Beachborough School

Safeguarding and Child Protection Policy

Updated: November 2026

Date of next Review: September 2027

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

Reviewed by: Senior Leadership Team and Ed Comms Committee

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

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1. Key Safeguarding Contacts:

Internal Contacts:

The Designated Safeguarding Lead (DSL) for child protection is **Sadie Lapper** (Deputy Head Pastoral)
Contact details: email sj.lapper@beachborough.com Tel: 01280 700071

Deputy Designated Lead (DDSL) is **Hannah Tongue** (Head of Boardman/EYFS)
Contact details: email h.tongue@beachborough.com Tel: 01280 700071

Deputy Designated Lead (DDSL) is **Susan Caddick** (Houseparent)
Contact details: email s.caddick@beachborough.com Tel: 01280 700071

Deputy Designated Lead (DDSL) is **Mark Jackson** (Assistant Head of Boardman/EYFS)
Contact details: email m.jackson@beachborough.com Tel: 01280 700071

Deputy Designated Safeguarding Lead (DDSL) is **Angela Crook** (Head of Well-Being)
Contact details: a.crook@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 **Hemal Lodhia**
Contact details: email h.lodhia@beachborough.com

External Contacts Buckinghamshire:

BSCP (Buckinghamshire Safeguarding Children Partnership)	bscp@buckinghamshire.gov.uk 01296 387146
Education Safeguarding Advisory Service (ESAS)	01296 387981
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 Team at Thames Valley	**Preventreferrals@thamesvalley.police.uk**
Bucks Family Information Service	01296 383293
Helpline for victims of sexual abuse in school	0800 136 663
Referrals to Social Care: First Response Team (MASH) (including Family Help/Channel) Out of Hours: (Emergency Duty Team) Thames Valley Police:	 01296 383962 cypfirstresponse@buckinghamshire.gov.uk 0800 999 7677 101 (999 in case of emergency)
Other agencies and 'Prevent': NSPCC Helpline NSPCC whistleblowing helpline	 0808 800 5000 0800 028 0285 help@nspcc.org.uk

Childline Female Genital Mutilation Helpline (NSPCC) Prevent	0800 1111 0800 028 3550 02073 407264 counter-extremism@education.gsi.gov.uk

External Contacts for Oxfordshire:

MASH (to report new concern)	01865 519800 mash-children@oxfordshire.gov.uk
LCSS North (for general advice)	0345 2412703
Emergency Duty Team (out of hours)	0800 833408
LADO (concerns about a professional)	01865 810603 lado.safeguardingchildren@oxfordshire.gov.uk
ESAT (Education Safeguarding Advisory Team)	ESAT.safeguardingchildren@oxfordshire.gov.uk
Thames Valley Police	101 / 999 Emergency

External Contacts for Northamptonshire:

MASH	0300 126 7000 mash@northamptonshire.gov.uk
Emergency Duty Team	0300 126 7000
LADO	0300 126 7000
Professional Referrals	0300 126 7000
Police	101 / 999 Emergency

2. Safeguarding and Child Protection statement:

At Beachborough School, safeguarding and promoting the welfare, mental health, physical wellbeing and safety of every child is our highest priority. We recognise that safeguarding is everyone's responsibility and that all adults working with children have a vital role to play in protecting them from harm. In every decision we make, we seek to act in the **best interests of the child**.

We are committed to fostering a culture of vigilance, openness, trust and transparency, underpinned by strong leadership and effective governance. We strive to provide a safe, nurturing and inclusive environment where children feel respected, valued, listened to and supported. We encourage pupils to speak openly about any concerns or worries they may have and ensure that they know they will be heard and taken seriously.

All staff understand their responsibility to identify and respond promptly to concerns regarding a child's welfare. We remain alert to the indicators of abuse, neglect, exploitation and other safeguarding risks and follow robust procedures to ensure that children receive timely support, protection and, where necessary, intervention. We work collaboratively with families and external agencies to promote positive outcomes for all children.

Beachborough School has charitable status and gives due regard to Charity Commission guidance relating to the safeguarding responsibilities of charities and trustees.

This policy applies to all members of the school community, including staff, governors, trustees, volunteers, contractors and visitors. It applies to all pupils at Beachborough School, including those in the Early Years Foundation Stage (EYFS) and those residing in Kites Boarding House. Where an allegation, disclosure or safeguarding concern is raised, the School will communicate promptly and appropriately with the Education Safeguarding Advisory Service (ESAS), the Buckinghamshire Safeguarding Children Partnership (BSCP), the Local Authority Designated Officer (LADO), and any other relevant agencies, in accordance with statutory guidance and local safeguarding procedures.

Beachborough School recognises its responsibilities under the National Minimum Standards for Boarding Schools. Safeguarding arrangements apply equally to boarders and day pupils at all times. Boarders have access to multiple sources of support, including boarding staff, Houseparents, the DSL, DDSLs, the School Nurse and the Independent Listener. All safeguarding concerns relating to boarders are managed in accordance with this policy, local safeguarding procedures and the National Minimum Standards for Boarding Schools. Boarders are regularly reminded how to raise concerns and seek support.

Policy Principles:

Schools and their staff are essential partners within the wider safeguarding system for children, as defined in the statutory guidance *Working Together to Safeguard Children* (2026). Beachborough School fully recognises its responsibilities within Buckinghamshire's safeguarding partnership arrangements, working collaboratively with Buckinghamshire Council, the Buckinghamshire Integrated Care System, and Thames Valley Police to safeguard and promote the welfare of children in accordance with published local arrangements.

Safeguarding and promoting the welfare of children is everyone's responsibility. Every individual who comes into contact with children and their families or carers has a role to play in keeping children safe. To fulfil this responsibility effectively, all practitioners must adopt a child-centred approach, ensuring that the child's best interests remain at the heart of all decisions and actions.

No single practitioner can be expected to have a complete understanding of a child's circumstances and needs. To ensure that children and families receive the right support at the right time, everyone who works with or comes into contact with them has a responsibility to identify concerns, share relevant information appropriately, and take timely action.

Safeguarding Definition:

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
- Promoting the upbringing of children with their birth parents, or otherwise their family network, wherever possible and where this is in the child's best interests.
- Taking action to enable all children to have the best outcomes

Policy aims:

This policy aims to:

- Provide a safe, secure, inclusive, and nurturing environment in which all children feel valued, respected, and protected.
- Ensure that children feel confident to speak to a trusted adult within the school and know that their concerns will be listened to and acted upon appropriately.
- Equip all staff with the knowledge, information, and guidance necessary to understand and fulfil their safeguarding and child protection responsibilities effectively.
- Promote early identification of need and recognise the important role of Family Help services in providing coordinated, multi-agency support to children and families at the earliest opportunity.
- Establish clear safeguarding procedures and guidance that underpin the school's pastoral care provision and inform ongoing staff training and professional development.

- Foster a culture of vigilance where safeguarding is everyone's responsibility and the welfare of children remains paramount in all aspects of school life

3. Statutory Guidance and Legislation:

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 2026** 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 2026** 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.
All staff must read Part One of **Keeping Children Safe in Education September 2026** in full. Staff working directly with children should also understand the relevant sections of Part Five relating to child-on-child abuse.
All staff must sign the declaration form found on the Safeguarding Hub

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 far 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 Heads 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 2026** is in place to safeguard and promote the welfare of all children, for whom accommodation is provided by boarding schools.

Children and Wellbeing Act 2026 and associated secondary legislation, including provisions relating to Family Help, multi-agency safeguarding arrangements, attendance, elective home education notification requirements and safeguarding reforms.

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

4. Roles and Responsibilities:

The Designated Safeguarding Lead (DSL):

The DSL will take lead responsibility for safeguarding and child protection (including online safety including and understanding the filtering and monitoring systems in place). This will be made explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex C of KCSiE).
The DSL will have the appropriate status, authority, time, funding, training, resources and support they need to carry out the duties of the post effectively.
The DSL and any alternate DSLs will provide advice and support to staff in school and will liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.
During term time, the DSL and/or an alternate should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.
The DSL will undergo training to provide them with the knowledge and skills to carry out the role and is expected to update their knowledge and skills at regular intervals to allow them to keep up with developments relevant to their role.
The DSL will liaise with the headteacher to inform them of issues and in particular ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
Where the DSL is unavailable, an appropriately trained Deputy DSL will be available to carry out safeguarding duties. Cover arrangements will ensure safeguarding expertise is immediately accessible during school activities, educational visits, boarding provision and out-of-hours provision.

The Deputy Designated Lead(s):

The DDSL's are appropriately trained and, in the absence of the Designated Safeguarding Lead, carry 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 Head of Boardman 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 Head.

The Nominated Safeguarding Governor:

The Nominated Safeguarding Governor meets with the Designated Safeguarding Lead (DSL) at least termly, and with other relevant staff as appropriate, to monitor the effectiveness of the School's safeguarding and child protection policies, procedures and practice.

The Nominated Safeguarding Governor organises for the review of the School's Single Central Register at least once each term and undertakes appropriate training to enable effective scrutiny and identification of any deficiencies.

The Nominated Safeguarding Governor ensures that the School maintains an effective and robust system for recording safeguarding concerns and that concerns are recorded promptly and accurately when they arise.
The Nominated Safeguarding Governor ensures that appropriate filtering and monitoring systems are in place to safeguard pupils from accessing harmful, inappropriate or unsuitable online content, while supporting effective teaching, learning and safeguarding practices.

The Head:

The Headteacher will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources, time and training are provided to enable staff members to discharge their safeguarding responsibilities and contribute effectively to a whole school approach to safeguarding.
The Headteacher will be responsible for ensuring a culture of safety and ongoing vigilance that fosters the belief that 'it could happen here'

All staff:

All staff have a responsibility to provide a safe environment in which children can learn.
All staff must read and ensure they understand Part One of KCSIE 2026 in full and receive appropriate information regarding Part Five, child-on-child abuse, relevant to their role.
All staff must ensure they are familiar with the systems within school which support safeguarding, including the child protection and safeguarding policy, the code of conduct, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies). These will be explained to all staff on induction.
All staff should be aware of indicators of abuse, neglect and exploitation and so that they are able to identify cases of children who may be in need of help or protection.
All staff should maintain a belief that 'it could happen here' where safeguarding is concerned and if staff have any concerns about a child's welfare they must act on them immediately.
All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.

All staff should be aware of the process for community-based Family Help assessments and the criteria, including the level of need, for when a case should be referred to Family Help support and services, provided at:

- Targeted early help level (under sections 10 and 11 of the Children Act 2004),
- Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)
- the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)
- Section 31 of the Children Act 1989 (care and supervision orders), and
- Section 20 of the Children Act 1989 (duty to accommodate a child)

and clear procedures and processes for cases relating to:

- the abuse, neglect, and exploitation of children
- children managed within the youth secure estate
- disabled children

All staff should be aware of, and understand their role within the Early Help services, at school/college and local authority level Early Help - Buckinghamshire Safeguarding Children Partnership. This includes providing support as soon as a problem emerges, via universal services and community-based early help.

The DSL will when necessary, refer via the MASH for the targeted early help level of Family Help. The DSL will share information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs. In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan)
- 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 at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage.
- is a privately fostered child

Knowing what to look out for is vital to the early identification of abuse, neglect and exploitation and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider

speaking to a member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible. Details of the school's safeguarding team are on page 3 of this policy.

Professional Curiosity, Respectful Challenge and Escalation:

All staff and volunteers must maintain professional curiosity when working with children, families and other professionals, seeking to understand the lived experience of the child and not accepting information at face value where safeguarding concerns may exist. Staff are expected to ask questions, explore inconsistencies, consider alternative explanations, and remain alert to signs of harm, neglect, exploitation or disguised compliance. Where there are differences of professional opinion, concerns about the quality of decision-making, or a belief that a child is not receiving an appropriate safeguarding response, staff must provide respectful professional challenge and seek timely resolution in the best interests of the child. If concerns remain unresolved, staff must follow the school's safeguarding escalation procedures and relevant multi-agency dispute resolution processes. A culture of constructive challenge, professional accountability and evidence-informed decision-making is essential to safeguarding and promoting the welfare of children. This approach reflects the expectations set out in Working Together to Safeguard Children 2026, which emphasises professional curiosity, mutual challenge and effective escalation as key features of strong safeguarding practice. Staff will be alert to the impact of discrimination, racism, bias and cultural assumptions when assessing risk and making safeguarding decisions. Safeguarding practice should be inclusive, anti-discriminatory and responsive to children's lived experiences.
Staff should be aware that discrimination, prejudice and hate incidents may present as safeguarding concerns and can have a significant impact on a child's wellbeing, sense of safety and educational experience. Particular attention should be given to racism, antisemitism, Islamophobia and other forms of discriminatory behaviour. Staff should respond promptly to concerns, challenge prejudice and ensure incidents are reported, recorded and addressed appropriately

5. Induction & Training:

The governing body/proprietor will ensure that all staff receive appropriate safeguarding and child protection training (including online safety, which amongst other things includes an understanding of the expectations, applicable role and responsibilities in relation to filtering and monitoring) which is regularly updated and in line with advice from the BCSP. In addition, all staff members will receive regular safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively.
Safeguarding updates and training will include emerging safeguarding themes where relevant, including antisemitism, hate incidents, racism, online radicalisation, extremism and other forms of discriminatory abuse.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the school's safeguarding and child protection policy, online safety, the code of conduct/staff behaviour policy, low-level concerns guidance, the behaviour policy, the safeguarding response to children who are absent from education, and the role of the designated safeguarding lead. Copies of the school's policies, procedures and Part One of KCSiE will be provided to new staff at induction.

The governing body/proprietor will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

The Headteacher will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

In considering safeguarding training arrangements the governing body/proprietor will also have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and require teachers to have a clear understanding of the needs of all pupils.

6. Recognising concerns - signs and indicators of abuse:

All staff should be aware of indicators of abuse, neglect and exploitation so that they are able to identify cases of children who may be in need of help or protection. Staff should be aware that children can be at risk of harm inside and outside of school, inside and outside of home and online. Staff should exercise **professional curiosity** and know what to look for as this is vital for the early identification of abuse or neglect.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. All staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. Risks to children include sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and recognise that children are at risk of abuse and other risks online as well as face to face. In many cases abuse will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
In all cases, if staff are unsure, they should always speak to the DSL.

Indicators of abuse and neglect:

Abuse is defined as 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. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 penetration with an object) 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 or college'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.

(Source Keeping Children Safe in Education, 2026)

The signs of abuse, neglect and exploitation can present in many ways. Whilst some forms of abuse may result in observable physical injuries, identifying abuse is rarely straightforward. Children may minimise, conceal or be unable to disclose what is happening to them. Staff should therefore remain alert to both physical and behavioural indicators of abuse.
It is the responsibility of all staff to identify and report concerns. Staff must not assume that another person has taken action and should follow the School's reporting procedures without delay.
It is not their responsibility to investigate or determine whether abuse has occurred. All concerns must be reported promptly to the Designated Safeguarding Lead (DSL) or a Deputy DSL.

Contextual Safeguarding:

All staff should be aware that safeguarding concerns can occur both within and beyond the family environment and can involve peer-on-peer abuse. When assessing concerns, staff should consider the context in which behaviours occur and whether a child may be at risk of abuse, exploitation or harm outside the home.

This approach, known as **contextual safeguarding**, recognises that risks may arise in a range of settings, including schools, boarding environments, peer groups, community settings, sports clubs, online spaces and other activities attended by children. Extra-familial harm may include child sexual exploitation (CSE), child criminal exploitation (CCE), serious violence, county lines activity, harmful peer-on-peer behaviour and online exploitation. Abuse, neglect and exploitation can occur both online and offline, and children may be at risk from individuals known to them or from those they have only interacted with online.

Impact of Abuse:

Abuse, neglect and exploitation can have a profound and lasting impact on a child's wellbeing, development and life chances. Effects may include emotional distress, anxiety, depression, self-harm, substance misuse, difficulties in forming healthy relationships and long-term physical or mental health challenges. Early identification and effective intervention are therefore essential.

Supporting Those Involved in Child Protection Matters:

The School recognises that child protection concerns can be distressing for children, families and staff. The School will provide appropriate support by:

- taking all concerns, suspicions and disclosures seriously;
- ensuring a designated point of contact is available to coordinate communication and support;
- appointing separate support contacts where a staff member is the subject of an allegation;
- responding sensitively to requests for support or wellbeing assistance;
- maintaining appropriate confidentiality and sharing information only on a need-to-know basis;
- keeping safeguarding records secure and confidential;
- signposting to appropriate external support services where required;
- following the School's safeguarding, whistleblowing, complaints and disciplinary procedures; and
- working cooperatively with relevant statutory and safeguarding agencies.

7. Specific safeguarding issues:

All staff should have an awareness of safeguarding issues that can put children at risk of harm and those safeguarding issues often overlap.

Behaviours linked to issues such as of drug taking and/or alcohol abuse, unexplainable and or/persistent absences from education, serious violence (including that linked to county lines) and consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes. Other safeguarding issues all staff should be aware of include:

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. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in school it does not mean it’s 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 the DSL (or deputy) and record these using My Concern – this can be accessed via the staff dashboard.

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.
Staff should recognise that antisemitic language, stereotypes, jokes, conspiracy theories, symbols, online content or discriminatory conduct may constitute bullying, prejudice-based behaviour, a hate incident or a safeguarding concern depending on the circumstances. Such incidents must always be challenged and reported in accordance with school procedures.

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 stand-alone 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 self-generated intimate images and/or videos including those generated using AI e.g. deepfakes. Taking and sharing nude photographs (including those generated using AI e.g. deepfakes) of those aged under 18 is a criminal offence. Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK
- 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)

All staff should be clear about the school’s policy and procedures with regards to child-on-child abuse (see Behaviour and Sanctions policy) and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
Beachborough School recognises that harmful attitudes and behaviours, including misogyny, prejudice, discrimination and online harms, can contribute to a culture in which abuse is normalised. Staff are expected to challenge inappropriate language, attitudes and behaviours at the earliest opportunity and to respond consistently to incidents in accordance with the Behaviour Policy, Anti-Bullying Policy and Safeguarding and Child Protection Policy.
Staff should be aware that online communities, influencers and forums may promote harmful content, including misogynistic views, sexual entitlement, violence against women and girls, or other discriminatory beliefs. Any concerns that a child is being influenced by harmful online content should be reported to the DSL and considered as a safeguarding concern.
The School recognises that children displaying harmful behaviour may themselves have experienced abuse, trauma, neglect or exploitation. Appropriate assessment and support will therefore be considered for both victims and alleged perpetrators.

Early help:

In line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help.

Community-based Early Help assessment:

If children do not require the support of statutory children's services, the designated safeguarding lead (or a deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in carrying out this assessment, in some cases acting as the lead practitioner. Further guidance on effective assessment of the need for Family Help can be found in Working Together to Safeguard Children. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Alternatively, qualified lead practitioners (i.e. not a social worker) who may lead assessments before statutory intervention can continue to lead work with families up to and including Section 17.

Child criminal exploitation (CCE) and child sexual exploitation (CSE):

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

Child criminal exploitation (CCE):

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals, (particularly older children), and should be treated as victims. It is not possible for a child to give informed consent to engage in criminal or other exploitative activity, and they cannot give consent to be exploited, abused or trafficked. 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 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". Links to the Home Office's County Lines advice is provided within the serious violence information on page 166. also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child sexual exploitation (CSE):

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by

penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex.
This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

https://www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation

Domestic Abuse:

Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. Domestic 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.

Female Genital Mutilation (FGM):

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about FGM, there is a specific legal duty on teachers[1]. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health:

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.
These could include:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like, and

- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, education staff are well placed to identify these and other potential warning signs. In doing so they can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or deputy. If staff feel that a child is in danger, they should call 999 or take them to A&E immediately. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

If staff have any concerns about a child's mental health, it should be logged on My Concern and the Well-Being lead will be notified.

Serious violence:

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy), who will assess the risk and take appropriate action. Where relevant this will include any action needed to de-escalate peer conflict. Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school). Early, evidence-based support for those considered at risk, as well as in 'teachable moments' when issues emerge is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support.

Sexual Violence and Sexual Harassment:

Beachborough School adopts a zero-tolerance approach to sexual violence and sexual harassment. Such behaviour is never acceptable, will not be tolerated, and will be addressed promptly and appropriately. Sexual violence and sexual harassment can occur between children of any age and gender, both inside and outside school, including online. Incidents may involve individuals or groups and can occur on a continuum from inappropriate behaviour to serious criminal offences. All reports will be taken seriously and managed in accordance with safeguarding procedures.
Staff should challenge and report any inappropriate, harmful or sexually abusive behaviour, including unwanted touching, sexualised comments, attempts to remove clothing, upskirting, the sharing of sexual images, or behaviour that causes a child to feel intimidated, humiliated or unsafe.
Staff should recognise that girls are disproportionately affected by sexual violence and sexual harassment, although any child can be a victim. Children with SEND may face additional barriers to recognising, reporting or disclosing abuse and may therefore be at increased risk.

Sexual Violence:

Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including:

Offence	Description

Rape	Intentional penetration without consent where there is no reasonable belief that consent has been given.
Assault by Penetration	Sexual penetration of the vagina or anus without consent.
Sexual Assault	Intentional sexual touching without consent. This can include kissing or touching another person's body without consent.
Causing a Person to Engage in Sexual Activity Without Consent	Intentionally causing another person to participate in sexual activity without their consent.

Consent:

Consent means agreeing to an activity freely, by choice, and having the freedom and capacity to make that choice. Consent can be withdrawn at any time.

- A child under 13 cannot legally consent to any sexual activity.
- The age of consent is 16.
- Sexual activity without consent may constitute a criminal offence.

Sexual Harassment:

Sexual harassment is unwanted conduct of a sexual nature that occurs online or offline. It may violate a child's dignity or create an intimidating, hostile, degrading, humiliating or sexualised environment.

Sexual harassment may include:

- sexual comments, sexualised language, unwanted remarks or jokes;
- misogynistic, sexist or gender-based comments, insults, intimidation or threats;
- behaviour influenced by harmful online content that promotes discrimination, sexual entitlement or violence;
- unwanted physical contact or interference with clothing;
- displaying or sharing sexual images or content;
- upskirting;
- sexualised bullying;
- unwanted sexual messages, comments or contact online;
- the consensual or non-consensual sharing of nude or semi-nude images and videos;
- coercion, exploitation, threats or pressure to share images or engage in sexual activity online.

Responding to Reports:

All reports of sexual violence or sexual harassment will be taken seriously and managed on a case-by-case basis by the DSL or Deputy DSLs, with support from external agencies where appropriate.
The School will adopt a victim-centred approach. The wishes, feelings and lived experience of the victim will be carefully considered, and they will be given as much control as reasonably possible over decisions regarding support and next steps. This will be balanced with the School's safeguarding responsibilities and the need to protect all children.
Where incidents involve the sharing of images, staff must not view, copy, print, store or forward illegal images of a child and should seek immediate advice from the DSL.

Anti-Semitism and Hate-Related Incidents:

Beachborough School recognises that antisemitism is a form of prejudice and discriminatory harm that can affect the safety, wellbeing, identity and educational experience of Jewish pupils, staff and members of the

wider school community. Antisemitism may present through language, stereotypes, harassment, exclusion, intimidation, online abuse, hate incidents or discriminatory behaviour.
The School will not tolerate antisemitic behaviour in any form. Any concerns will be taken seriously, investigated appropriately and addressed in accordance with the School's safeguarding, behaviour, anti-bullying and equality procedures.
Incidents of antisemitism should be reported to the DSL and relevant senior leaders, recorded appropriately and monitored to identify patterns, risks and any wider safeguarding concerns. Support will be provided to those affected and educational interventions may be implemented where appropriate.

Preventing Radicalisation and Extremism (The Prevent Duty):

The Prevent Duty protects children, young people and adults from the risk of radicalisation — a process where a person becomes vulnerable to extremist influences or drawn into supporting terrorist ideologies. The school recognises its statutory responsibilities under Section 26 of the Counter-Terrorism and Security Act 2015 and is fully committed to fulfilling the Prevent Duty as part of its wider safeguarding responsibilities. The school will take proportionate and age-appropriate steps to identify, assess and respond to concerns that a pupil may be vulnerable to extremist ideologies or influences. Staff are expected to remain vigilant to indicators of radicalisation, promote fundamental British values, encourage critical thinking, and create an inclusive environment in which respectful debate can take place and extremist narratives are challenged. All staff will receive appropriate Prevent training to enable them to recognise potential signs of radicalisation and understand referral pathways. Where concerns arise, these will be acted upon in accordance with safeguarding procedures, including consultation with the Designated Safeguarding Lead (DSL) and, where appropriate, referral to external agencies, including Channel. The school will work in partnership with families, local authorities, safeguarding partners, police and other relevant agencies to ensure that children who may be susceptible to radicalisation receive timely support and protection, recognising that vulnerability to extremist influence should be addressed through the same child-centred safeguarding principles that apply to all forms of harm.

8. Children potentially at greater risk of harm:

The governing body/proprietor recognises that whilst all children should be protected there are some groups of children who are potentially at greater risk of harm and, in some cases, these children may find it difficult to communicate what is happening to them.

Children with Special Educational Needs and Disabilities (SEND):

The School recognises that children with SEND can face additional safeguarding challenges. Staff should be aware that communication difficulties, social vulnerabilities, dependency on adults and differing understandings of relationships may increase safeguarding risks or make concerns more difficult to identify. The DSL works closely with the Head of Learning Success to ensure appropriate support and protection are provided.
Children with SEN and disabilities, or health issues can face additional safeguarding challenges, both online and offline.
Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs or being able to communicate how they are feeling.

Staff also need to be mindful of children's cognitive understanding, for example, whether they are able to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school.

As such, any reports of abuse involving children with SEND will require close liaison with the DSL and SENCO.

Further information can be found in the DfE's:
SEND Code of Practice 0 to 25 years, and from specialist organisations such as:
The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service: (councilfordisabledchildren.org.uk)
Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people.

Children with Medical Conditions:

The school recognises that children with medical conditions may be vulnerable and at greater risk of safeguarding concerns. Some children with medical conditions may have additional communication needs, increased dependence on adults, reduced ability to recognise abuse or neglect, or increased social vulnerability.
Staff should remain professionally curious where there are concerns regarding a child's presentation, attendance, emotional wellbeing, treatment compliance or interactions with parents and carers. The DSL will work closely with parents, healthcare professionals and relevant staff to ensure that a child's medical and safeguarding needs are considered together.

Alternative Provision (AP):

The school recognises that pupils placed in Alternative Provision (AP) remain on the school roll and that the governing body and Headteacher retain overall responsibility for the pupil's education, welfare and safeguarding. In accordance with Section 19 of the Education Act 1996 and relevant Department for Education guidance, the school will ensure that any AP placement is suitable, safe, regularly reviewed and able to meet the pupil's educational, attendance, welfare and safeguarding needs. Prior to commissioning a placement, the school will undertake due diligence to assure itself that the provider has effective safeguarding policies, safer recruitment procedures, health and safety arrangements, staff training and robust systems for reporting concerns. The school will maintain active oversight of all pupils attending AP through regular review meetings, ongoing communication with providers, attendance monitoring, progress tracking and welfare checks. Daily or weekly attendance information will be obtained and scrutinised, and AP pupils will be considered within safeguarding and vulnerable pupil discussions where appropriate. Any concerns regarding attendance, missing education, exploitation, mental health, behaviour, welfare or the suitability of the placement will be acted upon promptly through the school's safeguarding procedures. The school will routinely evaluate the effectiveness of AP placements, challenge any concerns regarding provision quality or safeguarding practice, and work with parents, carers, local authorities and partner agencies to ensure that placements continue to meet the needs of the child and achieve positive outcomes.
The management committee/proprietor will have regard to the following statutory guidance:
Alternative provision – DfE Statutory Guidance, and
Education for children with health needs who cannot attend school – DfE Statutory Guidance

Children who need a social worker (Child in Need and Child Protection Plans):

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The governing body/proprietor expects that the Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both LAs and school to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or to a child missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services.

Children who are absent from education:

Children who are absent from education, particularly repeatedly or for prolonged periods, may be at increased risk of abuse, neglect, child sexual exploitation, child criminal exploitation (including county lines), mental health difficulties, radicalisation, forced marriage, female genital mutilation (FGM) and other safeguarding concerns.
The school recognises that absence from education can be both an indicator of existing harm and a factor that increases vulnerability. Particular vigilance will be exercised where a child is already known to children's social care, has a social worker, is subject to a Child in Need or Child Protection Plan, or is a looked after child.
All staff should be aware of the school's attendance, unauthorised absence and children missing education (CME) procedures. Concerns regarding a pupil's attendance, welfare or whereabouts must be reported promptly in line with safeguarding procedures. The school will work with parents, carers, the local authority and relevant agencies to identify barriers to attendance, reduce risk and promote engagement in education.
The school will fulfil its statutory duties regarding Children Missing Education, including notifying the local authority when required and sharing information appropriately when a pupil is removed from roll at non-standard transition points.

Further guidance can be found in:

- Working Together to Improve School Attendance
- Children Missing Education
- Full-time Enrolment of 14 to 16-year-olds in Further Education and Sixth Form Colleges
- Missing Children and Adults Strategy

Attendance as a Safeguarding Priority:

The school recognises attendance as a key safeguarding indicator. Frequent, prolonged, repeated or unexplained absence may be a sign of abuse, neglect, child sexual exploitation, child criminal exploitation, poor mental health, family difficulties or other welfare concerns. Attendance is therefore monitored as part of the school's safeguarding arrangements and not solely as an educational measure. Attendance concerns may indicate unmet need, emotional wellbeing concerns, mental health difficulties, family adversity or exploitation and will be assessed alongside other safeguarding information.

Attendance information is reviewed regularly by relevant staff, including safeguarding and attendance leads, to identify emerging concerns, patterns and trends. Particular attention is given to pupils who are persistently absent (90%) or severely absent (50%), as these pupils may be at increased risk of harm or disengagement from education.

Attendance concerns are considered alongside safeguarding information, behaviour records, welfare concerns and other indicators of vulnerability to ensure risks are identified and addressed at the earliest opportunity. Unexplained absence, repeated patterns of absence, part-time timetables, reduced timetables and children missing education will be reviewed and followed up in accordance with school procedures. Where attendance concerns are identified, the school will work in partnership with pupils, parents/carers, the local authority and other relevant agencies to understand and address barriers to attendance. Intervention may include pastoral support, attendance plans, early help assessments, multi-agency working, home visits and safeguarding referrals where appropriate.

Where attendance concerns indicate that a child may be suffering, or is at risk of suffering, significant harm, safeguarding procedures will take precedence and referrals will be made without delay.

Elective home education (EHE):

Many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs. In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, a school must make a return to the local authority when a pupil's name is deleted from the admission register. Where a parent/carer has expressed an intention to remove a child from school to educate them at home, schools and local authorities should, where appropriate and proportionate, seek opportunities to discuss the decision with parents/carers before arrangements are finalised. The aim is to ensure parents/carers are aware of the implications of elective home education and have considered what is in the best interests of their child. This may be particularly important where a child has special educational needs or disabilities, has a social worker, or is otherwise vulnerable. DfE guidance for local authorities on Elective Home Education sets out the role and responsibilities of local authorities and their powers to engage with parents. Although this is primarily aimed at local authorities, schools should also be familiar with this guidance.

Children requiring mental health support:

Mental health concerns can, in some cases, be an indicator that a child has experienced, or may be at risk of experiencing, abuse, neglect, or exploitation.
The Governing Body/Proprietor will ensure that clear systems and procedures are in place for identifying potential mental health concerns, including effective pathways for escalation, referral, and accountability. At Beachborough, the Wellbeing Lead works closely with staff, pupils, and families when a mental health concern is identified. A range of targeted support strategies are available and are implemented according to the individual needs of the child. The Wellbeing Lead is supported by the Pastoral Team, who deliver a variety of wellbeing interventions and pastoral support programmes for pupils requiring additional assistance. Where appropriate, the Wellbeing Lead also collaborates with external agencies and professionals to ensure children receive the most effective and comprehensive support.
Staff can access further guidance through the Department for Education's *Preventing and Tackling Bullying* and *Mental Health and Behaviour in Schools* publications. These resources outline how schools can help prevent mental health difficulties by promoting resilience and emotional wellbeing through a whole-school approach that is integrated, proactive, and tailored to the needs of pupils.

Looked after children and previously looked after children:

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The governing body/proprietor will ensure staff have the skills, knowledge and understanding to keep looked after children safe.

The governing body/proprietor will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The role of the virtual head has been extended to include responsibility for promoting the educational achievement of children in kinship care.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. The governing body/proprietor recognise that when dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

For children who are care leavers, the DSL should have details of the LA Personal Advisor appointed to guide and support the care leaver and liaise with them as necessary regarding any issues of concern.

Children who are lesbian, gay, bisexual, or gender questioning:

The governing body/proprietor acknowledge 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 child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who
are.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Young Carers:

Beachborough School recognises that young carers may face additional safeguarding challenges due to the responsibility of caring for a parent, sibling or other family member with a disability, illness, mental health difficulty or substance misuse issue. Young carers may experience anxiety, social isolation, poor attendance, tiredness, emotional wellbeing concerns or reduced educational attainment.
Staff should be alert to indicators that a child may have caring responsibilities and should share any concerns with the DSL. Appropriate support will be considered to ensure the child is able to access education, pastoral support and wellbeing services without disadvantage.

9. Contribution of the Curriculum: Helping Children to Keep Themselves Safe:

At Beachborough School, safeguarding is embedded throughout the curriculum and wider school life. Through a broad and balanced programme of learning, including PSHE, RSHE, Computing and CREATE, pupils are taught how to recognise risks, make safe choices, build resilience and seek help when needed. Safeguarding education is delivered in an age-appropriate and sensitive manner, enabling pupils to understand a range of risks, including abuse, exploitation, radicalisation, and online harms. Particular emphasis is placed on digital safety, responsible use of technology, and developing the knowledge and skills needed to navigate modern life safely.

The school promotes the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values are reinforced through the curriculum, co-curricular activities and the daily life of the school. Staff are supported to facilitate appropriate discussion of sensitive or potentially contentious issues.

In the Early Years, safeguarding education is delivered through the Early Years Foundation Stage (EYFS) framework, with a focus on personal, social and emotional development. Children are supported to form positive relationships, understand right from wrong, respect differences and challenge stereotypes. Relationships Education (Forms I to VI) and Relationships and Sex Education (Forms VII and VIII), together with Health Education, provide further opportunities to teach pupils about healthy relationships, personal safety and wellbeing, in line with statutory guidance.

Beachborough is a nurturing and protective community where pupils are encouraged to speak to a trusted adult about any concerns. Safeguarding education is tailored, where appropriate, to meet the needs and vulnerabilities of individual pupils, including those with SEND and those who may have experienced abuse or adversity.

The school adopts a whole-school approach to preventative education, promoting a culture of respect, inclusion and zero tolerance towards sexism, misogyny, misandry, homophobia, biphobia, sexual harassment and sexual violence. Through a planned and progressive programme of RSHE and pastoral provision, pupils learn about:

- Healthy, respectful relationships
- Personal boundaries and consent
- Equality, diversity, antisemitism, racism, religious discrimination and prejudice
- Understanding the impact of anti-semitism, hate-related behaviour and discrimination on individuals and communities
- Body confidence and self-esteem
- Recognising abusive, coercive or controlling behaviour
- Sexual consent, exploitation, abuse, grooming and harassment
- Domestic abuse, forced marriage, FGM and other forms of harm
- Sexual violence and sexual harassment, and how to seek support

The Governing Body ensures that pupils are taught how to keep themselves and others safe, including online. Appropriate filtering and monitoring systems are in place to help protect pupils from harmful or inappropriate online content.

10.Online Safety:

Beachborough School recognises that safeguarding and promoting children's welfare includes protecting them from risks encountered online. Online safety is a whole-school responsibility and is embedded within safeguarding, curriculum provision, staff training, behaviour expectations and pastoral support.
The school takes a proactive approach to identifying, managing and reducing online risks while teaching pupils how to use technology safely, responsibly and respectfully.

Filtering and Monitoring:

The School will do all that is reasonably possible to limit pupils' exposure to harmful online content through its IT systems and networks. Appropriate filtering and monitoring systems are in place, including:

- Smoothwall internet filtering and monitoring.
- SENSO monitoring of Microsoft Teams and school devices.
- Age-appropriate access controls and security settings.
- Safeguarding alerts and reporting mechanisms.

In accordance with DfE Filtering and Monitoring Standards and KCSIE, the School will:

- Identify clear roles and responsibilities for filtering and monitoring.
- Ensure an appropriate member of the Senior Leadership Team has responsibility for filtering and monitoring.
- Undertake and document a formal review of filtering and monitoring arrangements at least annually, with input from the DSL and IT support.
- Ensure harmful, illegal and inappropriate content is blocked while avoiding unreasonable restrictions on teaching and learning.
- Maintain effective monitoring processes that support safeguarding and child protection arrangements.
- Inform staff and pupils that use of school systems may be monitored in accordance with data protection legislation.

All filtering breaches, safeguarding alerts or concerns identified through monitoring will be reported to the DSL and managed in line with safeguarding procedures. Any access to content believed to be illegal will be reported to the appropriate agencies, including the police, where necessary.
The Governing Body receives regular assurance that filtering and monitoring systems remain effective and compliant with statutory requirements.
Online safety is not achieved through filtering and monitoring alone. Pupils are taught how to manage risks, think critically about online content and seek support where necessary. Staff provide age-appropriate supervision and direct pupils towards suitable digital resources.

Online Safety Risks:

The School recognises the four categories of online risk identified within KCSIE:

Content
Exposure to illegal, inappropriate or harmful content, including:

- Pornography
- Violent or extremist material
- Racism, misogyny, antisemitism, Islamophobia, conspiracy theories, hate speech and other forms of discrimination
- Self-harm, suicide and eating disorder content
- Misinformation, disinformation and conspiracy theories
- AI-generated or manipulated content, including deepfakes

Contact
Harmful interactions with others online, including:

- Grooming and exploitation
- Peer-on-peer abuse
- Radicalisation

- Online coercion or intimidation
- Harmful interactions with AI chatbots, AI companions and other AI-enabled platforms

Conduct
Behaviour that increases the risk of harm, including:
- Cyberbullying
- Online harassment
- Sharing of nude or semi-nude images
- Abuse through social media or gaming platforms
- Creating, sharing or possessing harmful content, including AI-generated imagery

Commerce
Risks associated with online financial activity, including:
- Fraud and scams
- Phishing
- Gambling
- Financial exploitation
- AI-enabled scams and cybercrime

Pupils receive age-appropriate education about these risks through Computing, RSHE, PSHE and wider safeguarding education.

Artificial Intelligence (AI):

The School recognises that artificial intelligence (AI) presents both opportunities and safeguarding risks. Only approved and age-appropriate AI applications may be used within school. Where AI tools are used, the School will consider:
- Safeguarding risks.
- Data protection and privacy requirements.
- Educational value.
- Age suitability.
- Filtering and monitoring arrangements.

Pupils will be taught how to use AI safely, responsibly and critically, including understanding that AI-generated content may be inaccurate, misleading or manipulated.

Staff should be aware of safeguarding risks associated with AI, including:
- Deepfake and AI-generated imagery.
- AI-generated nude or semi-nude images.
- AI-facilitated bullying or harassment.
- Grooming and exploitation.
- Harmful interactions with AI chatbots or companions.
- Fraud, phishing and cybercrime.
- Misinformation and disinformation.

Any concerns relating to the misuse of AI must be reported to the DSL and managed in accordance with safeguarding procedures.
The School will have due regard to current DfE guidance on the use of generative AI in education and will regularly review emerging risks and developments.

Sharing of Nudes and Semi-Nudes:

The sharing of nude or semi-nude images, videos or live streams by anyone under the age of 18 is a safeguarding concern.

Incidents may involve:

- Consensual or non-consensual image sharing.
- Coercion, blackmail or exploitation.
- Images obtained from the internet and falsely attributed to a pupil.
- Digitally altered, manipulated or AI-generated images, including "deepfakes" or "deep nudes".
- Grooming by adults or individuals posing as children online.

The motivations behind image sharing are often complex and should not automatically be viewed as criminal behaviour.
Any incident involving nude or semi-nude imagery will be managed in accordance with:
Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS)
The DSL will assess risk, determine appropriate action, record the incident and involve parents/carers and external agencies where appropriate.

Mobile Phones and Personal Devices:

To minimise safeguarding risks:

- Pupils are not permitted to bring mobile phones, smart watches or similar personal smart technology onto the school site.
- Staff mobile phones must not be used in EYFS areas or wherever EYFS children are present.
- Personal devices may only be used by staff in designated areas inaccessible to pupils.
- School-owned devices will be provided where required for educational visits, communication or emergency purposes.
- Staff may use personal mobile devices to complete registers on SOCs for sports fixtures.

The School maintains clear expectations regarding the possession and use of mobile phones and personal smart devices by pupils, staff and visitors. Arrangements are reviewed regularly as part of the School's wider online safety and safeguarding framework.
Further information is contained within the Internet Safety Policy and the Taking, Storing and Using Images Policy.

Online Safety Education:

The School promotes a culture of safe and responsible technology use through:

- A progressive online safety curriculum.
- Age-appropriate RSHE, PSHE and Computing education.
- Regular safeguarding awareness sessions.
- Staff training.
- Information and guidance for parents and carers.
- Online safety education includes cyberbullying, healthy online relationships, digital reputation, privacy, consent, misinformation, AI, online exploitation and reporting concerns.
- Regular training ensures that staff remain aware of emerging technologies, evolving online risks and current safeguarding expectations.

11. Safeguarding in the Early Years Foundation Stage (EYFS):

Beachborough School recognises that safeguarding and promoting the welfare of children in the Early Years Foundation Stage (EYFS) is of paramount importance. The school will ensure that the statutory safeguarding and welfare requirements of the EYFS framework are met at all times. Safeguarding practice within the EYFS is underpinned by a child-centred approach, ensuring that the best interests of the child remain central to all decision-making.

Mobile Phones, Cameras and Electronic Devices:

The use of personal mobile phones, smart watches, cameras and other electronic devices with imaging or recording capabilities is not permitted in EYFS areas or in any location where EYFS children are present. Staff are required to store personal devices securely in designated areas. Only authorised school devices may be used to take photographs or record observations of children for educational purposes and in accordance with the school's policies relating to online safety, image use and data protection.

Paediatric First Aid:

The school will ensure that an appropriate number of staff working within EYFS hold a current Paediatric First Aid qualification and that first aid requirements are met in accordance with statutory guidance. First aid boxes and emergency procedures will be readily accessible and staff will be aware of their responsibilities in responding to accidents, injuries and medical emergencies.

Intimate Care:

Intimate care arrangements will always be sensitive to the child's needs and carried out in a manner that respects dignity, privacy and promotes independence wherever possible. Staff involved in intimate care will follow school procedures, maintain appropriate professional boundaries and record any concerns that arise. Any safeguarding concerns identified during intimate care procedures will be reported immediately to the DSL.

Safer Sleep:

The School will follow current safer sleep guidance and ensure that all staff working with young children understand safe sleeping practices and associated risk factors. Safer sleep guidance will be shared with parents where appropriate.

Screen Use:

The School will have regard to the EYFS requirements relating to children's use of screens and digital technology. Any use of technology in EYFS will be age-appropriate, purposeful and support learning and development whilst promoting children's wellbeing.

Whistleblowing:

All EYFS staff have a responsibility to raise concerns about poor practice, unsafe behaviour, safeguarding failures or concerns regarding the conduct of colleagues. Staff should follow the school's whistleblowing procedures and understand that safeguarding concerns must always be reported promptly. Concerns may be raised internally or, where appropriate, directly with external agencies. The School will notify Ofsted of any allegation of serious harm or abuse by any person living, working or looking after children on the premises, and of any other significant safeguarding event where required by the EYFS framework.

Safer Recruitment:

The school will ensure that all adults working within EYFS, including staff, volunteers, contractors and students, are subject to appropriate recruitment and safeguarding checks in line with statutory requirements. Individuals who are not appropriately checked will not be left unsupervised with children.

Supervision Arrangements:

Beachborough School recognises the importance of effective supervision in promoting the welfare of children and supporting staff. EYFS staff will receive regular supervision, support and opportunities to discuss children's wellbeing, safeguarding concerns, training needs and professional practice. Appropriate staffing ratios will be maintained at all times.

Safeguarding Training:

All EYFS staff will receive safeguarding and child protection training appropriate to their role. This includes induction training, regular safeguarding updates, online safety awareness, Prevent awareness and ongoing professional development. Staff will be familiar with the signs and symptoms of abuse, neglect and exploitation and understand procedures for reporting concerns.

Information Sharing:

Effective information sharing is essential for safeguarding children in the EYFS. Staff will work closely with parents, carers and external professionals where appropriate to promote the welfare of children. Information will be shared lawfully, proportionately and in accordance with data protection legislation, always placing the safety and wellbeing of the child at the centre of decision-making.
The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) will ensure that safeguarding arrangements within the EYFS are monitored regularly and remain compliant with the requirements of the Early Years Foundation Stage framework, Keeping Children Safe in Education and local safeguarding procedures.

12.School Procedures:

Responding to Concerns About a Child:

All staff have a responsibility to act on any concern about a child's welfare. Concerns may arise from a disclosure, observation, changes in behaviour, attendance, presentation, wellbeing, or information received from another source.
Staff should maintain **professional curiosity** and recognise that children may not feel ready, able or safe to disclose abuse, neglect or exploitation. A lack of disclosure should never prevent staff from sharing concerns.
Any concern, however small, must be recorded promptly on **MyConcern** and reported to the DSL or a Deputy DSL. Concerns that do not meet the threshold for statutory intervention may be supported through Family Help or other early intervention processes.
Where a child appears to be at immediate risk of harm, staff must take urgent action and inform the DSL immediately.

If a Child Makes a Disclosure:

All staff should create opportunities for children to be heard and should respond calmly, sensitively and supportively to any disclosure.
When a child discloses abuse or neglect, staff must:

- Listen carefully and allow the child to speak in their own words.
- Take the child seriously.
- Reassure the child that they have done the right thing by telling someone.
- Explain that the information cannot be kept secret and will need to be shared with those who can help keep them safe.
- Avoid expressing shock, disbelief or judgement.

- Use only open, non-leading questions where clarification is necessary (for example: "Tell me", "Explain", "Describe").
- Never investigate, interrogate or ask leading questions.
- Not make promises of confidentiality.
- Record the disclosure accurately, using the child's own words wherever possible.
- Record the date, time, context and any observations.
- Report the matter immediately to the DSL or Deputy DSL.
- Seek support if they are affected by the disclosure.
- Children should never be made to feel they are causing a problem, nor should they feel blamed or ashamed for reporting abuse.

RECORD:

Staff may find the following helpful:
R – Respond calmly and listen
E – Encourage the child to talk using open questions
C – Do not promise confidentiality
O – Observe and note facts carefully
R – Record accurately using the child's own words
D – Do not investigate; pass concerns to the DSL immediately

Action by the DSL:

The DSL (or Deputy DSL) will:

- Assess all safeguarding concerns and determine the appropriate response.
- Consider the child's wishes and feelings and act in the child's best interests.
- Decide whether support can be provided through Early Help/Family Help or whether statutory intervention is required.
- Make referrals to Children's Social Care, the Police, LADO, Channel/Prevent or other agencies as appropriate.
- Keep clear, confidential and contemporaneous safeguarding records.
- Liaise with external agencies and contribute to multi-agency plans and meetings.
- Monitor the child's welfare and ensure appropriate support is in place.

Parents will normally be informed of concerns and referrals unless doing so would place the child at risk, compromise an investigation, or be contrary to advice from Children's Social Care or the Police.
If a child is in **immediate danger**, staff should contact the Police (999) and inform the DSL as soon as possible.
If urgent medical attention is required, emergency services should be contacted immediately.
Any member of staff may make a referral to Children's Social Care if they believe a child is at risk of significant harm. Staff should inform the DSL wherever possible, but this should not delay action.

Concerns About the DSL or Head:

If concerns relate to the DSL, they must be reported directly to the Head.
If concerns relate to the Head, they must be reported immediately to the Chair of Governors.
Allegations against staff, volunteers, supply staff or contractors will be managed in accordance with Part Four of KCSIE and the school's allegations procedures.

Supporting Staff:

The School recognises that dealing with safeguarding concerns can be distressing.
Staff involved in child protection matters will receive appropriate support, supervision and guidance from the DSL, Head, senior leaders or other appropriate sources of professional support.

Escalation and Professional Challenge:

The School is committed to effective multi-agency working. If a member of staff believes that a child's situation is not improving, or that appropriate action has not been taken, they must raise their concerns with the DSL and, where necessary, follow local escalation procedures. Staff should always act in the child's best interests and be prepared to challenge decisions where they believe a child remains at risk.

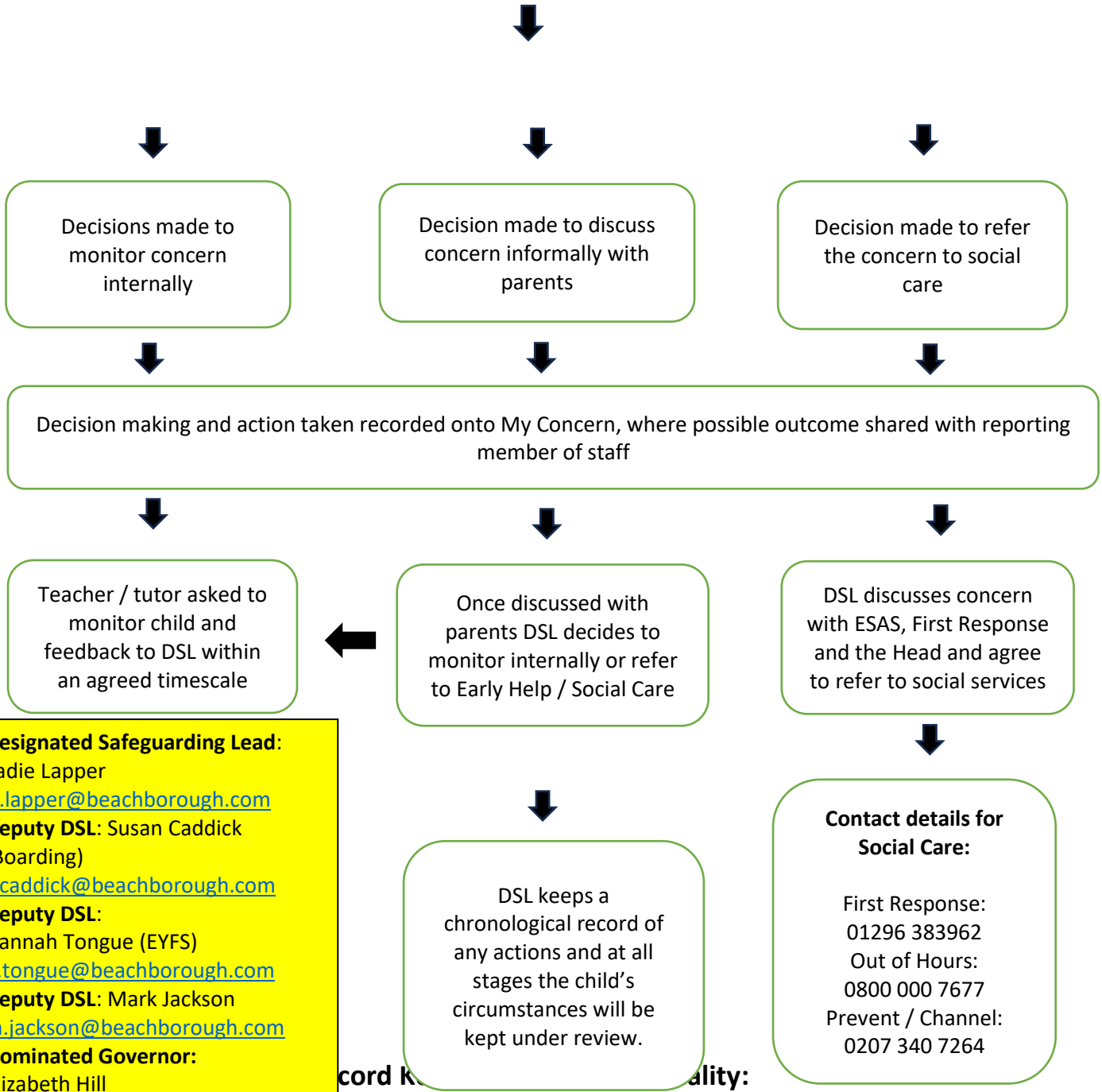
What to do if you have a concern about a child in Buckinghamshire

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: 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

cord k ality:

Effective safeguarding depends upon timely, accurate and lawful information sharing. Beachborough School recognises that sharing information between professionals and agencies is essential for identifying, assessing and responding to concerns about children, and for promoting their welfare and educational outcomes.

All staff should be aware that **data protection legislation, including the UK GDPR and Data Protection Act 2018, does not prevent the sharing of information where this is necessary to safeguard and promote the welfare of children**. Fears about sharing information must never stand in the way of protecting a child from harm.

The School will work in partnership with parents and carers wherever possible. However, consent is not required to share information where there is a lawful safeguarding basis for doing so, and information may be shared without consent where seeking consent could place a child at greater risk of harm, prejudice a criminal investigation, or delay appropriate safeguarding action.

Staff should:

- Share safeguarding concerns promptly with the DSL or Deputy DSL via My Concern.
- Seek advice from the DSL if unsure about information sharing.
- Ensure information shared is necessary, proportionate, relevant, accurate and secure.
- Share information only with those who need it to safeguard or support the child.
- Record the reasons for decisions to share, or not share, information.
- Consider the child's wishes and feelings where appropriate, whilst always acting in their best interests.
- All safeguarding information is confidential and will only be shared on a **need-to-know** basis. Staff must not discuss safeguarding matters outside their professional responsibilities and must never promise a child, parent or colleague complete confidentiality where a safeguarding concern exists.

The DSL will ensure that detailed, accurate, contemporaneous and secure safeguarding records are maintained using **My Concern**. Records will include:

- A clear and comprehensive summary of the concern, disclosure, allegation or incident.
- A detailed chronology of events, actions and decisions.
- Any discussions with the child, parents/carers, staff or external agencies.
- Actions taken, outcomes achieved and any ongoing support arrangements.
- The rationale for decisions made, including where referrals are or are not made.

Safeguarding records will be stored securely, kept separate from the main pupil file where appropriate, and accessed only by authorised staff.

When a pupil transfers to another school or educational setting, the DSL will ensure that any child protection file is transferred securely, separately from the main pupil record, and within statutory timescales (within five school days for an in-year transfer or within the first five school days of a new term). Receipt of the file will be obtained and recorded.
The School will retain an auditable record of the transfer, including confirmation of receipt. Where the receiving school is unknown, or a pupil moves to elective home education, the child protection file will be retained securely by the School until the child's **25th birthday**, in accordance with safeguarding record retention requirements.

The School has regard to:

- *Keeping Children Safe in Education (KCSIE) 2026*
- *Working Together to Safeguard Children*
- *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers*
- Information Commissioner's Office (ICO) guidance on safeguarding information sharing
- The *Data Protection Act 2018* and *UK GDPR*

Protecting children from harm takes precedence over protecting privacy where there is a safeguarding concern. All information-sharing decisions will be child-centred, proportionate, and made in the best interests of the child.

14.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 checks where required by the nature of the role and the individual's regulated activity.
- 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.
The school will complete prohibition checks and teacher status checks using the Department for Education's Check a Teacher's Record Service where applicable

Regulated Activity and Volunteers:

Beachborough School will ensure that safer recruitment practices reflect current legislation and statutory guidance relating to regulated activity and safeguarding checks. The school will take account of revised regulated activity requirements introduced by the Crime and Policing Act 2026 when determining the level of safeguarding checks required for staff, volunteers, contractors, governors and others working with children.
The school recognises that some volunteer roles involving teaching, training, instructing, caring for or supervising children on a regular basis may constitute regulated activity and therefore require enhanced safeguarding checks, including children's barred list checks where appropriate. Decisions regarding the level of supervision and safeguarding checks required will be made in accordance with current statutory guidance and risk assessment processes

Managing allegations made against teachers, including supply teachers, trainee teachers, other staff, volunteers and contractors:

The school will follow the BSCP LADO - Buckinghamshire Safeguarding Children Partnership if a safeguarding concern or allegation is raised against an adult in a position of trust.
An allegation that may meet the harm threshold is any information which indicates that a member of staff /volunteer may have:

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

This applies to any child the member of staff, supply teacher, trainee teachers, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

Concerns that do not meet the harm threshold will be dealt with in accordance with the school's policy for managing low-level concerns.

If any member of staff has concerns that a colleague, supply teacher, trainee teacher, volunteer or contractor might pose a risk to children, it is their duty to report these to the headteacher. Where there is

a concern/allegation about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school. In the event of a concern/allegation about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) LADO(s).

Low-Level Concerns About Adults Working with Children:

The school is committed to fostering a strong culture of safeguarding in which all concerns about the conduct, behaviour or actions of adults working with children are recognised, reported and addressed appropriately. A low-level concern is any concern, no matter how small, that an adult may have acted in a way that is inconsistent with the staff code of conduct, professional standards, or expected safeguarding practices, even if it does not meet the harm threshold. All staff are encouraged, and expected, to share low-level concerns promptly with the Headteacher or appropriate safeguarding lead to ensure that situations are assessed, recorded and managed consistently. The school recognises that effective management of low-level concerns helps to identify patterns of behaviour, promotes professional accountability, reinforces appropriate boundaries, protects children from potential harm, and safeguards staff from misunderstandings or unfounded allegations. Concerns will be handled fairly, proportionately and sensitively, with clear regard for confidentiality and natural justice. By maintaining an open and transparent reporting culture, the school aims to minimise the risk of abuse, strengthen safeguarding practice, and ensure that the welfare of children remains paramount at all times.

15.Whistleblowing:

The governing body/proprietor recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.
The governing body/proprietor would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the whistleblowing procedure adopted by governors/proprietor where necessary (5.4 Whistleblowing – Buckinghamshire SCP MAPP Resource). However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk

16. Use of school premises for non-school activities:

The governing body/proprietor will ensure that where school facilities/premises are hired or rented out to organisations or individuals, sports associations or service providers to run community or extra-curricular activities appropriate arrangements are in place to keep children safe.

The governing body/proprietor will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as needed.
Arrangements will also be put in place for the body hiring or renting the school facilities or premises to liaise with the school on these matters where appropriate.
These arrangements will apply regardless of whether or not the children who attend any of these services or activities are children on the school roll.
Where a lease or hire agreement is entered into the governing body/proprietor will ensure safeguarding requirements are included as a condition of use and occupation of the premises; this will make clear that

any failure to comply 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.
The School will ensure that safeguarding responsibilities, reporting procedures and information-sharing expectations are clearly documented within hire agreements and will take appropriate action if safeguarding concerns arise in relation to organisations using the premises.

APPENDIX 1:

Restrictive Interventions, Including the Use of Reasonable Force

1. Purpose
The School is committed to safeguarding and promoting the welfare of all pupils. Staff should seek to prevent situations from escalating wherever possible through positive relationships, early intervention, de-escalation strategies, and trauma-informed approaches.
There may, however, be exceptional occasions when it is necessary to use a restrictive intervention, including reasonable force, to safeguard a pupil or others from harm. The use of force must always be lawful, necessary, proportionate, and in the best interests of those involved. It must never be used as a form of punishment.
This appendix should be read alongside the School's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Staff Code of Conduct

- Health and Safety Policy

2. Definitions

Reasonable Force

All members of school staff have a legal power to use reasonable force where necessary. Reasonable force refers to the minimum force necessary to prevent harm, serious disorder, criminal behaviour or damage to property. What is "reasonable" depends on the circumstances of each case, including the age, understanding, needs and vulnerabilities of the pupil.

Restrictive Intervention

A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently. This includes the use of reasonable force and other measures intended to prevent a pupil from causing harm to themselves, others or property. Schools should aim to minimise the use of restrictive interventions wherever possible.

3. Principles

Any use of reasonable force or other restrictive intervention must be guided by the following principles:

- Safeguarding first.
- Prevention before intervention.
- De-escalation wherever possible.
- Necessity and proportionality.
- Least restrictive option available.
- Application for the shortest time necessary.
- Respect for the dignity and welfare of the pupil.
- Particular consideration for pupils with SEND, medical needs, mental health needs or known vulnerabilities.
- Staff should consider whether a pupil's behaviour may be a communication of unmet need, distress, trauma, disability, sensory overload, anxiety or other safeguarding concern before deciding whether intervention is necessary.

4. When Reasonable Force May Be Used

Reasonable force may be used to prevent a pupil from:

- Injuring themselves.
- Injuring another pupil, member of staff or any other person.
- Committing a criminal offence.
- Causing serious damage to property.
- Creating a risk of serious disorder that cannot be managed safely through other means.
- The legal power applies:
- On school premises.
- During off-site visits.
- During educational activities.
- Whenever a member of staff has lawful charge of a pupil.

5. Before Using Force

Wherever practicable, staff should:

- Assess the level of risk.
- Use verbal de-escalation.
- Offer alternative choices.
- Allow time and space for regulation where safe to do so.
- Seek assistance from colleagues.
- Consider the pupil's individual risk assessment, behaviour support plan or SEND information.
- Warn the pupil of the consequences of their behaviour and explain what action may be taken if it

continues.

Physical intervention should only be used when these approaches have been unsuccessful, are not appropriate in the circumstances, or where immediate action is needed to prevent harm.

6. Appropriate and Inappropriate Interventions

Examples of Appropriate Physical Interventions

Depending on the circumstances, these may include:

- Standing between pupils.
- Blocking a pupil's path.
- Guiding or escorting a pupil away from danger.
- Holding or restraining a pupil to prevent injury or serious harm.
- Separating pupils involved in a fight.
- Preventing a pupil from leaving a safe area where doing so would place them or others at risk.

Prohibited Practices

Staff must not:

- Use force as a punishment.
- Deliberately inflict pain.
- Restrict breathing or obstruct airways.
- Hold a pupil around the neck.
- Strike, punch, slap or kick a pupil.
- Twist limbs or force joints.
- Pull a pupil by the hair or ears.
- Use prone (face-down) restraint except in the most exceptional circumstances where immediate serious harm would otherwise occur and no safer alternative is available.
- Use any intervention that is degrading, humiliating or likely to cause injury.
- Staff must always avoid physical contact that could be misinterpreted as indecent or inappropriate.

7. Pupils with SEND and Additional Vulnerabilities

The School recognises that pupils with SEND, neurodivergence, communication needs, medical conditions, adverse childhood experiences or mental health difficulties may be disproportionately affected by restrictive interventions.

Staff must:

- Consider reasonable adjustments.
- Follow relevant risk assessments and support plans.
- Understand known triggers and protective factors.
- Use personalised de-escalation strategies.
- Record and review incidents carefully to identify patterns and reduce future use of restrictive practices.
- Restrictive interventions must never be used solely because a pupil has SEND or because of behaviour arising from a disability.

8. Physical Contact That Is Not Restrictive

Not all physical contact is a restrictive intervention.

Appropriate everyday physical contact may include:

- Administering first aid.
- Supporting pupils with personal care or medical needs.
- Comforting a distressed pupil.
- Guiding a pupil.
- Supporting practical activities, PE, drama or music.
- Assisting pupils with SEND or disabilities to access learning safely.

Such contact should always be appropriate, professional, transparent and in the pupil's best interests.

9. Recording and Reporting

In line with statutory requirements, the School must record every **significant incident involving the use of force**.

The member of staff involved must complete a written record as soon as possible after the incident, including:

- Date, time and location.
- Names of those involved.
- Names of witnesses.
- The circumstances leading to the incident.
- Risks identified.
- De-escalation strategies attempted.
- The reason intervention was necessary.
- Description of the intervention used.
- Duration of the intervention.
- Outcome of the incident.
- Details of any injuries, distress or damage.
- Any follow-up support required.
- Records will be reviewed by the Deputy Head (Pastoral)/DSL or another senior leader to identify safeguarding concerns, training needs and patterns of practice.

10. Informing Parents

The School will inform parents/carers of any significant incident involving the use of force in accordance with statutory requirements and School procedures. Communication should be timely, factual and sensitive to the circumstances of the incident.

Where appropriate, parents/carers will be involved in reviewing support strategies to reduce the likelihood of future incidents.

11. Post-Incident Support

Following any significant restrictive intervention, the School will consider the welfare needs of:

- The pupil involved.
- Other pupils affected.
- Staff members involved.
- Witnesses to the incident.

Debriefing, reflection and support may be offered. The School will also review whether changes to behaviour support plans, risk assessments, safeguarding arrangements or SEND provision are required.

12. Complaints, Allegations and Safeguarding

Any complaint or allegation relating to the use of force will be considered in accordance with the School's safeguarding, complaints and staff disciplinary procedures.

Where concerns indicate possible misconduct or safeguarding issues, appropriate action will be taken in line with KCSIE 2026 and local safeguarding procedures. Accurate recording is essential in ensuring transparency, accountability and protection for both pupils and staff.

Key Principle:

Reasonable force and other restrictive interventions are measures of last resort. Staff should always seek to prevent escalation through positive relationships, effective behaviour support, early intervention and de-escalation strategies. Any intervention must be lawful, necessary, proportionate, recorded and subject to review.

Appendix 2: Further Safeguarding Information

Further Safeguarding Information (As found in KCSIE Annex B)

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 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.

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

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.
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.

Child-on-Parent or Carer Abuse:

Child-on-parent or carer abuse can include physical violence, emotional abuse, coercive control, threats, intimidation, damage to property and financial abuse directed towards a parent or carer by a child.
The school recognises that such behaviour may indicate unmet needs, trauma, mental health difficulties, neurodiversity, exploitation or other safeguarding concerns. Where concerns are identified, these will be shared with the DSL who will consider appropriate support, intervention and multi-agency involvement where necessary.

Financial Exploitation:

Financial exploitation is a form of abuse where a child is manipulated, coerced or deceived into providing money, financial services, banking details, online account access or participating in financial crime.
Financial exploitation may occur online or offline and can be linked to child criminal exploitation, county lines activity, organised crime groups, fraud, scams, online grooming or coercion.
Possible indicators may include unexplained money or gifts, multiple online payment accounts, unexplained financial transactions, pressure from peers or adults to transfer money, secrecy regarding online activities or possession of expensive items without explanation.
Any concerns regarding financial exploitation should be reported immediately to the DSL.

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:

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 adopt a child-centred approach and carefully consider the individual child's needs, circumstances, wishes and feelings alongside its safeguarding responsibilities. The DSL, pastoral staff and relevant members of staff will work together to consider any support required and any wider vulnerabilities, including bullying, online abuse, prejudice-based behaviours, mental health concerns or safeguarding risks.
The school will normally work in partnership with parents and carers when making decisions about support for a child, unless there is reason to believe that doing so would place the child at risk of harm. Any decisions made will be based on the best interests of the child, taking account of safeguarding considerations, relevant legislation, statutory guidance and any professional advice that may be available.
The school recognises that each case will be unique and there is unlikely to be a one-size-fits-all approach
The school recognises that children who are lesbian, gay, bisexual or who are questioning their gender identity may, in some circumstances, experience bullying, discrimination, isolation, prejudice or online abuse. Staff should be alert to these risks and respond promptly to any concerns. A child being lesbian, gay, bisexual or gender questioning is not, in itself, a safeguarding concern; however, concerns may arise from the way in which others respond to or treat that child. The school promotes a culture of inclusion, dignity and respect for all members of the school community

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.

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.

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 Cond*uct, *Whistleblowing*.