Beachborough School

Safeguarding and Child Protection Policy

Updated: September 2025

Date of next Review: September 2026

Policy Lead: Ms SJ Lapper (Deputy Head Pastoral - DSL)

Reviewed by: Senior Leadership Team and Ed Comms Committee

Reviewed and Ratified by Governors: Annually (Autumn Term Meeting)

Safeguarding and Child Protection statement

At Beachborough School we are fully aware that it is everyone's responsibility to safeguard and promote the welfare, mental and physical health and safety of all children who are pupils at the school, this means that we consider, at all times, what is in the **best interests** of the child.

We believe clear governance and leadership is central to embedding a safeguarding culture of openness, trust and transparency. We endeavour to provide a safe and welcoming environment where children are respected and valued. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We are alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice.

Beachborough School has charitable status and, as such, pays due regard to the Charity Commission guidance on charity and trustee duties to safeguard children. Safeguarding and protecting people for charities and trustees- GOV.UK (www.gov.uk)

The procedures contained in this policy apply to all staff, governors and volunteers working in the school. It applies to all pupils at Beachborough School, including those in our EYFS settings and those in 'Kites Boarding House'. The school will communicate readily and immediately (within one working day) with ESAS (the local Education Safeguarding Advisory Service), BSCP and/or LADO should an allegation or disclosure of abuse be made.

Policy Principles

1) Schools and their staff form part of the wider safeguarding system for children. This system is described in the statutory guidance 'Working together to safeguard children' (2023). Beachborough School recognises its role in the three safeguarding partner arrangements *(i) Buckinghamshire County Council ii) Buckinghamshire Integrated Care Systems iii) ThamesValley Police)* and will cooperate with published arrangements.

2) Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred, this means that they should consider, at all times, what is in the **best interests** of the child.

3) No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

4) Safeguarding and promoting the welfare of children is defined as:
   - Providing help and support to meet the needs of children as soon as problems emerge
   - protecting children from maltreatment, whether that is within or outside the home, including online
   - preventing impairment of children's mental and physical health or development
   - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
   - taking action to enable all children to have the best outcomes

Policy aims:
- To provide an environment in which children feel safe, secure, valued, and respected.
- Children feel confident that they can talk to adults within school to share any concerns they may have.
- To provide all staff with the necessary information to enable them to understand and discharge their safeguarding and child protection responsibilities, whilst being able to identify the need for early support and ensure consistent good practice.
- To provide guidance for the successful implementation of our safeguarding practices which form part of our pastoral care system and are integral to our staff training.

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This policy has been developed in accordance with the following Safeguarding legislation and guidance:
Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school.

- The statutory guidance **Children's Act 1989** is issued as guidance under section 7 of the Local Authority Social Services Act 1970.

- The statutory guidance **Working Together to Safeguard Children 2023** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children.

- The statutory guidance **Keeping Children Safe in Education September 2025** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Children include anyone under the age of 18.

- The **Information Sharing Guidance for Safeguarding Practitioners May 2024** is non statutory advice which helps practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes well-being.

- The statutory guidance **Children Missing in Education** is issued under Section 436A of the Education Act 1996 to make arrangements to identify, as afar as possible to do so, children missing education. *Reference Beachborough's 'Missing Child' policy.*

- **Prevent Duty Guidance: Guidance for specified authorities in England and Wales December 2023.** The guidance is supplemented by non-statutory advice and a briefing note: The Prevent duty: Departmental advice for schools and childminders (June 2015) which helps practitioners assess the risk of children being drawn into terrorism, including being drawn into support for extremist ideas.

- **What to do if you are worried a child is being abused 2015** - Advice for practitioners is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action and staff can find a copy on the school intranet site.

- The **Teacher Standards 2012 (updated Dec 2021)** state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- The **National Minimum Standards for Boarding Schools September 2022** is in place to safeguard and promote the welfare of all children, for whom accommodation is provided by boarding schools.

- **All staff must** read **Part One** and **Part Five** of the **Keeping Children Safe in Education September 2025** guidance and **Annex B**. *Each time this policy is updated Part 1, Part 5 and Annex B willbe circulated to all staff.*

- All staff are also required to read and adhere to the **Staff Code of Conduct**.

Key Safeguarding Contacts

Beachborough Contacts:

Key personnel
The Designated Safeguarding Lead (DSL) for child protection is **Sadie Lapper** (Deputy Head Pastoral) Contact details: email sj.lapper@beachborough.com Tel: 01280 709453 Deputy Designated Lead (DDSL) for child protection is **Susan Caddick** (Houseparent) Contact details: email s.blithe@beachborough.com Tel: 01280 700071 Deputy Designated Lead (DDSL) for child protection is **Hannah Tongue** (Head of Boardman/EYFS) Contact details: email h.tongue@beachborough.com Tel: 01280 700071 Deputy Designated Lead (DDSL) for child protection is **Mark Jackson** (Assistant Head of Boardman/EYFS) Contact details: email m.jackson@beachborough.com Tel: 01280 700071 The nominated Safeguarding Governor is **Elizabeth Hill** Contact details: email e.hill@beachborough.com Tel: 07771 924195 The Headteacher is **Simone Mitchell** Contact details: email s.mitchell@beachborough.com The Chair of the Governors is Hemel Lodhia Contact details: email h.lodhia@beachborough.com Independent Listener: **Cathy Knott** Contact details: Tel: 01280 313139

External Contacts:

BSCP (Buckinghamshire Safeguarding Children Partnership)	https://www.bucksscp.org.uk 01296 387915
Education Safeguarding Advisory Service (ESAS)	01296 387981
Education Safeguarding Advisor (Julia White)	01296 382828
Local Authority Designated Officer (LADO)	01296 382070 Email: secure-LADO@buckinghamshire.gov.uk
Equalities & School Improvement Manager	01296 382461
County Attendance Team	countyattendanceteam@buckinghamshire.gov.uk
Prevent Lead for Schools	01296 674784
Bucks Family Information Service	01296 383293
Helpline for victims of sexual abuse in school	0800 136 663
Referrals to Social Care: First Response Team (including Early Help/Channel) Out of Hours: (Emergency Duty Team) Thames Valley Police:	01296 383962 0800 999 7677 101 (999 in case of emergency)
Other agencies and 'Prevent': NSPCC Helpline NSPCC whistleblowing helpline Childline Female Genital Mutilation Helpline (NSPCC) DfE (Prevent Duty) DBS Service Teaching Regulation Agency	0808 800 5000 0800 028 0285 help@nspcc.org.uk 0800 1111 0800 028 3550 Female Genital Mutilation - Prevent & Protect | NSPCC 02073 407264 counter-extremism@education.gsi.gov.uk DBS Update Service - GOV.UK (www.gov.uk) Teacher misconduct - GOV.UK (www.gov.uk)

Roles and Responsibilities
The Designated Safeguarding Lead (DSL)
The Deputy Head Pastoral, who is a member of the Executive Leadership Team, takes specific responsibility for Safeguarding and Child Protection matters throughout the school.

1. Manage referrals
The Designated Safeguarding Lead is expected to:
- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required.

2. Work with others
- liaise with the Headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" and the LADO(s) at the local authority for child protection concerns (all cases which concern a staff member)
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice, and expertise for staff
- meet monthly with the ICT manager on matters of online and digital safety, reviewing the effectiveness of filters and monitoring systems

3. Undertake training
The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
The Designated Safeguarding Lead should undertake Prevent awareness training.
In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments,
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so,
- ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff,
- are alert to the specific needs of children in need, those with special educational needs and young carers,
- are able to keep detailed, accurate, secure written records of concerns and referrals,
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation,
- obtain access to resources and attend any relevant or refresher training courses; and
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

All staff

- Receive safeguarding and child protection updates (via email, staff meetings/Inset, safeguarding bulletins and the BSCP Newsletter), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Trained in the risks of radicalisation (Prevent) and how to identify children and young people at risk. *(Educare Online Training – all new staff complete on arrival and refreshed every three years).*
- Training in Online Safety and Cyber security on Educare will be completed annually by all staff
- Receive induction training when appointed to the school, that includes the safeguarding and child protection Policy (including the Staff Code of Conduct), the Online Safety policy, the Behaviour Policy, Whistleblowing Policy, the identity/role of the DSL, the risks of radicalisation, how to identify children and young people at risk, acceptable use of technologies policy, a copy of Part 1, Part 5 and Annex B of KCSIE (2025).
- In EYFS, weekly meetings are held with Early Years staff, to ensure that EY practitioners have a regular opportunity to discuss concerns and welfare of the pupils and staff, in a comfortable, safe environment. An open-door policy is also fostered to enable concerns to be discussed as and when they arise.

Encourage a culture of listening to children and taking account of their wishes and feelings among all staff, in any measures the school may put in place to protect them.

4. Raise Awareness

The Designated Safeguarding Lead:

- should ensure the school's child protection policies are known, understood and used appropriately,
- ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this,
- ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this,
- link with the local BSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

5. Child protection file

- Where children leave the school, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The Designated Safeguarding Lead should ensure secure transit, and confirmation of receipt should be obtained. No records will be maintained within the school once the files have been transferred.

6. Availability

- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- The Designated and Deputy Designated Safeguarding Lead will arrange cover arrangements for any out of hours/out of term activities by ensuring one of them is available via email.

The Deputy Designated Lead(s)
Is/are appropriately trained and, in the absence of the Designated Safeguarding Lead, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the Designated Safeguarding Lead, the deputy will assume all the functions above.

The Governing Body
Governing bodies and proprietors have a strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in the school are effective and comply with the law at all times.

Governing bodies and proprietors should ensure that **all** governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be updated every three years.

The chair of the governing body will be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.

The Nominated Governor:
- meets at least once a term with the school's Designated Safeguarding Lead (DSL) and any other relevant parties (such as the HR Advisor) in order to monitor the effectiveness of the school's safeguarding and child protection policy and procedures and the implementation of these across the school
- reviews the school's Single Central Register on at least a termly basis, after undertaking sufficient training to be able to interrogate the register and identify potential deficiencies
- ensures that the identity of and contact details for the DSL(s) and Nominated Safeguarding Governor, together with an outline of duties, will be publicised widely within the school community
- ensures that the school has an effective and robust method of recording safeguarding concerns and that concerns are recorded in writing at the time the concern arises
- ensures that appropriate IT filters and monitoring systems are in place to prevent children from accessing harmful or inappropriate material

The Headteacher:
- ensures that the policies and procedures, adopted by their governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements, when necessary, to enable the DSL and deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaises with the LADO or team in the local authority where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service

Child protection procedures

Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns.

The DSL or deputies should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL or deputies are not available; this should not delay appropriate action being taken. Staff should consider speaking to the Headteacher or any member of the SLT and/or take advice from Buckinghamshire's Safeguarding Children's Partnership. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

If the allegations or suspicion is about the DSL, the report should be made to the Headteacher. If the allegations or suspicion is about the Headteacher the report should be made to the Chair of Governors.

Mental Health

Mental health problems might indicate that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Diagnoses can only be made by trained professionals, but school staff can observe behaviours that are suggestive of mental ill health. If staff have a mental health concern that is also a safeguarding concern, they should report it. Beachborough has a full time Children's Wellbeing & Nurture Practitioner in place to support the varying needs of pupils.

Adverse childhood experiences can have a lasting impact, and staff should be aware of how these children's experiences can impact on their mental health, behaviour and education.

[Mental Health and behaviour in schools. Gov.UK](#)

[Promoting Children and Young People's Mental Health and Wellbeing](#)

[Public Health England, Rise Above, PSHE resources for 10 - 16 year olds](#)

What staff should do if they have concerns about a child

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of **"it could happen here"** and they should always keep the **best interests** of the child at the centre of their decision making. If staff have **any concerns** about a child's welfare, they should act on them immediately.

Concerns about a child will fall into two areas:

1. When staff may suspect that a pupil may be at risk but have no 'real' evidence.

2. When a pupil has made a disclosure of abuse or neglect.

If you consider a child to be in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police <u>immediately</u>. Anyone can make the referral. When referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

1. If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence.

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.

The child's behaviour may have changed, their work might reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the child the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use **'My Concern'** to log a Concern about a child's safety and welfare to report these early concerns. The link for My Concern can be found on the Beachborough Dashboard in the staff area. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below in the section "If a child discloses to you". Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process.

Early Help

All staff should be aware of the early help process and understand their role in it.

Children may experience emerging problems that result in them not achieving outcomes. The early help process uses interventions for a time limited period to move them back into a position where they are progressing well and achieving expected outcomes.

Early help might involve the services of health visitors, school nurses, therapy services, an early help team, children's centres, schools and colleges, educational psychologists, and GPs. A member of staff at BCSP may be required to complete or assist the DSL in completing an Early Help Assessment form. They may also be part of the Team around the Child (TAC) where they contribute to gathering information and implementing strategies to support the family. In some cases, they may act as the lead professional who acts as the single point of contact for the family, coordinates support and regularly shares the outcomes. They will be supported by the DSL.

All staff should be particularly alert to the potential need for early help for a child who:
- is disabled or has specific additional needs and has specific additional needs
- has special educational needs (regardless of whether they have an EHCP)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking and/or criminal exploitation
- is in a family circumstance challenging for the child, such as substance abuse, adult mental health problems or domestic abuse
- has a parent or carer in custody, or is affected by parental offending

- has experienced multiple suspensions, is at risk of being permanently excluded from schools, or in Alternative Provision or a Pupil Referral Unit
- is showing early signs of abuse or neglect
- is at risk of being radicalised or exploited
- is at risk of 'honour'-based abuse such as FGM or forced marriage
- is a privately fostered child

The BSCP threshold document aims to help identify when a child or young person may need additional support to achieve their full potential. It introduces a continuum of help and support, provides information on the levels of need and gives examples of some of the factors that may indicate a child or young person needs additional support.

[The Continuum of Need - Buckinghamshire Safeguarding Children Partnership (buckssafeguarding.org.uk)](https://buckssafeguarding.org.uk)

2. If a child discloses to you

Children have a huge number of formal and informal opportunities to be listened to. Formal opportunities would include tutor meetings; the school nurse or the school counsellor and informal meetings would include the countless opportunities during the day. The school culture is one of mutual respect and friendliness and children are reminded regularly about this distinctive characteristic.

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

All staff are able to reassure the child that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a child ever be made to feel ashamed for making a report. Teachers are often the very people that abused children turn to for help, although **any** member of staff may be approached by a child if they feel that adult is a trusted figure.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the child, staff will:
- stop and listen to the child straight away, allowing the child to say what has happened in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events (move to a 'safe' space where the child will feel comfortable)
- allow them to speak freely and reassure them that they are being taken seriously and that they will be supported and kept safe
- remain calm and not overreact – the child may stop talking if they feel they are upsetting their listener.
  - give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
  - not be afraid of silences – staff must remember how hard this must be for the child
  - **under no circumstances ask investigative/leading questions** – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this, Staff must use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?". **Stick to TED questions – Tell, Explain, Describe.**

- do not criticise the perpetrator, this may be someone they love
- all information should be carefully noted **in the child's own words,** including details such as timing, setting and potential witnesses
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- the written record of the allegations should be signed and dated by the person who received them.
- do not give a **guarantee that you will keep what is said confidential or secret**. If you are told about abuse, you have a responsibility to tell others who can act appropriately. Explain that if you are going to be told something very important, you may need to tell others who are qualified and able to take appropriate action, but only those people
- Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.
- The child may agree to seeing the Designated Safeguarding Lead or deputies. If not, 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.
- Never think abuse is impossible in the school, or that an accusation against someone you know well and trust is bound to be wrong.
- Seek support if they feel distressed.

If the DSL is accused or suspected of abusing, you should immediately inform the Headteacher or, in her absence, one of the other DDSLs.

If the Headteacher is accused or suspected of abusing, you should immediately inform the Chair of Governors.

Safeguarding is everyone's responsibility and normally concerns would be referred to and managed by the DSL, but it is **important to remember that any member of staff may make a referral** and should therefore be aware of the process or seek advice from ESAS/BSCP.

The mnemonic **RECORD** may help you remember the procedure to follow –
R Respond without showing signs of disquiet, anxiety or shock
E Enquire how an injury was sustained or why a child appears upset
C Confidentiality should not be promised to children or adults
O Observe carefully the behaviour & demeanour of the person expressing concern
R Record in detail what you have seen and heard
D Do not interrogate or enter into detailed investigations; rather encourage the child to say what they want until enough information is gained to decide whether or not a referral is appropriate

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

- If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).
- If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.
- If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

It is important to explain that the **law is in place to protect children** and young people **rather than criminalise them**, and this should be explained in such a way that avoids alarming or distressing them.

The **child's wishes and feelings must be taken into account** when determining what action to take and what services to provide. **Children should be able to express their views and give feedback**. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

Supporting Staff
We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body.

If the child's situation doesn't improve
If after referral the child's situation doesn't seem to be improving, the DSL or the referrer should press for reconsideration.

Record-Keeping and Retention of Records
When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, our school must have a record of this. This will also help if/when responding to any complaints about the way a case has been handled by the school. These records are maintained in a way that is confidential and secure.

Records include:
- a clear and comprehensive summary of the concern
- a clear, detailed and robust chronology must be maintained
- details of how the concern was followed up and resolved
- a note of any action taken, decisions made including the rationale for those decisions and the outcome

There is a statutory requirement for our school to pass any child protection records to the pupil's next school. This must take place within 5 days of the 1st day of term or within 5 days of an in-year transfer. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method. No records should be maintained within the school once the files have been transferred.

The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.

Confidentiality and sharing information

All staff will understand that safeguarding and child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Sharing information is vital for early intervention to ensure that children and young people get the services they require. It is also essential to protect children and young people from suffering harm from abuse or neglect, and to prevent them from offending. **Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.** Staff should only discuss concerns with the designated safeguarding lead, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.
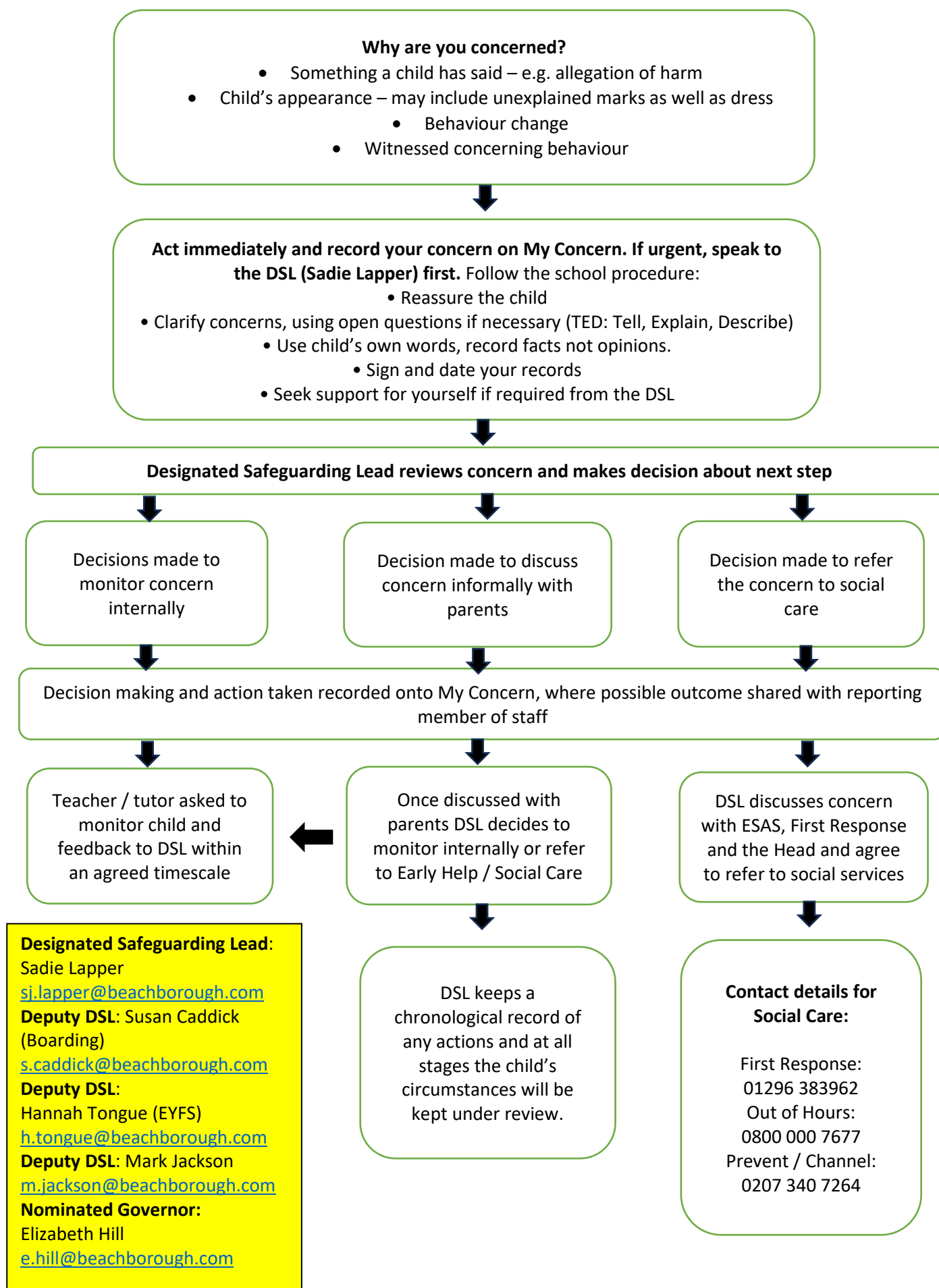
The seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and General Data Protection Regulation (GDPR).

1. All children have a right to be **protected from abuse and neglect**. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them. The UK GDPR and DPA provide a framework to support information sharing where practitioners have **reason to believe failure to share information may result in the child being at risk of harm.**
2. When you have a safeguarding concern, **wherever it is practicable and safe to do so**, engage with the child and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why. **You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm**.
3. You **do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm.** You need a lawful basis to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm, **consent may not be an appropriate basis for sharing**. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible.
4. **Seek advice promptly** whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case. **Do not leave a child at risk of harm** because you have concerns you might be criticised for sharing information.
5. When sharing information, ensure you and the person or agency/organisation that receives the information **take steps to protect the identities of any individuals** who might suffer harm **if their details became known** to an abuser or one of their associates.
6. Only share **relevant** and **accurate information** with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they **need to support the provision of their services**. Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.
7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information. When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold in a new light.

Children and young people will be particularly sensitive to other children, parents and professionals knowing about difficult and personal events in their lives. They will need reassurance about procedures and what is likely to happen next.

No member of staff should ever promise to maintain confidentiality to a child where there are safety concerns. This can result in colluding with the secrecy, which often surrounds abuse.
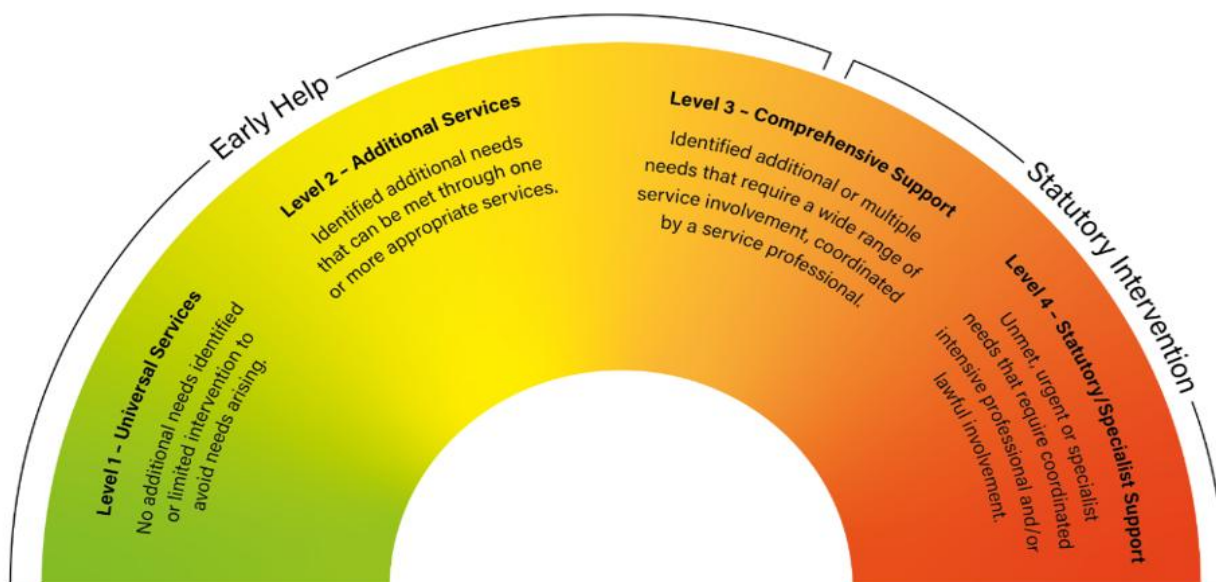**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**

Why are you concerned?
- Something a child has said – e.g. allegation of harm
- Child's appearance – may include unexplained marks as well as dress
- Behaviour change
- Witnessed concerning behaviour

⬇

Act immediately and record your concern on My Concern. If urgent, speak to the DSL (Sadie Lapper) first. Follow the school procedure:
- Reassure the child
- Clarify concerns, using open questions if necessary (TED: Tell, Explain, Describe)
- Use child's own words, record facts not opinions.
- Sign and date your records
- Seek support for yourself if required from the DSL

⬇

Designated Safeguarding Lead reviews concern and makes decision about next step

⬇ ⬇ ⬇

| Decisions made to monitor concern internally | Decision made to discuss concern informally with parents | Decision made to refer the concern to social care |

⬇

Decision making and action taken recorded onto My Concern, where possible outcome shared with reporting member of staff

⬇ ⬇ ⬇

Teacher / tutor asked to monitor child and feedback to DSL within an agreed timescale ⬅ Once discussed with parents DSL decides to monitor internally or refer to Early Help / Social Care

DSL discusses concern with ESAS, First Response and the Head and agree to refer to social services

⬇ ⬇

DSL keeps a chronological record of any actions and at all stages the child's circumstances will be kept under review.

Contact details for Social Care:

First Response:
01296 383962
Out of Hours:
0800 000 7677
Prevent / Channel:
0207 340 7264

Designated Safeguarding Lead:
Sadie Lapper
sj.lapper@beachborough.com
Deputy DSL: Susan Caddick (Boarding)
s.caddick@beachborough.com
Deputy DSL:
Hannah Tongue (EYFS)
h.tongue@beachborough.com
Deputy DSL: Mark Jackson
m.jackson@beachborough.com
Nominated Governor:
Elizabeth Hill
e.hill@beachborough.com

What to do if you have a concern about a child in Buckinghamshire

Continuum of Need incorporating Threshold Guidance

	CONTINUUM OF NEEDS INCORPORATING THRESHOLD DOCUMENTS			
	EARLY HELP		EARLY HELP TO TARGETED SERVICES	STATUTORY INTERVENTION
Threshold	Universal Services **Level 1**	Additional Support **Level 2**	Complex Needs/Specialist/Child in Need **Level 3**	Acute/Child Protection **Level 4**
The child or young person (including unborn)	No additional needs identified, or limited intervention needed to avoid needs arising. Children and young people whose needs are met by on-going services such as schools, GPs, 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 the UK will fall into this category.	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.	Multiple and/or 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. 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.	High level of unmet, complex needs and protective factors: 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.

Practitioners should always use their professional judgement; the following circumstances and key features are for guidance only
Children with disabilities will be represented across all 4 levels

Circumstances and Key features	**Development of the Baby or Child** Health	**Development of the Baby or Child** Health	**Development of the Baby or Child** Health	**Development of the Baby or Child** 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	• 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	• 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	• Child/young person has severe/chronic health problems • Child/young person's weight and height drop in 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 • Disclosure of abuse from child/young person • Evidence of significant harm or neglect • Disclosure of abuse/physical injury caused by a professional
	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	**Emotional development** • Some difficulties with family relationships • 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 • Limited engagement in play with others	**Emotional development** • Good quality early attachments e.g. conduct disorder; ADHD; anxiety; depression; eating disorder; self-harming • Frequent accidents	**Emotional development** • Puts self or others in danger e.g. missing from home • Severe emotional/ behavioural challenges • Unable to connect cause and effect of own actions • Unable to display empathy • Suffers from periods of severe depression • Self-harming or suicide attempts

Behavioural developments

Behavioural developments	Behavioural developments	Behavioural developments	Behavioural developments
• Takes responsibility for own behaviour • Responds appropriately to boundaries and constructive guidance • Interacts appropriately	• 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	• 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	• Unable to determine boundaries, roles and responsibilities appropriately • Cannot maintain peer relationships e.g. is aggressive, bully, bullied • Regularly involved in anti-social/criminal activities • Repeated missing persons episodes • Prosecution of offences resulting in court orders, custodial sentences, ASBOs • Non-compliant or poor response to support • Professional concerns – but difficulty accessing child/young person • Unaccompanied refuge/asylum seeker • Privately fostered • Abusing other children • Young Sex Offenders • Serious or persistent offending behaviour likely to lead to custody/remand in secure unit/prison • Subject to Family Support or Child Protection Plan

Identity and self esteem

Identity and self esteem	Identity and self-esteem	Identify and self-esteem	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	• 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	• 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	• 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

Family and social relationships	Family and social relationships	Family and social relationships	Family and social relationships
• Stable and affectionate relationships with carers • Good relationships with siblings and peers • Developing independent and self-care skills	• Lack of positive role models • Child has some difficulties sustaining relationships • Unresolved issues arising from parents' separation, step parenting or bereavement	• 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 • Concerns of absences from home without parental consent • Emerging behaviours which could suggest CSE	• 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 • Subject to physical, emotional or sexual abuse or neglect • Child Exploitation (CE) • Suspected imminent risk of FGM (female genital mutilation) • Child is main carer for family member

Self-care skills and independence

	Self-care skills and independence	Self-care skills and independence	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	• 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	• Severe disability – child/young person relies totally on other people to meet care needs • Child neglects to use self-care skills due to alternative priorities, e.g. substance misuse

Learning

Learning	Learning	Learning	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	• Disability limits amount of self-care possible • 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	• 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	• Puts self or others at risk through behaviour • No, or acrimonious, home-nursery or school link • Young child with few, if any, achievements • No school placement • Child/young person is out of school • Has no access to leisure activities • Multiple fixed term exclusions or risk of permanent exclusion • Consistently poor or no educational attainment progress

• Planning for career and adult life	• 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		

Parents and Carers

Parents and Carers Basic care, safety and protection	Parents and Carers Basic care, safety and protection	Parents and Carers Basic care, safety and protection	Parents and Carers 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	• 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	• 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	• 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

Emotional warmth and stability

Emotional warmth and stability	Emotional warmth and stability	Emotional warmth and stability	Emotional warmth and stability
• Stable and affectionate relationships with carers • Good relationships with siblings and peers • Developing independent and self-care skills	• 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 attachment	• 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 • 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	• Parents/carers inconsistent, highly critical, rejecting or apathetic towards child • Family life chaotic • Child/young person beyond parental/carers' control • Parent's own emotional experiences impacting on their ability to meet child/young person's needs • Child has no-one to care for him/her • Child/young person threatened with rejection from home • Requesting young child be accommodated

Guidance, boundaries and stimulation

Guidance, boundaries and stimulation	Guidance, boundaries and stimulation	Guidance, boundaries and stimulation	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	• 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	• 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.	• No effective boundaries set by parents/carers • Multiple carers with no consistency • Child regularly behaved in an anti-social way in the neighbourhood • No constructive leisure • Exposure to online forums evident to resulting in harm

Family and Environment Elements

Family and Environment Elements Family functioning and well-being	Family and Environment Elements Family functioning and well-being	Family and Environment Elements Family functioning and well-being	Family and Environment Elements 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	• 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	• 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.	• 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

(Left vertical label: Circumstances and key features)

	(Green)	(Yellow)	(Amber)	(Red)
	• No physical or mental health needs or if present do not impact on the ability to parent	• Adopted • Limited friends and family support • Child looked after by many different adults • Parent / carer has learning needs • Physical or mental health needs		• Individual posing a risk to children in, or known to household • Unsafe home environment • Family home used for drug taking, prostitution, illegal activities • Family has physical or mental health needs that impact on parenting capacity • Parent /care has learning needs that impact on parenting capacity
Circumstances and Key features	**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	**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	**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 • 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	**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
	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	**Social and community including education** • Family new to the area or with limited contact with community members • 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	**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	**Social and community including education** • Family chronically socially excluded • No supportive network • Community are hostile to family • Child frequently goes missing and fails to account for their locations or discloses situations indicating risk of CE • Child trafficked to UK for sexual exploitation • Currently being discriminated and or on going and increasing incidents of discrimination
Response:	Agencies should identify what they can do first to support the child and their family through their own service.	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 level2, 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).	Agencies should contact First Response (aka MASH) using the Multi-Agency 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 services level is needed in relation in 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.	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:	Agencies may use their own assessment processes to tailor the service they provide	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.	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.	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 included making the child subject to a Child Protection Plan or taking the child into care.

Types of Abuse and Neglect *Definitions taken from Keeping Children Safe in Education September 2025.*

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Abuse, neglect and exploitation safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by 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, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child 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 children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Affluent neglect refers to the neglect experienced by children in wealthy families. Often this neglect can be more difficult to spot.

Child-on-Child Abuse
All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. **All** staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. Staff should always maintain an attitude of **"it could happen here".**

All staff should understand that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputies).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as **"just banter", "just having a laugh", "part of growing up" or "boys being boys"** can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-Child Abuse is most likely to include, but may not be limited to:
*   bullying (including cyberbullying, prejudice-based and discriminatory bullying)
*   abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
*   physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm *(this may include an online element which facilitates, threatens and/or encourages physical abuse).*
*   sexual violence, such as rape, assault by penetration and sexual assault; *(this may include an online element which facilitates, threatens and/or encourages sexual violence)*
*   sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
*   causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
*   consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
*   upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
*   initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Procedures to minimise the risk of child-on-child abuse include creating a school culture of respect, actively promoting equality, positive values and healthy relationships. Work on child-on-child abuse is part of the PSHE curriculum and SMSC programme and through the school's expectations for all pupils. Children are taught what child-on-child abuse is and how to seek help and support when it occurs. It is essential that all staff understand the importance of challenging inappropriate behaviour between peers.

Managing allegations of Child-on-Child Abuse

To an extent, there is no clear boundary between incidents that should be regarded as child-on-child abuse and incidents that are more properly dealt with as bullying, sexual experimentation, etc. For this reason, a staff member's professional judgement plays a vital role in the identification process.

It may be appropriate to regard a child's behaviour as abusive if:

- there is a large difference in power between the people involved

- the perpetrator has repeatedly tried to harm one or more people

- there are concerns about the intention of the alleged perpetrator

If it is believed that the perpetrator intended to cause harm to the victim, this should be regarded as abuse even if severe harm was not actually caused.

Procedures for managing allegations of child-on-child abuse are outlined in the Beachborough behaviour and anti-bullying policies. Pupils are encouraged to speak to a trusted adult to report abuse who will take their report seriously.

In the first instance, it is important to explore *(DSL/Deputy DSLs only)* the concern raised and this will involve interviewing both the perpetrator and the victim, as well as any witnesses deemed relevant to the concern. Written statements are often asked for. Reports relevant to the investigation will be recorded on My Concern. We make it clear to the victim that revenge is not appropriate, and to the perpetrator that their behaviour is unacceptable and has caused distress. Every effort is made to resolve the problem through ongoing counselling or mentoring of both parties, where an understanding of the perpetrator's motivation should be sought and addressed. The perpetrator should be helped to face up to and accept responsibility for the harm they have caused and both perpetrator and victim are encouraged to develop resistance to unacceptable behaviour and attitudes.

At this stage, it is usual for the parents of both parties to be informed of what has happened, and how it has been dealt with. It is vital that everything that happens is carefully recorded by the member of staff dealing with the incident in a clear, factual way as documents to be stored in the files of perpetrator and victim. Conversations with parents should also be noted and added to the pupils' files on iSAMS.

If the abuse continues, then sanctions (such as removal of the perpetrator from social time at break and lunch, exclusion from lessons while being kept in isolation, or in more serious cases, suspension, fixed term or permanent exclusion) will follow and the situation will continue to be monitored over a period of time.

At Beachborough, we understand that adolescent relationships may occur and, in all years, up to and including Form VIII. This is not encouraged or tolerated. We do encourage friendships between boys and girls, but not to the extent that the friendship becomes exclusive to one person and possibly adversely affects the wider circle of friends. In Form VIII our approach is to speak with the children and their parents, if necessary, when this occurs. Physical contact is not allowed, and such behaviour would become subject to our behaviour and sanctions policy. This is applied across 'day' and 'boarding'. Boarding staff are also alert to inappropriate pupil relationships and the potential for child-on-child abuse *(as a school we make good use of the NSPCC's 'Speak out. Stay safe.' Programme)*

Sexual Violence and Sexual harassment

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. Beachborough adopts a **zero-tolerance approach** to sexual violence and sexual harassment, it is never acceptable, and it will not be tolerated at our school.

Staff are expected to challenge all physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Staff should be aware it is more likely girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

Children with special educational needs and disabilities
The school recognises that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The DSL liaises with the Head of Learning Success to ensure that the needs of these children are recognised and addressed. Staff are made aware of children with specific needs and vulnerabilities reflecting the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

Sexual Violence

It is important that schools are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his 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: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his 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: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom / breasts / genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes 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. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity

and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity

- The age of consent is 16

- Sexual intercourse without consent is rape

Sexual Harassment

When referring to sexual harassment we mean **'unwanted conduct of a sexual nature'** that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes *(Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim)*
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - o consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence
  - o sharing of unwanted explicit content
  - o sexualised online bullying
  - o unwanted sexual comments and messages, including, on social media.
  - o sexual exploitation; coercion and threats, and
  - o coercing others into sharing images of themselves or performing acts they're not comfortable with online

Reports of sexual violence and sexual harassment are likely to be complex and decisions will be made on a case-by-case basis with the DSL (or deputies) taking a leading role, using their professional judgement and being supported by other agencies, such as children's services and the police. Ideally reports are managed with two members of staff present if possible. **If there is an online element, it is key that staff do not view or forward illegal images of a child.**

The **wishes of the victim** are especially important in the context of sexual violence and sexual harassment. Victims should be given as **much control as is reasonably possible over decisions** regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new

possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE and CCE are forms of abuse. Both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity. The power imbalance can be due to age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. The abuse might be in exchange for something the victim needs or wants. As well as being physical, the exploitation can be facilitated and/or take place online. The perpetrator might be an individual or a group, a male or female, an adult or another child. The abuse can be a one-off occurrence or a series of incidents over time and can be opportunistic or complex in nature. Victims can be exploited even if the activity appears consensual.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

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

CSE can affect any child, who has been coerced into engaging in sexual activities. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.
It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

Possible signs of Physical Abuse	Possible signs of Emotional Abuse
- Unexplained injuries or burns	- Physical, mental & emotional development lags
- Improbable excuses given to explain injuries	- Admission of punishment which appears excessive
- Refusal to discuss injuries / Untreated injuries	- Over-reaction to mistakes
- Admission of punishment which appears excessive	- Inappropriate emotional responses to painful situations
- Fear of parents being contacted	- Neurotic behaviour (Rocking; hair twisting; thumb-sucking)
- Bald patches	
- Withdrawal from physical contact	- Self-mutilation
- Arms and legs kept covered in hot weather	- Fear of parents being contacted
- Fear of returning home	- Extremes of passivity or aggression
- Fear of medical help	

- Self-destructive tendencies - Aggression towards others - Chronic running away	- Drug/solvent abuse - Compulsive stealing - Scavenging for food and clothes
Possible signs of sexual abuse	**Possible signs of neglect**
- Hint about secrets they cannot tell - Ask if you will keep a secret - Lying, stealing, cheating in the hope of being caught - Start wetting themselves - Exhibit sudden inexplicable changes in behaviour - Stop enjoying previously liked activities - Be reluctant to undress for gym - Become fearful of or refuse to see certain adults - Act in a sexual way inappropriate to their age - Draw sexually explicit pictures - Become severely depressed, even attempt suicide - Have a poor self-image, self-mutilate, show self-hatred - Regress to younger behaviour - Say that they are no good, dirty, rotten - Be wary, watchful, withdrawn or isolated, - Repeat obscene words or phrases - Attempt to sexually abuse another child	- Constant hunger - Poor personal hygiene - Constant tiredness - Poor state of clothing - Emaciation - Frequent lateness or non-attendance at school - Untreated medical problems - Destructive tendencies - Low self-esteem - Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking) - No social relationships - Compulsive stealing - Scavenging for food and clothes

Individual indicators considered in isolation will rarely provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. All staff should be aware that safeguarding incidents can be associated with factors outside of school and can occur between children outside of these environments. All staff, but especially the DSLs and deputies should consider the context within which incidents or behaviours occur and whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of forms including amongst others sexual exploitation, criminal exploitation, and serious youth violence.

This is called **contextual safeguarding** and involves considering whether wider environmental factors are a threat to the safety or welfare of a child. Examples include community groups, sports clubs, holiday clubs, tutors outside of school, peer groups in local area. It is important to remember that these can be both online and in person.

Impact of abuse
The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy, and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Support for those involved in a child protection issue
Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support students, their families, and staff by:
- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest

- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling, or other avenues of external support
- following the procedures laid down in our safeguarding and child protection, whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies

Protection for Whistleblowers and reporting to a school governor
Beachborough has adopted this policy and the accompanying procedure on whistleblowing as the expectation is for members of staff to raise concerns internally and in a confidential fashion about safeguarding, fraud, malpractice, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations, inappropriate behaviour or unethical conduct. The policy also provides, if necessary, for such concerns to be raised outside the organisation.

The school's policy on whistleblowing is intended to demonstrate that the school:
- will not tolerate malpractice,
- respects the confidentiality of staff raising concerns and will provide procedures to maintain confidentiality so far as is consistent with progressing the issues effectively,
- will provide the opportunity to raise concerns outside of the normal line management structure where this is appropriate,
- will invoke the school's disciplinary policy and procedure in the case of false, malicious, vexatious, or frivolous allegations,
- will provide a clear and simple procedure for raising concerns, which is accessible to all members of staff.

Procedure:
This procedure is separate from the school's adopted procedures regarding grievances. Employees should not use the whistleblowing procedure to raise grievances about their personal employment situation. This procedure is to enable members of staff to express a legitimate concern regarding suspected malpractice within the school. Malpractice is not easily defined; however, it includes allegations of fraud, financial irregularities, corruption, bribery, dishonesty, criminal activities, or failing to comply with a legal obligation, a miscarriage of justice, or creating or ignoring a serious risk to health, safety, or the environment. If concerns are raised that the DSL is not passing on issues as required, inform the Headteacher.

Confidentiality:
Employees who wish to raise a concern under this procedure are entitled to have the matter treated confidentially and their name will not be disclosed to the alleged perpetrator of malpractice without their prior approval. It may be appropriate to preserve confidentiality when concerns are raised orally rather than in writing, although members of staff are encouraged to express their concern in writing wherever possible. If there is evidence of criminal activity, then the police will in all cases be informed.

The Investigation:
A member of staff will be at liberty to express their concern to the Headteacher or Bursar. Any concern raised will be investigated thoroughly and in a timely manner, and appropriate corrective action will be pursued. The member of staff making the allegation will be kept informed of progress and, whenever possible and subject to third party rights, will be informed of the Resolution. A member of staff who is not satisfied that their concern is being properly dealt with will have a right to raise it in confidence with the Liaison Governor.

External Procedures:

Where all internal procedures have been exhausted, a member of staff shall have a right of access to an external person/body. This may include (depending on the subject matter of the disclosure) HMRC, the Audit Commission, the Health and Safety Executive and/or the Local Authority Designated Officer (where the disclosure relates to a child protection issue), Mr. Dougie Dalrymple (retired IAPS Headmaster and JP) whose contact details can be obtained from Emma Shannon. It should be noted that under the Public Interest Disclosure Act 1998, there are circumstances where a member of staff may be entitled to raise a concern directly with an external body where the employee reasonably believes:

- that exceptionally serious circumstances justify it
- that the school would conceal or destroy the relevant evidence
- where they believe they would be victimised by the school
- where the Secretary of State has ordered it

Malicious Accusations:

False, malicious, vexatious or frivolous accusations will be dealt with under the school's Disciplinary Procedure. All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing. These records are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed.

Protection from Reprisal or Victimisation:

No member of staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith and following the whistleblower procedures.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Allegations against staff including the Headteacher and volunteers

Beachborough school has procedures for dealing with allegations against staff (and supply staff and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow guidance issued by DfE in Part 4 of Keeping Children Safe in Education, September 2024.

Beachborough recognises that it has a duty of care to its employees, and the school will ensure it provides effective support for anyone facing an allegation and will provide the employee with a named contact if they are suspended.

All employees should bear in mind that even perfectly innocent actions can sometimes be misconstrued. It is important not to touch pupils however casually, in ways or on parts of the body that might be considered indecent. If the allegation is about physical contact, the initial evaluation will take into account that teachers and other school staff are entitled to use reasonable force (see appendix 1) to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

An allegation of abuse made against any employee must be reported immediately to the Headteacher. If the allegation is against the Headteacher then the Chair of Governors should be informed and without the Headteacher being informed.

When an allegation of abuse is made against a member of staff, supply staff or volunteer, the Headteacher or Chair of Governors (the case manager), will inform the Local Area Designated Officer (LADO) immediately. This initial discussion is for the LADO and the case manager to consider the nature, content

and context of the allegation and agree a course of action. This initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern in which case this decision and a justification for it will be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation. If there is a suspicion that a crime may have been committed, then the matter will also be reported to the police from the outset.

The case manager will inform the accused person about the allegation as soon as possible after consulting the LADO and will provide them with as much information as possible at that time. They will be given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual will be advised to contact their trade union representative, if they have one, or a colleague for support. The case manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual.

Parents or carers of a child or children involved will be told about the allegation as soon as possible and will be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. Parents and carers will also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002.

The school will make every effort to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated. This includes protecting the identity of the employee, supply staff or volunteer until and unless they are charged with an offence. Alternative accommodation away from children will be provided in cases where a member of boarding staff is suspended pending an investigation of a child protection nature.

If the allegation is not demonstrably false, unsubstantiated, or malicious then social services and the police may be informed. This may result in the suspension of the member of staff. However, suspension is not an automatic response and will be considered only in a case where there is cause to suspect a child or other children at the school is/are at risk of significant harm or the case is so serious that it might be grounds for dismissal.

If the allegation is substantiated, the normal disciplinary procedure for staff will be followed. A criminal offence, regardless of significant harm to a child, would be considered as gross misconduct and is liable to dismissal. If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the case manager and their personnel adviser whether to refer the case to the DBS for consideration of inclusion on the barred lists.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. In such circumstances, the duty to refer an individual to the DBS arises where an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so. Referrals will be made as soon as possible after the resignation or removal of the member of staff involved and within one month of ceasing to use the person's services. Referral will be made to the Teaching Regulation Agency (TRA) if the teacher is dismissed (or would have been dismissed if they had not resigned first) and a prohibition order may be appropriate because of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence

So-called 'compromise agreements', by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, will not be used in these cases.

If an allegation is determined to be false, unsubstantiated, or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher, will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

Schools and colleges are no longer required to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

If the allegation is found to be false, unsubstantiated, or malicious then all records of it will be removed from staff personal files and it will not be referred to in references.

Alternative accommodation will be provided in cases where a member of the boarding staff is suspended.

Allegations against supply staff and volunteers will be managed and lead by the school. The school will liaise with the supply teacher agency who are expected to be fully involved (when the allegation is made against a supply teacher). Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support

The school will appropriately manage allegations pertaining to staff, supply teachers and volunteers who have or may have behaved in a way that indicates they may not be suitable to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but schools/colleges need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

Part four (sections 1 & 2) of KCSIE 2024 will be consulted when determining whether allegations/concerns meet the harm threshold. Beachborough school has a separate policy on low level concerns which explains further the necessary steps to take if staff have concerns regarding the conduct of an adult in school, that do not meet the harm threshold. This policy outlines what a 'low level' concern is, examples of such behaviour, recording a concern form and the process to follow when a low-level concern is raised.

Low Level Concerns

Low-level concerns are any concerns, no matter how small, that may not meet the above harm thresholds but cause a sense of unease or a 'nagging doubt' that an adult may have acted in a way that is inconsistent with the Staff Code of Conduct. Where staff have such concerns, they do not need to determine how serious the concern is but should immediately refer these concerns to the Head (or the Chair of Governors if concerning the Head). If the Head is absent, low-level concerns should be shared with the DSL, who will pass them on immediately on the Head's return. Members of staff can self-refer if they find themselves in a situation which could be misinterpreted or might appear compromising to others or if they have behaved in a manner, on reflection, they consider falls below the standard set out in the Code of Conduct. Please see more detail in the Low-Level Concern Policy.

Safer Recruitment Procedures
Beachborough school has a separate Safer Recruitment Policy. The school maintains a Single Central register, where the following checks are documented:

- Identity checks
- Qualification checks for any qualifications legally required for the job
- Checks on an individual's right to work in the United Kingdom
- Barred list
- Enhanced DBS checks
- Overseas records check where appropriate
- References
- Medical checks
- Pre-employment checks (i.e. application forms/ CV)
- Prohibition order checks
- Birth certificate

As part of our shortlisting process, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help us identify any incidents or issues that have happened, which can be explored with the applicant at the interview. The school will inform shortlisted candidates that online searches will be done as part of due diligence checks.

Further Safeguarding Information

County Lines
County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and susceptible adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Child abduction and community safety incidents
Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by

people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

Children and the court system
Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children who are absent from education
All staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children with unexplained and/or persistent absences from school can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse, or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's unauthorised absence and children missing from education procedures. Beachborough school has a separate Missing Child policy.

Children with family members in prison
Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime
Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:
- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

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

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

National Domestic Abuse Helpline: Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Homelessness
Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

Modern Slavery
Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance.
Modern slavery: how to identify and support victims - GOV.UK

Preventing radicalisation

Statutory guidance issued under section 26 of the Counter-Terrorism and Security Act 2015.

Prevent is one of the four elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. Children are susceptible to extremist ideology and radicalisation.

Extremism: the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation: the process a person legitimising support for, or use of, terrorist violence.

Terrorism: an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are factors that may indicate concern.

The Prevent Duty Objectives
- tackles the ideological causes of terrorism and the threat we face from those who promote these views,
- intervene early to support people susceptible to radicalisation,
- enable people who have already engaged in terrorism to disengage and rehabilitate

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

Beachborough takes a proportionate approach to implementing the Prevent Duty, taking account of our local circumstances. All staff complete EduCare online training on the Prevent Duty and a risk assessment has been completed.

As with other forms of safeguarding strategies, early intervention is always preferable. Schools, working with other local partners, families, and communities, play a key role in ensuring young people and their communities are safe from the threat of terrorism.

The Prevent Duty:
Prevent duty guidance - Publications - GOV.UK

The Prevent strategy:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy- review.pdf –

The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK (www.gov.uk)

Channel

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:
- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing. To understand more about the Channel Programme further information can be found here – Channel vulnerability assessment - Publications - GOV.UK

Referral for any issue concerning potential radicalisation/extremism should be managed as any other safeguarding referral.

So-called 'Honour' Based abuse
So-called 'Honour'Based' abuse (HBA) 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 (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions:
If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputies). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for liaison with police and children's social care.

Forced Marriage
A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.
School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used.

Female Genital Mutilation (FGM)
Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

The school has regard for the mandatory requirement to report to the police cases where they discover that an act of FGM appears to have been carried out. Please call 01865 291046 or 101

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:
- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

Indications that FGM may have already taken place may include:
- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Supporting children potentially who have a greater risk of harm
Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment, or circumstances. Signs of abuse can be failed to be recognised due to communication difficulties or the misinterpretation of the child's behaviour. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur. Some children need a social worker due to complex safeguarding needs; a child's experience of trauma and adversity can leave them vulnerable to further harm. This information will guide decisions about safeguarding the child in school, for example, pastoral and/or academic support

To ensure that all our students receive equal protection, we will give special consideration to children who are:
- disabled or have special educational needs
- subject to a Child in Need or Child Protection Plan
- young carers
- affected by parental substance misuse, domestic violence, or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, or sexuality
- at risk of sexual exploitation

- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

Lesbian, gay, bisexual or gender questioning – *guidance to be issues on 1st September 2025*
A child or young person being lesbian, gay or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a pupil who is perceived by their peers to be lesbian, gay or bisexual (whether they are or not) can be just as vulnerable as children who are.

When supporting a gender questioning child, the school will take a cautious approach and consider the broad range of the pupils individual needs, in partnership with the parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. The school will adopt (to the extent that it is reflected in KCSIE), the draft DfE guidance for schools and colleges in relation to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. The school endeavours to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Looked After Children
The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school will ensure that staff have the skills, knowledge and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL has details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. The DSL and the social worker meet regularly, usually termly, to reflect on progress and set goals. Report and assessments are uploaded on a termly basis.

The school will, on occasion, be asked for information on a child about whom there are concerns about abuse or neglect. Schools have a duty to assist the Children's Services Social Care unit by referring concerns and providing information for Section 17 and Section 47 Child Protection enquiries. The school has made strong efforts to establish and maintain such effective lines of communication. The school will provide as much information as possible as part of the process of referral, so social care assessments can consider where children are being harmed in contexts outside the home.

Private Fostering Arrangements
Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school and college staff through the normal course of their interaction, and promotion of learning activities, with children.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

Contribution of the curriculum – helping children to keep themselves safe

At Beachborough school pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

We can play a part in the prevention of child abuse and through the curriculum. Computing, CREATE and PSHE lessons help young people to develop more realistic attitudes towards the responsibilities of adult life, including parenthood. Pupils are taught about the risks of different kinds of child abuse and made aware of the skills needed to help them stay safe. This is done sensitively and, in an age, appropriate manner so as not to cause anxiety or upset normal, stable relationships between adults and children. Particular attention is given to help children adjust their behaviours in order to reduce risks and build resilience, including radicalisation, with particular attention to the use of electronic equipment and the internet.

Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and acceptance of those with different faiths and beliefs are promoted in the delivery of curricular and co-curricular activities and general conduct of the school. At staff meetings, staff have the opportunity to discuss strategies to facilitate and manage discussions which may be contentious.

Early years focus on children's personal, social and emotional development The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Relationships Education (up to Form VI) and Relationships and Sex Education (Form VII & VIII) statutory guidance in KCSIE Part Five, informs our curriculum content in this area.

Beachborough is a nurturing and protective community, ensured a sense of belonging for all members of our community. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Internet Safety (Online Safety)
Filtering and Monitoring
- Beachborough will do all we reasonably can to limit children's exposure to online risks through school provided IT systems and will ensure that appropriate filtering and monitoring systems Smoothwall (internet) and SENSO (Teams chat) are in place on school devices and the school's network.
- Beachborough will ensure that it meets its duty by ensuring the standards for filtering and monitoring set out by the DfE are met through:
    o Identifying and assigning roles and responsibilities to manage filtering and monitoring systems;
    o Reviewing filtering and monitoring provision at least annually;
    o Blocking harmful and inappropriate content without unreasonably impacting teaching and learning; and
    o Having effective monitoring strategies in place that meet the school's safeguarding needs.
- The governing body will review the standards and discuss what more needs to be done to support the school in meeting these standards. The governing body will consider the number of and age range of the children in the school, those who are potentially at greater risk of harm and how often they access the IT system.
- If pupils or staff discover unsuitable sites or material, they are required to report the concern

immediately to their teacher or the Network Manager and, report the URL of the site to the DSL.

- o All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
- o Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.
- o Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.
- o When implementing appropriate filtering and monitoring, we will ensure that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- Beachborough acknowledge that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.
  - o Pupils will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
  - o Pupils' internet use will be supervised by staff according to their age and ability.
  - o Pupils will be directed to use age-appropriate online resources and tools by staff.

The school's internet safety policy also explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. It outlines our use of filters and how we monitor the usage of technology in school and as a school, we review the effectiveness of these systems on a regular basis. Parents are also encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

Technologies can be used to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour, and criminal activity. Abuse can take place wholly online and may be used to facilitate offline abuse.

The breadth of issues classified within online safety can be categorised into four areas of risk:
- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

Artificial Intelligence (AI)
Artificial Intelligence (AI) is increasingly present in online tools, apps, and educational platforms used by children. While AI can enhance learning and engagement, it also presents risks such as exposure to inappropriate content including AI generated images, misinformation, disinformation and biased information, data privacy concerns, cybercrime and fraud and unmonitored interactions (e.g. with AI chatbots). To mitigate these risks, the school will ensure that only age-appropriate, teacher-approved AI tools are used under adult supervision. AI systems will be evaluated for safety, data protection compliance, and educational value. Children will be taught, in an age-appropriate way, how to use AI responsibly and to always seek help from a trusted adult if they are unsure or feel uncomfortable.

As a school, to ensure all pupils and staff stay safe using artificial intelligence we will pay due regard to government guidance: Generative AI in Schools. For further information on the safe use of Artificial Intelligence, please see linked policy – AI Policy.

Ongoing and regular online safeguarding training for staff and pupils will ensure that knowledge is kept up to date in all areas of risk to prevent harm.

Sharing of nudes and/or semi-nudes

The sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's Airdrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'. Terms such as 'deep fakes' and 'deep nudes' may also be used by adults and young people to refer to digitally manipulated and AI-generated nudes and semi-nudes.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online or use artificial intelligence (AI) to generate a new nude or semi-nude image of a young person
- images created or shared are used to abuse or blackmail peers. Situations could include:
  - children and young people selling nudes or semi-nudes of others online
  - children and young people coercing a peer into sharing a nude or semi-nude to blackmail them for money, further images, or force them into illegal activity
  - children and young people hacking a peer's account to share images more widely without consent to publicly shame

- children and young people create and share a nude or semi-nude with an adult who has presented themselves as someone under the age of 18 to groom, sexually abuse or blackmail them.

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in:

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

This document is produced by the UK Council for Internet Safety. The DSL will inform parents/carers of any incidents.

Use of mobile phones, cameras, and electronic devices with imaging and sharing capabilities (including early years foundation stage)

Please refer to the school's Internet Safety and Taking, Storing and Using Images policies for additional information. The use of mobile phones, including the use of 3G, 4G and 5G technology, is not permitted in the EYFS or anywhere where EYFS children are present and lockable storage lockers are available for staff to keep their personal belongings in. Elsewhere, mobile phones may be used only in areas that children have no access to. Authorised school phones and ipads are available for trips and for safety. All school children (Nursery to Form Eight) are not allowed to bring phones or smart technology into school at any time. Guidance for visitors is provided at school's events, or by the host and is displayed at the entrance areas of the school.

Taking photographs and video of children:
N.B. Points 2 to 5 also apply to parents who wish to take photographs and video at school events.
1. Consult with senior colleagues what type of images best represent the event that is being recorded
2. There are a number of pupils who do not have permission to be photographed, these pupils' names will be shared at the start of each year or when a parent makes a change to permissions.
3. Never supply the full name(s) of the child or children along with the image when such images are available in hard copy or on the internet
4. Only ever use images of children in suitable/appropriate dress. *Activities such as swimming or gymnastics present a higher risk for potential misuse by others*
5. Focus on the activity rather than the child
6. When using photographers give a clear brief, reflecting the above; ensure all the usual visitor checks are completed and do not allow unsupervised access to children or one-to one photo sessions

Storing Images of Children:
The school recognises that photographs play an incredibly important role in education and marketing. It is therefore vital that children, parents and teachers have access, but the risks must be minimised. All photographs that are uploaded to Tapestry, the online Early Years Learning Journal, are password protected and therefore secure. Beachborough staff also save images on Beachborough's m:drive. Please also see the Taking, storing and using images of children policy.

Use of school premises for non-school activities
Where the school hires or rents out facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the school, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The school will therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The school will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

If the school receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children. As with any safeguarding allegation, the school will follow its safeguarding policies and procedures, including informing the LADO.

APPENDIX 1:

The use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. **'Reasonable'** in these circumstances means **'using no more force than is needed'.** The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. The school also recognises the need to be proactive when considering the additional risks of incidents that involve children with SEND, mental health problems or with medical conditions. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/4440 51/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

1. The use of reasonable force

The use of reasonable force may be used to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- injuring themselves or others (pupils or staff)
- causing damage to property (including the pupil's own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere

The above applies when a teacher, or other authorised person is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere, e.g. on a field trip or other authorised out of School activity.

2. When is force appropriate?
Everyone, whether authorised by the headteacher or not, has the right to defend themselves against an attack, provided they do not use a disproportionate degree of force. Similarly, in an emergency, for example, if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. The purpose of this provision is to make it clear that teachers and other authorised staff are also entitled to intervene in other, less extreme situations.

3. What is reasonable force?
It is hard to give a precise answer because there is no legal definition of 'unreasonable force'. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Any force used should always be the minimum needed to achieve the desired result.

Ask the following questions:
- Did the incident warrant the degree of force used?
- Was the degree of force proportionate to the seriousness of the behaviour or consequences it was intended to prevent?
- Was the degree of force appropriate, bearing in mind the age, understanding and sex of the pupil concerned?

Force used should always be the minimum necessary to achieve the desired result.

Before intervening physically, a teacher should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if she does not. The teacher should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lose their temper or are acting out of anger or frustration or to punish the pupil.

4. Acceptable forms of force
Physical intervention can take several forms. It might involve:
- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- in extreme circumstances only, using more restrictive holds

DO NOT:
- hold a pupil around the neck or by the collar in any other way that might restrict the pupil's ability to breathe
- slap, punch or kick a pupil
- twist or force limbs against a joint.
- trip up a pupil
- hold or pull a pupil by the hair or ear
- hold a pupil face down on the ground

ALWAYS AVOID TOUCHING OR HOLDING A PUPIL IN A WAY THAT MIGHT BE CONSIDERED INDECENT.

5. What the School should do if staff have used force during an incident
There must be a detailed, contemporaneous report of any occasion (except minor or trivial incidents) where force is used. (If in doubt of the necessity for a report, please consult the headteacher). This report,

containing the following information, should be handed to the headteacher as soon as possible after the incident:

- The name(s) of the pupil(s) involved and when and where the incident took place.
- The name(s) of any other staff or pupil(s) who witnessed the incident.
- The reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff).
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to diffuse or calm the situation, the degree of force used, how that was applied and for how long.
- The pupil's response and the outcome of the incident.
- The details of any injury suffered by the pupil, or a member of staff and of any damage to property.

The headteacher will then decide whether parents need to be informed and when and how that should be done. The written report

- may help prevent later misunderstanding or misrepresentation of the incident
- will be useful if a child or parent makes a complaint against the school or teacher concerned.
- could be important evidence if criminal or civil proceedings are brought against the school or a teacher

6. Physical contact with pupils (general)
There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act on which these notes are based. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, music lessons, or CDT or if a member of staff has to give first aid but a child should always be asked whether this is acceptable. Young children and those with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence and staff should bear this in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

7. Legal Implications
Teachers faced with a situation where a pupil needs to be restrained or where force is necessary are particularly vulnerable to accusations by pupils or parents of assault. Allegations may be made in the heat of the moment; as a result of misrepresentations and misunderstandings - or they may be false, malicious or misplaced.

School staff must bear in mind that it is a criminal offence to use or threaten physical force (for example by raising a fist or making a verbal threat) - unless there is lawful excuse, or justification, for the use of force. A court that sees staff have acted within the guidelines on using force is likely to conclude that there was lawful excuse for that force to have been used.

Similarly, it is an offence to lock an adult or child in a room without a court order (even if they are not aware that they are locked in) except in an emergency when, for example, locking someone in while seeking help would be justified.

Physical intervention may also lead to a civil negligence action if it results in injury, including psychological trauma, to the person concerned.

8. When School staff are the victims
No matter how good staff are at diffusing situations, they will not always be successful. Occasionally a pupil will vent their anger on a teacher. This is a traumatic experience, and staff may suffer serious injury,

requiring time off work. In a small number of cases, incidents lead to long-term ill-health; and occasionally a teacher cannot, or does not wish to, return to work at all.

What can we do if a pupil assaults a teacher?

<u>Exclusion</u>
Permanent exclusion is a serious step and will usually be the final stage in the disciplinary process after other strategies have been tried without success. DFE guidance does, however, state that:

…there will be exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against another pupil or member of staff
- serious abuse or assault
- carrying and/or supplying an illegal drug
- carrying an offensive weapon

Before excluding, the headteacher must:
- ensure an appropriate investigation has been carried out
- consider all the evidence available to support the allegations, taking the school's behaviour policy into account

This policy applies across the whole school including Boarding and EYFS and will be reviewed and updated regularly. *__Linked Policies and read in conjunction with:__ Attendance, Behaviour, Low Level Concerns, Taking and Use of images, Social Media, Anti-bullying, Equal Opportunities, Internet safety, Missing Children in Education, Safer Recruitment, SEND, Boarding, Staff Code of Conduct, Whistleblowing.*