationships between peers, sometimes referred to as teenage relationship abuse.
- Sexual violence, including rape, assault by penetration and sexual assault.
- Sexual harassment, including unwanted sexual comments, sexualised language, sexual jokes, sexual taunting, online sexual harassment and unwanted sexual conduct.
- Causing someone to engage in sexual activity without consent.
- The sharing of nude, semi-nude or sexually explicit images and videos, including consensual and non-consensual sharing.
- Image-based abuse, including the creation, possession or sharing of artificially generated or manipulated sexual images, including AI-generated intimate images and deepfake content.
- Upskirting, which is a criminal offence.
- Initiation, hazing or ritualistic behaviours involving harassment, abuse, humiliation or violence.
- Abuse related to race, religion, disability, sex, sexual orientation, gender reassignment or any other protected characteristic.
- Behaviour linked to misogyny, gender-based violence or harmful attitudes towards women and girls.

All staff are required to have due regard to the Child-on-Child Abuse Policy and to follow its guidance when identifying, preventing, and responding to any concerns that a child may be at risk of child-on-child abuse.

Staff will recognise that child-on-child abuse may be influenced by power imbalances and may disproportionately affect certain groups of children. Particular consideration will be given to the experiences and vulnerabilities of:

- girls and young women;
- children with special educational needs and disabilities (SEND);
- children who are looked after or previously looked after;
- children who are LGBTQ+;
- children who are perceived to be different from their peers;
- children experiencing family difficulties or other safeguarding concerns.

Staff will be alert to the fact that children may not always recognise that they are being abused or may be reluctant to disclose 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

The School recognises that children who display harmful behaviours may also have unmet pastoral or safeguarding needs. Appropriate support will therefore be provided to all children involved in an incident.

Victims will be supported through a child-centred approach that prioritises their safety, wellbeing and wishes. Support may include pastoral intervention, counselling, risk management measures, timetable adjustments, safety planning and referrals to external agencies where appropriate.

Children who have displayed harmful behaviour will receive appropriate intervention, support and education aimed at preventing recurrence and addressing any underlying concerns. Sanctions may be applied where appropriate but will not replace safeguarding intervention.

The School will carefully consider the ongoing welfare and educational needs of all parties involved.

Upskirting is a criminal offence involving the taking of a photograph or recording beneath a person's clothing without their knowledge or consent, with the intention of viewing their genitals, buttocks or underwear, or causing humiliation, distress or alarm.
Any allegation or concern relating to upskirting will be treated as a safeguarding matter and responded to in accordance with the School's safeguarding procedures. The Designated Safeguarding Lead will consider whether the matter requires referral to Children's Social Care and/or the Police.

33. Violence Against Women and Girls (VAWG)

Definition and context

Violence Against Women and Girls (VAWG) refers to a range of harmful, abusive, and coercive behaviours which are predominantly, though not exclusively, experienced by women and girls. This includes but is not limited to sexual harassment, sexual violence, domestic abuse, coercive control, stalking, harassment (including online harassment), exploitation, and forms of gender-based violence and discrimination.

In an educational setting, VAWG is recognised as a safeguarding issue. Schools have a duty to recognise, respond to, and reduce the risk of such behaviours affecting children and young people, both within the school environment and in the wider community, including online spaces.

Principles

The school is committed to:

- Creating a culture in which VAWG is not tolerated in any form
- Promoting equality, respect, and healthy relationships between all pupils
- Ensuring that all pupils understand that abuse, harassment, and violence are never acceptable
- Taking all reports of VAWG-related behaviours seriously, regardless of perceived severity
- Ensuring safeguarding responses are in line with statutory guidance, including Keeping Children Safe in Education

Forms of VAWG relevant to safeguarding

The school recognises that VAWG-related issues may present in a range of contexts, including:

- Sexual harassment and sexual violence between pupils
- Sexist language, misogyny, and gender-based bullying
- Online abuse, including sharing of sexual images, coercion, or image-based abuse
- Relationship abuse, including coercive or controlling behaviour in peer relationships
- Grooming and exploitation, including online grooming
- Exposure to harmful attitudes, including through social media or peer groups

Prevention and education

The school will take a proactive approach to preventing VAWG by:

- Delivering a planned Relationships, Sex and Health Education (RSHE) curriculum that addresses consent, respect, boundaries, and healthy relationships
- Challenging sexist, misogynistic, or discriminatory language and behaviour consistently
- Promoting a whole-school culture of respect and equality
- Ensuring pupils understand how to report concerns safely and confidentially
- Providing staff training to identify early indicators of VAWG-related harm

Reporting and response

The school will ensure that:

- All concerns, disclosures, or allegations relating to VAWG are taken seriously and responded to without delay
- Pupils are provided with a safe, supportive, and age-appropriate response when disclosing concerns
- Designated Safeguarding Lead (DSL) oversight is maintained for all cases
- Risk assessments are completed where appropriate to ensure the ongoing safety of pupils
- Referrals to external agencies (including children's social care and the police where necessary) are made in line with statutory thresholds

Online safety

The school recognises the significant role of online environments in the perpetration of VAWG-related harms. The school will:

- Educate pupils about online consent, digital footprints, and the risks of image sharing
- Respond robustly to incidents involving sexting, image-based abuse, or online coercion
- Ensure filtering and monitoring systems are in place to reduce exposure to harmful content
- Work with parents and carers to promote safe online behaviour

Staff responsibilities

All staff have a responsibility to:

- Maintain professional curiosity regarding potential signs of VAWG-related harm
- Challenge inappropriate behaviour in line with school behaviour policies
- Report concerns promptly to the Designated Safeguarding Lead
- Maintain confidentiality and follow safeguarding procedures at all times

Monitoring and review

The school will regularly review safeguarding incidents, trends, and contextual risks relating to VAWG to inform preventative work, staff training, and policy development. This policy section will be reviewed annually or in response to significant safeguarding developments.

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

Where the school hires or lets its premises to external organisations or individuals (for example, for community groups, sports clubs, or extracurricular providers), it will ensure that appropriate

safeguarding arrangements are in place to keep pupils safe.

Where activities are provided under the direct supervision or management of school staff, the school's child protection and safeguarding arrangements will apply in full.

Where activities are delivered by an external provider, the school will seek assurance that the organisation has appropriate safeguarding and child protection policies and procedures in place. This will include, where appropriate, reviewing safeguarding documentation and confirming that staff or volunteers are suitably trained and vetted in line with safer recruitment expectations. The school will ensure appropriate liaison arrangements are in place with external providers where necessary to support safeguarding practice and information sharing.

Safeguarding requirements will be included within any hire agreement as a condition of use of the premises. These agreements will clearly state that compliance with safeguarding expectations is required, and that failure to do so may result in termination of the agreement.

Clubs and extracurricular activities delivered by external bodies (including charities and private organisations) are expected to work in partnership with the school and comply with local safeguarding arrangements to ensure pupils are effectively safeguarded.

Staff, including paid employees and volunteers involved in running sports clubs and extracurricular activities, are required to understand and fulfil their safeguarding responsibilities. This includes knowing how to identify and respond to child protection concerns and how to make a referral to the Local Authority Children's Social Care Service (or equivalent local safeguarding partner) or the police, where necessary.

35. 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. Any position undertaken at, or on behalf of the School will amount to "regulated activity" if it is carried out:

- frequently, meaning once a week or more; or
- overnight, meaning between 2.00 am and 6.00 am; or
- satisfies the "period condition", meaning four times or more in a 30 day period; and
- (provides the opportunity for contact with children.

Roles which are carried out on an unpaid / voluntary basis will only amount to regulated activity if, in addition to the above, they are carried out on an unsupervised basis.
It is for the School to decide whether a role amounts to "regulated activity" taking into account all the relevant circumstances. However, nearly all posts at the School amount to regulated activity. Limited exceptions could include an administrative post undertaken on a temporary basis in the School office outside of term time or voluntary posts which are supervised.

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 Headmaster with assistance from HR and Heads PA will assess the suitability of prospective employees by:

- Verifying the candidate's identity, using evidence of their identity and address as set out in the list of valid identity documents to comply with DBS identity checking guidelines.
- 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

Internal references for internal candidates are taken.

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.

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. where possible, 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 – delete covered above.
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 permitted to work in regulated activity with pupils until the necessary checks have been obtained. Volunteers who are not engaged in regulated activity will be subject to appropriate safeguarding arrangements and checks, as determined by the School.

An enhanced DBS certificate with a Children's Barred List check will be obtained for volunteers who are engaged in regulated activity with children. This includes volunteers who teach, train, instruct, care for or supervise children frequently or on more than 3 days in a 30-day period, or who undertake such activity overnight. Regulated activity also includes the provision of personal care on a one-off basis. Personal care includes helping a child with eating or drinking because of illness, or care in connection with toileting, washing, bathing or dressing because of age, illness or disability.

From 1 September 2026, the previous supervision exemption for volunteers undertaking specified activities with children no longer applies. A volunteer undertaking the activities described above will therefore be in regulated activity regardless of whether they are supervised by a member of staff.

The School will determine the appropriate level of DBS check and safeguarding arrangements for existing volunteers, including those who provide pastoral or other regular support to pupils.

Unless there is cause for concern or a change in the volunteer's role or circumstances, the School

will not routinely request a new DBS certificate where an appropriate check has already been completed.

A risk assessment will be undertaken where appropriate when determining the safeguarding arrangements and whether an enhanced DBS check is required for volunteers who are not engaged in regulated activity.

All volunteers will receive an appropriate safeguarding briefing from a member of the safeguarding team and will understand how to report a concern and 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

36. Single Central Register (SCR)

The School maintains a Single Central Record (SCR) in accordance with Keeping Children Safe in Education. The SCR is a record of the pre-appointment checks carried out on individuals working in, or providing services to, the School.

The SCR includes all staff, supply staff, teacher trainees, governors, members of the proprietorial body where applicable, and other individuals for whom statutory checks are required.

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 prohibition from management check(section 12B)
- 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.

37. 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.

38. Training

All staff members will receive safeguarding and child protection training as part of their induction. This training will ensure that staff understand their safeguarding responsibilities and are able to

identify, respond to and report concerns appropriately.

Safeguarding training and updates will be provided regularly and at least annually. Additional updates will be provided whenever there are significant changes to legislation, statutory guidance, local procedures or emerging safeguarding risks.

Appropriate safeguarding information and training will also be provided to governors, volunteers, contractors and other adults working within the School, proportionate to their role and level of contact with children.

The induction training will cover:

- The Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy
- The Behaviour Policy
- Restrictive Interventions (Including use of reasonable force) Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education.
- The identity of the DSL, DDSLs and any ASLs
- The role of the DSL, DDSLs and deputy ASLs
- Part one of Keeping Children Safe in Education (KCSIE)
- Online Safety – including monitoring and filtering arrangements
- Whistleblowing procedures
-

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

Training will cover, at a minimum:

- child-on-child abuse;
- sexual violence and sexual harassment;
- contextual safeguarding;
- child criminal exploitation (CCE);
- child sexual exploitation (CSE);
- county lines;
- serious violence;
- domestic abuse;
- harmful sexual behaviour;
- mental health and wellbeing;
- online safety and emerging technologies;
- the risks associated with artificial intelligence (AI), manipulated content and image-based abuse;
- preventing radicalisation and the Prevent Duty;
- children missing education;
- safeguarding children with SEND;
- safeguarding children who are looked after or previously looked after;
- early help and multi-agency working;
- violence against women and girls (VAWG), misogyny and harmful attitudes.

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.

The governing body will receive appropriate safeguarding and child protection training at induction and at regular intervals thereafter. This training will equip governors with the knowledge required to provide strategic challenge, understand safeguarding responsibilities and support the School's safeguarding culture.

39. 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.

40. Pupils potentially at greater risk of harm and may benefit from additional safeguarding support

The School recognises that some children may face additional barriers to recognising abuse, disclosing concerns or accessing support. Certain groups of children may be at increased risk of harm, exploitation, neglect or abuse due to their individual circumstances, experiences or vulnerabilities.

Staff will be particularly alert to the needs of these children and will take additional steps where necessary to ensure that they receive appropriate support, protection and intervention.

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.

The School recognises the strategic role of the Virtual School Head in promoting the educational outcomes of children in care and previously looked after children and will work collaboratively with the Virtual School where appropriate. 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 child may be lesbian, gay, bisexual or questioning their gender does not in itself constitute a safeguarding concern.

However, staff will recognise that children who are LGBTQ+, or who are perceived by others to be LGBTQ+, may experience bullying, harassment, discrimination, prejudice-based abuse or social isolation.

Staff will be alert to these risks and will ensure that all children are treated with dignity, respect and fairness. The School will seek to provide a safe environment in which children feel able to discuss concerns and access support from trusted adults.

Staff will respond to individual circumstances sensitively and in accordance with statutory guidance, safeguarding responsibilities and the School's equality obligations.

Pupils requiring mental health support

All staff will be aware that mental health concerns can, in some cases, be an indicator that a child has experienced or is at risk of abuse, neglect, exploitation or other safeguarding concerns.

Staff are not expected to diagnose mental health conditions. However, they should be alert to changes in behaviour, presentation, attendance, engagement or emotional wellbeing that may indicate a need for support.

Where concerns arise, staff will follow safeguarding procedures and discuss concerns with the Safeguarding Team as appropriate.

Young Carers

The School recognises that young carers may face additional safeguarding, welfare and educational challenges due to caring responsibilities within the family.

Staff will remain alert to indicators that a child may be undertaking inappropriate caring responsibilities and will work with relevant agencies to ensure that support is provided where

required.

Children at risk of Exploitation

The School recognises that some children may be particularly vulnerable to child criminal exploitation, child sexual exploitation, county lines activity, trafficking or other forms of extra-familial harm.

Staff will remain alert to indicators of exploitation and will work with safeguarding partners to identify, support and protect children at risk.

Children experiencing Domestic Abuse

The School recognises that exposure to domestic abuse can have a significant impact on a child's safety, wellbeing, behaviour and educational outcomes.

Staff will consider the impact of domestic abuse as a safeguarding concern and ensure that appropriate support is provided where required.

39. Policy Monitor and Review

This policy will be reviewed at least annually by the Designated Safeguarding Lead (DSL), the Headmaster and the Governing Body. In addition, the policy will be reviewed and updated whenever there are significant changes to legislation, statutory guidance, local safeguarding arrangements, school procedures or emerging safeguarding risks.

The Governing Body will ensure that safeguarding policies and procedures remain effective, compliant with statutory requirements and reflective of current safeguarding practice.

Appendix 1

Specific safeguarding issues

This appendix outlines key safeguarding issues that pupils may experience. These issues may occur in isolation or overlap, and staff should always consider the wider context of a child's life, including home, school, peer groups and online environments.
Staff must report all concerns to the Designated Safeguarding Lead (DSL) in line with school procedures.

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 is defined in accordance with the Domestic Abuse Act 2021. It may involve a single incident or a pattern of behaviour and can include psychological, physical, sexual, financial or emotional abuse.

Children can be victims of domestic abuse. They may experience abuse directly, witness abuse, or be affected by domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have long-term impacts on a child's development, wellbeing and safety.

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".
- Frequent or unexplained moves.

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.

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

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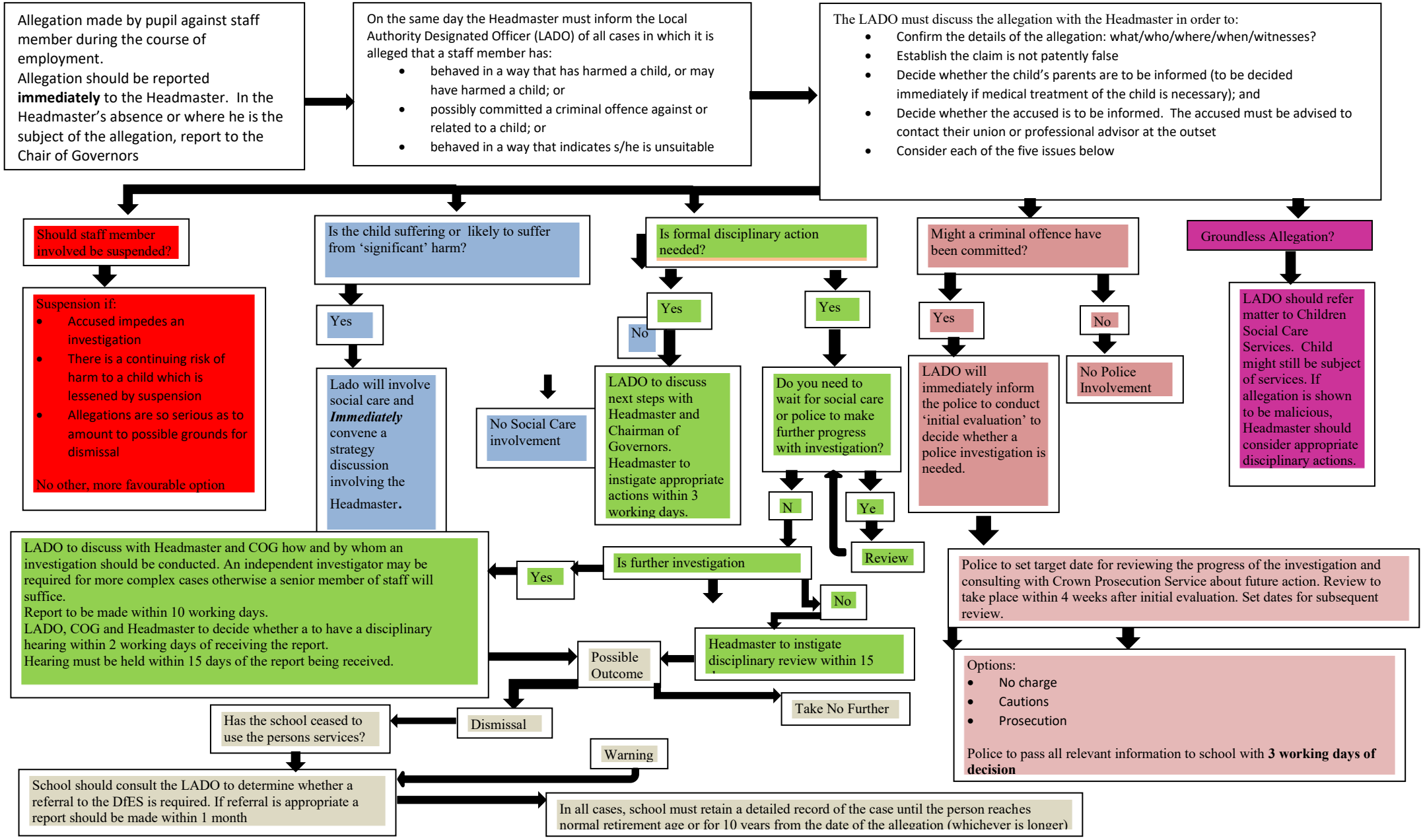
Appendix 3 - Safeguarding Children in Education: Dealing with Allegations Against Teachers and Other Staff



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.

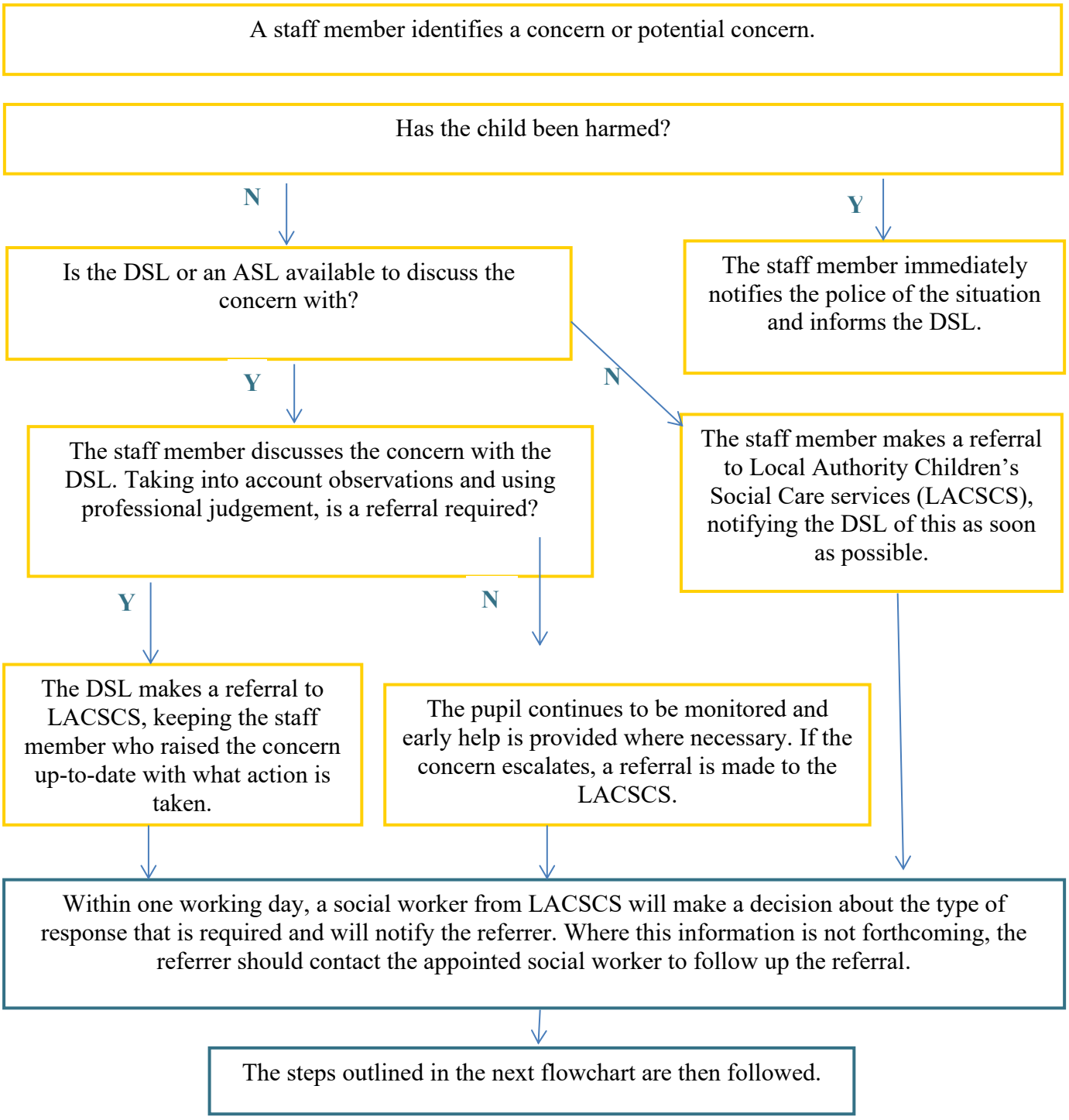
Signed:			
Print name:		**Date**	

Appendix 5: Safeguarding Reporting Process

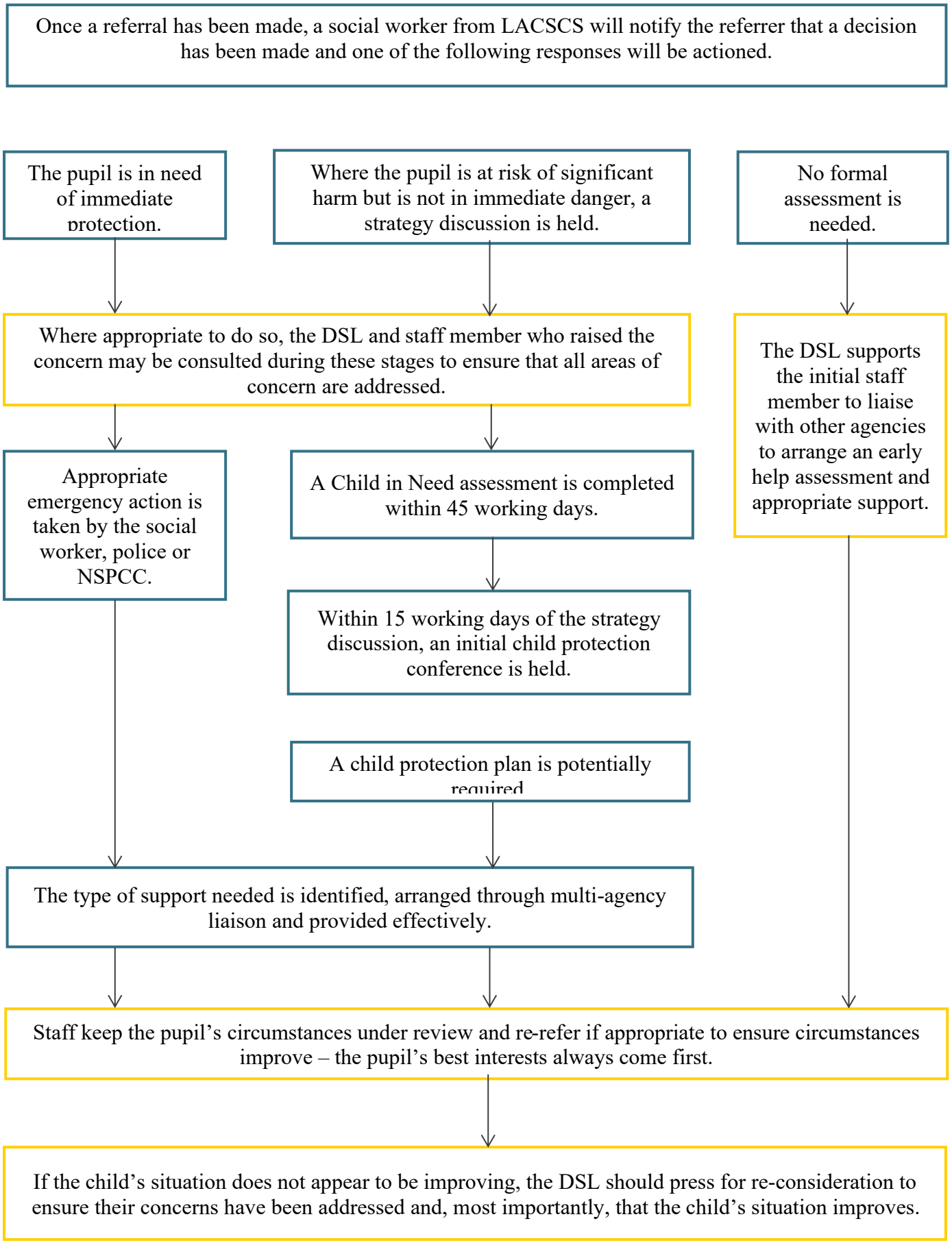
The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

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

https://www.lucyfaithfull.org.uk/https://www.nspcc.org.uk/services-and-resources/https://rapecrisis.org.uk/https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguardinghttps://www.saferinternet.org.uk/https://www.anti-bullyingalliance.org.uk/https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crimehttps://rapecrisis.org.uk/http://thesurvivorstrust.org/isva/https://www.victimsupport.org.uk/https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-toolhttps://safeguardingtool.nspcc.org.uk/https://www.farrer.co.uk/News/Briefings/PEER-ON-PEER-ABUSE-TOOLKIT/https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines/https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advicehttps://ico.org.uk/for-organisations/education/https://www.nspcc.org.uk/globalassets/documents/information-service/information-sharing-confidentiality-practitioners.pdfhttps://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccishttps://www.lgfl.net/online-safety/resource-centre?s=1https://parentzone.org.uk/https://www.lgfl.net/online-safety/resource-centre?s=16https://www.thinkuknow.co.uk/parents/articles/Challenging-harmful-sexual-attitudes/https://www.thinkuknow.co.uk/parents/articles/Supporting-positive-sexual-behaviour/

Expert Organisations

- **Barnardo's** – www.barnardos.org.uk
- **Lucy Faithfull Foundation** – www.lucyfaithfull.org.uk
- **NSPCC (National Society for the Prevention of Cruelty to Children)** – www.nspcc.org.uk
- **Rape Crisis England & Wales** – www.rapecrisis.org.uk
- **University of Bedfordshire – Contextual Safeguarding Research Centre** – www.beds.ac.uk
- **UK Safer Internet Centre** – www.saferinternet.org.uk

Support for Victims and Survivors

- **Anti-Bullying Alliance** – www.anti-bullyingalliance.org.uk
- **MoJ Victim Support / Victim Support (England and Wales)** – www.victimsupport.org.uk
- **The Survivors Trust** – www.thesurvivorstrust.org
- **Rape Crisis England & Wales** – www.rapecrisis.org.uk

Safeguarding Toolkits and Professional Guidance

- **Brook (sexual health and wellbeing for young people)** – www.brook.org.uk
- **NSPCC Learning (toolkits, guidance and safeguarding resources)** – learning.nspcc.org.uk
- **Farrer & Co – Safeguarding Unit guidance (including legal safeguarding resources)** – www.farrer.co.uk
- **University of Bedfordshire (Professor Carlene Firmin MBE – Contextual Safeguarding Network)** – www.contextualsafeguarding.org.uk

Confidentiality, Consent and Information Sharing

- **Gillick Competence and Fraser Guidelines (legal principles for consent in children**

under 16) – NHS and professional guidance frameworks

- **UK Government – Information Sharing Advice for Safeguarding Practitioners** – www.gov.uk
- **Information Commissioner's Office (ICO) – Education and Data Sharing Guidance** – www.ico.org.uk
- **NSPCC – Confidentiality and Information Sharing Guidance** – learning.nspcc.org.uk

Online Safety and Sexting / Image Sharing Guidance

- **UK Council for Internet Safety (UKCIS) – Sexting Guidance** – www.gov.uk
- **London Grid for Learning (LGfL) – Online Safety Resources and Sexting Guidance** – www.lgfl.net
- **CEOP Education (Thinkuknow)** – www.thinkuknow.co.uk
    - Supporting positive sexual behaviour
    - Challenging harmful sexual attitudes and behaviour

Support for Parents and Carers

- **Parent Zone** – www.parentzone.org.uk
- **LGfL ParentSafe** – parentsafe.lgfl.net
- **CEOP Thinkuknow (parent and carer resources)** – www.thinkuknow.co.uk