



# BEECHWOOD

## Sacred Heart School

# SAFEGUARDING CHILDREN POLICY

<i>Reviewed by:</i> Paul Kershaw DHM	<i>Review Date:</i> September 2020	<i>To be ratified by:</i> GB Education & Pastoral Committee	<i>Next Review:</i> September 2021
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**All changes 2020 from KCSIE 2019 highlighted in light blue**

### **COVID-19**

The DfE issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance has now been withdrawn as the government expects all settings across the nation to reopen for the new academic year in September, with full availability to all learners. Requirements for local interventions in educational settings will continue to be reviewed.

*This policy is made available to parents of all new pupils, day and boarding, on the School website and on request from the School Office. It is available to Staff of the School from the School website, in the Staff Handbook (electronic) and on request from the School Office. Content of this policy is directly discussed with new staff upon induction into the School.*

## Statement of Intent

The safety and welfare of all our pupils at Beechwood Sacred Heart School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the School will follow the procedures laid down by our own safeguarding partners:

- Local authority (LA)
- Clinical commissioning group within the LA
- Chief office of police within the LA

This policy is applicable to the whole School community, including those pupils in the Early Years Foundation Stage (EYFS). This policy has been authorised by the Governors, is addressed to all members of staff and volunteers and is available to parents on request. It applies wherever staff, temporary staff or volunteers are working with pupils even when they are away from the School, for example at an activity centre or on an educational visit. This policy plays a crucial role in sustaining effective safeguarding and child protection practices in the day-to-day running of the School.

The guidance should be read alongside:

- statutory guidance Working Together to Safeguard Children.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- DfE advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners; and

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- DfE advice Sexual Violence and Sexual Harassment Between Children in Schools and Colleges

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

The School has a number of other policies and procedures, which should be read in conjunction with this policy, including, in particular, the Anti-Bullying Policy, Staff Code of Conduct, IT AUP Policy, Behaviour, Rewards and Sanctions Policy and the Whistleblowing Policy.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment.
- preventing impairment of **children's mental and physical health or development** (*additional wording highlighted*).
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

As part of the ethos of the School, the staff and Governors are committed to:

- i. listening to, relating effectively with and valuing each individual pupil in our care;
- ii. encouraging and supporting parents, carers and guardians and working together in partnership with them;
- iii. ensuring that all members of staff, both teaching and support, full-time and part-time, and other adults working in school are properly trained and supported; and
- iv. ensuring that any concerns about a child's welfare are acted upon immediately.

The School will:

- a. Ensure that all staff and adults will be issued with Part 1 of the most recent version of KCSIE and school leaders and those who work directly with children also read Annex A of KCSIE.
- b. Ensure that all staff receive safeguarding training at least annually from the Area Safeguarding Adviser, Gemma Willson.
- c. Ensure that all Governors will be given appropriate safeguarding training and ensure that we practice safer recruitment (see Safer Recruitment Policy) in checking the suitability of staff and volunteers.
- d. Ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body (see policy on the Recruitment of Proprietors, Governors, Members and Volunteers).
- e. Ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because the person was considered unsuitable to work with children, a prompt and detailed report is made to the Disclosure and Barring Services.
- f. Follow the local safeguarding partners procedures and advice as set out by the *Children, Families and Education Department at Kent County Council*.
- g. Protect each pupil from any form of abuse, whether from an adult or another pupil.
- h. Be alert to signs of abuse both in the School and from outside.
- i. Deal appropriately with every suspicion or complaint of abuse.
- j. Design and operate procedures which promote this policy.
- k. Design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- l. Support children who have been abused in accordance with his/her agreed child protection plan.
- m. Be alert to the medical needs of children with medical conditions and children who have mental and emotional issues.
- n. Operate robust and sensible health & safety procedures.
- o. Take all practicable steps to ensure that School premises are as secure as circumstances permit.
- p. Operate clear and supportive policies on drugs, alcohol and substance misuse.
- q. Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our school and/or in our local area.
- r. Have regard to guidance issued by the Secretary of State for Education as amended from time to time.
- s. Ensure that normal referral processes are available when there are concerns about a child being drawn in to radicalisation / terrorism (see also AUP Policy)
- t. Ensure pupils receive assemblies, talks, lessons and workshops about safeguarding and E-Safety (including online safety) through the PSHE and IT curriculum (including focusing on how to build resilience to risks of radicalisation).
- u. Engage a specialist in E Safety to deliver workshops to the pupils, staff and parents every other year with ongoing training one safety from IT teachers within school and through the assembly programme.
- v. Ensure that the School provides extensive support to children with mental and emotional health issues. (Pastoral support from within school includes the school nurse, independent counsellor referral as well as referral to GPs and possibly CAMHS where appropriate).
- w. Ensure that staff are aware that anyone can make a referral and that staff must take immediate action in accordance with this policy.

## Guidance

This statutory guidance (KCSIE 2020) should be read and followed by:

- governing bodies of maintained schools (including maintained nursery schools) and colleges.
- proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- management committees of pupil referral units (PRUs). The above persons should ensure that all staff in their school or college read at least Part one of this guidance.

The above persons should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (**September 2020**) ('KCSIE')
- Disqualification under the Childcare Act 2006 (July 2018).
- What to do if you are worried a child is being abused: advice for practitioners (March 2015).
- Sexual violence and sexual harassment between children in schools and colleges (May 2018).
- Working Together to Safeguard Children (July 2018)
- Information sharing: advice for practitioners providing safeguarding services (July 2018).
- Revised Prevent Duty Guidance for England and Wales (July 2015)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015).
- The use of social media for on-line radicalisation (July 2015).
- DfE guidance June 2019 'Teaching online safety in school: Guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects'

The School also follows guidance and procedures outlined by Kent Local Safeguarding Children's Partnership <http://www.kscb.org.uk>, of the new system outlined in KCSIE 2019 and detailed below:

\*The Department for Education published Transitional Statutory Guidance to support the transition from Local Safeguarding Children Boards (LSCBs) and serious case reviews (SCRs) to a new system of multi-agency arrangements and local and national child safeguarding practice reviews.

### Concerns about a child

All members of staff have a duty to safeguard and promote our pupils' welfare and must always therefore familiarise themselves and comply with this policy; safeguarding and promoting the welfare of children is everyone's responsibility. This includes a duty both to children in need and to children at risk of harm. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in accordance with this policy.

It is the responsibility of **all** school staff to safeguard and promote the welfare of our pupils; specifically, it is to identify pupils who may be in need of extra help or who are suffering, or are likely to suffer, significant harm, and to play their part in creating an environment where pupils feel safe and can thrive and flourish thus building resilience and lowering the likelihood of harm.

The School has arrangements for listening to children and providing early help and processes for children to raise concerns about themselves or their peers. The school's class teachers and form tutors are always available to support pupils. Years 7 and 8 have 6<sup>th</sup> Form mentors. The school has independent listeners and a school counsellor. Certain pupils are trained as anti-bullying ambassadors and there are Safe at Beechwood boxes outside the Deputy Head's office and in boarding. **Donna Hope** in Learning Development and the **trained safeguarding officers** are also always available to talk to pupils as is the **school nurse** and **chaplain**. Children are encouraged to talk to any adult who they feel comfortable with.

Any member of staff who receives a disclosure of abuse or suspects that abuse may have occurred should follow the procedure as laid out in this policy document – see ‘Procedures’.

### **Definitions of Safeguarding and Types and Signs of Abuse**

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and acting to enable all children to have the best outcomes.

Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to *Appendix 1* of this policy for further detail of the types of abuse and possible signs of abuse. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### **Staff Training**

Induction and training (including online safety) are in line with advice from Kent LCSB and takes place at the start of each academic year and is led by the Designated Safeguarding Lead. (In September 2020, due to COVID-19 precautions, it was decided not to enlist the Area Safeguarding Board in live training. The DSL used the update information produced by Educare (KCSIE 2020), in addition to reference to online safeguarding training modules offered through the school’s subscription with Educare).

All new staff will be provided with induction training that includes:

- the Child Protection policy, including information about the identity and role of the **DSL(s)**.
- the Behaviour, Rewards and Sanctions Policy.
- the safeguarding response to children who go missing from education.
- the Staff Code of Conduct including the School’s Whistleblowing procedure and the Acceptable Use of Technologies policy, staff/student relationships and communications including the use of social media.
- a copy of Part 1 of *KCSIE*.
- School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE*.

Copies of the above documents are provided to **all staff** during induction. The Staff Code of Conduct can be found in the Staff Electronic Handbook.

Temporary staff and volunteers are spoken to by the **DSL** and are provided with the relevant documentation which they sign for.

All staff are also required to:

- Read Part One of *KCSIE* and confirm that they have done so. The DSL maintains a list throughout the year which staff are asked to sign on receipt of the documents. Each time Part One of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via staff meetings and updated policies.
- Understand key information contained in Part One of *KCSIE*. The School will ensure staff understanding by regular questioning and discussion at staff meetings.
- Receive training in safeguarding and child protection regularly, in line with advice from Kent LCSB. Training will include online safety and harmful sexual behaviours including sexual violence and sexual harassment between children. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example emails, e-bulletins and staff meetings.

### **Children in Need**

Section 17 of the Children Act 1989 defines a child as being in need in law if:

- He or she is unlikely to achieve or maintain or to have the opportunity to achieve or maintain a reasonable standard of health or development without provision of services from the LA.
- His or her health or development is likely to be significantly impaired, or further impaired, without the provision of services from the LA.
- He or she has a disability.

Development can mean physical, intellectual, emotional, social or behavioural development. Health can be physical or mental health.

The School recognises that pupils who are children in need, suffer abuse or neglect or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation or some sense of blame. The School may be the only stable, safe and predictable element in their life. When at school their behaviour may be challenging and defiant or they may appear withdrawn. In these instances, the School will endeavour to support the pupil through:

- (a) The content of the curriculum.
- (b) The School aims and ethos which promotes a positive, secure environment and gives the pupils a sense of being valued.
- (c) ensuring that the pupil knows that some behaviour is unacceptable, but they are still valued.
- (d) Inter-agency liaison.
- (e) Information sharing, insofar as if a student suffering abuse leaves, their information is transferred to the new school immediately and keyworkers are informed where appropriate.

Some children are at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all our children receive equal protection, we will give special consideration and attention to children who are:

- disabled or have special educational needs (SEND) whether or not they have a statutory education, health and care plan.
- living in a known domestic abuse situation.
- affected by known parental substance misuse.
- asylum seekers.
- living away from home.
- vulnerable to being bullied, or engaging in bullying.
- living in temporary accommodation.
- living transient lifestyles.
- living in chaotic, neglectful and unsupportive home situations.
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality.
- involved directly or indirectly in prostitution or child trafficking.
- do not have English as a first language.
- 'Looked After' Children (LACs) or children in care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite 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. 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.
- vulnerable due to mental and emotional health issues e.g. potential self-harming, severe panic attacks, eating disorders, children who may have experienced family break-up or bereavement.
- is a young carer.
- is frequently missing/goes missing from care or home.
- is misusing drugs or alcohol.
- is in a family circumstance presenting challenges for the child i.e. Toxic Trio
- has returned home to their family from care.

Special consideration and attention include monitoring through the pastoral and tutorial systems of the School: the House and tutor system underpin this care; the Heads of Division and Deputy Head, the Bullying log, Pupil Watch and Child Protection file will all be used and liaison with external agencies. All pupils are aware that they can talk to any member of staff in school but are encouraged to talk particularly to their tutor, Head of Division, School Chaplain, School Nurse, Deputy Head or school counsellors in order to facilitate early intervention.

### **Use of Reasonable Force**

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The School recognises the additional vulnerability when using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions. The School will consider its duties under the Equality Act 2010. Positive and proactive behaviour support, for instance through drawing

up individual behaviour plans for more vulnerable children and agreeing them with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force.

The School has a use of reasonable force policy which can be found on the school's system GAMMA or on request be given by the Deputy Head or Head.

### **Children with Special Educational Needs and disabilities (SEND)**

Children with SEN and disabilities can face additional challenges and additional barriers can exist when recognising abuse and neglect in this group of children. Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Pupils with SEND are more likely to be abused by their peers. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- being more prone to peer group isolation than other children.
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the School has put in place the following pastoral support measures –involvement of the Learning Support Department, in particular **Donna Hope**, who is very familiar with children with SEND. The formation of a pastoral team which meets monthly and includes Heads of Division, Head of Boarding, School Nurse and Donna Hope. A written document called Pupil Watch summarises these meetings which amongst other things alerts staff to issues with children with SEND and is sent out monthly.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEND.

### **Boarding Arrangements**

As a boarding school there are additional factors to consider with regards to safeguarding set out in the National Minimum Standards for Boarding Schools (NMS). For example, the School should be alert to inappropriate pupil relationships, initiation type behaviour and the potential for peer on peer abuse, particularly if there is a significant gender imbalance.

The School has had regard to the National Minimum Standards for Boarding Schools (NMS) when drawing up its safeguarding arrangements to safeguard and promote the welfare of pupils and ensures that its safer recruitment procedures are adopted in line with regulatory requirements. This includes drawing up a written risk assessment policy and taking appropriate action in light of any identified risks to the welfare of pupils. A copy of this policy can be found on GAMMA.

All pupils in prefect roles and peer mentoring positions have adequate staff supervision, training and measures to counter possible abuses of the role and received appropriate training on managing any concerns about their peers.

This policy applies to all members of the School community, including boarders. All staff are trained to be aware of the needs of all pupils. House staff and those staff who visit the Houses are especially aware of the vulnerabilities of the pupils who reside there. The Boarding Information Booklet outlines procedures for pupils and the Boarding Staff Handbook clarifies procedures for House staff to enable pupils to be properly cared for. In principle, all staff are mindful of the privilege of their position and the requirement that respect of the privacy of pupils is shown at all times whilst ensuring their safety.

## **Peer on peer abuse**

Safeguarding issues can manifest themselves via peer-on-peer abuse. Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). The School recognises the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be "victims" and boys "perpetrators") and that it can manifest itself in many ways and can include (but is not limited to) sexting, sexual assault, Upskirting, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

(Upskirting typically involves *taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm*. This includes instances where culprits say images were just taken 'for a laugh'. The criminal offence of 'Upskirting' was created under the Voyeurism Act when it received Royal Assent in February 2019).

Peer-on-peer abuse can be associated with factors outside the School and can occur online and offline and between children of any age or gender. The School therefore takes a contextual safeguarding approach to managing peer-on-peer abuse.

Peer-on-peer abuse is abuse and is never acceptable. It should never be passed off or dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys".

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse. Staff are trained to look out for peer on peer abuse via their annual safeguarding training and ongoing support from the Head of Boarding who is also a safeguarding officer. Staff will report using the Yellow Form, using 3SYS and the boarding office record books as well as reporting to a senior member of staff and the DSL.

The School takes the following steps to minimise the risk of peer-on-peer abuse. CCTV cameras are fitted at entry and exit points to boarding. Pupils are not to go into corridors other than their own. Alarms are fitted to doors to corridors. Staff are vigilant and available 24/7. Apart from Year 13, pupils are not allowed access to their bedrooms during the school day unless explicitly allowed by a member of the boarding team. Pupils who are ill can generally be cared for in sick bay. Pupils are aware of the independent listener and the Safe at Beechwood boxes.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies.

## **What to do if staff suspect that a child may be at risk or hears a report of peer-on-peer abuse**

**All** staff should be clear as to the School's policy and procedures with regards to peer on peer abuse, which as follows.

In the event of disclosures about peer-on-peer abuse, all children involved will be treated as being at risk and the safeguarding procedures in accordance with this policy will be followed (see '*Procedures for dealing with concerns about a child*'). This means that if a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

All concerns/allegations of peer-on-peer abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). The School treats all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. **Immediate** consideration will therefore be given as to how best to support and protect all children involved/impacted.

The School will take into account the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with the child/children and their parents following appropriate liaison with children's social care and the Area Safeguarding Officer. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

All children affected by peer-on-peer abuse will be supported by an appropriate member of staff in consultation with external agencies as appropriate. "Victims" will be reassured that they are being taken seriously and that they will be supported and kept safe. The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children such as counselling or mentoring.

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation.( In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.) The School will take advice from its safeguarding partners on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged "victim" and "perpetrator". If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the safeguarding partners, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the safeguarding partners as appropriate.

### **Reports concerning harmful sexual behaviour**

Where a report concerns an allegation of sexual violence and/or sexual harassment, if possible two members of staff should be present when managing a report (preferably one of them being the DSL or DDSL). The DSL or DDSL should be informed as soon as practically possible if they were not involved in the initial report.

Consideration of safeguarding all those children involved in the safeguarding report will be immediate. Following a report of sexual violence and/or sexual harassment the DSL will therefore consider the appropriate response. This will include:

- The wishes of the victim.
- The nature of the alleged incident.
- The ages of the children involved.
- The developmental stages of the children involved.
- Any power imbalance between the children.
- If the alleged incident is a one-off or sustained pattern.
- Any ongoing risks.
- Other related issues and context.

Any response and action will, as always, have at the centre the best interests of the child. The DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the DSL or DDSL should make an immediate risk and needs assessment in respect of each child affected by the abuse. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the “victim”.
- the alleged “perpetrator”; and
- the other children (and, if appropriate, staff) at the School.

The DSL will consider as part of the School’s response, the context within which such incidents and/or behaviours occur and the importance of anonymity. Risk assessments will be recorded (either written or electronic) and kept under review. The DSL will consider the risks posed to all pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the “victim” and alleged “perpetrator” and considerations regarding shared classes, sharing school premises, sleeping arrangements and school transport. Any professional risk assessment will inform the School’s approach.

The police may be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. A report to the police will generally be made in parallel with a referral to children’s social care.

If the DSL decides to make a referral to children’s social care and/or a report to the police against a “victim’s” wishes, the reasons should be explained to the student and appropriate specialist support offered. The DSL or DDSL will also work closely with children’s social care and other agencies are required to ensure any action taken under this policy does not jeopardise any statutory investigation and to discuss how the alleged “perpetrator”, staff, parents and others will be informed of the allegations and what information can be disclosed bearing in mind the need to protect those involved and their anonymity.

Regardless of the outcome of any criminal process, including where a child is subject to bail, the DSL will liaise with the school’s safeguarding partners to ensure the welfare and safety of all children and update the risk assessment and ensure relevant protections and measures are in place for all children.

The School will consider whether disciplinary action may be appropriate for any child/children involved. Before deciding on appropriate action the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School.

The DSL will ensure that where children move to another educational institution following an incident of peer-on-peer abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff.

## **Sexting/Youth Produced Sexual Imagery**

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. Youth produced sexual imagery is not only bullying but a form of abuse.

As with all other actual or possible safeguarding issues and concerns, staff should not make their own judgements about whether a 'sexting' issue is more or less serious enough to warrant a report to the DSL.

What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If an incident of sexting comes to staff attention, this must be immediately referred to the DSL. Any device in the possession of a pupil (e.g. mobile phone, tablet, digital camera) which is related to an incident of sexting should be passed to the DSL who will decide if the device needs to be passed to the Police. Any decision to confiscate a device will be made in accordance with DfE advice ***Searching, Screening and Confiscation - Advice for headteachers, school staff and governing bodies (January 2018)***.

Staff must be careful not:

- view, download or share the imagery, or ask the pupil to share or download – **this is illegal**. If staff have already viewed the imagery by accident (e.g. if a young person has showed it before staff could ask them not to), this must be reported to the DSL.
- delete the imagery or ask the young person to delete it.
- ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- say or do anything to blame or shame any young people involved.

Staff should explain to the pupil that this needs to be reported and reassure them that they will receive support and help from the DSL.

The DSL may hold an initial review meeting with appropriate school staff and carry out interviews with the young people involved (if appropriate). Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. Any decision not to inform the parents will be made in conjunction with other services such as children's social care and/or the police, who will take the lead in deciding when the parents should be informed.

An immediate referral to the school's safeguarding partners will be made if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- What the School knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any pupil in the imagery is under 13.
- The School has reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

The DSLs decision as to whether to report a 'sexting' incident will also give due regard to whether the incident

was aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured. Aggravated incidents of sexting will usually be referred to the Area Safeguarding Team for advice about whether a response by the Police and/or Children's Social Care is required. This will facilitate consideration of whether:

- there are any offences that warrant a Police investigation.
- parents/carers require support in order to safeguard their children.
- any of the perpetrators and/or victims require additional support. This may require the initiation of a CAF (Common Assessment Framework) and the offer of early help services.

Examples of aggravated incidents include:

- any evidence of pressurising, intimidating, bullying, extortion and/or threatening of pupils by one or more other pupils to create and share indecent images of themselves.
- pressure applied to several pupils (e.g. all female pupils in a class or year group) to create and share indecent images of themselves.
- pressurising a younger pupil or pupils to create and share indecent images of themselves.
- pressurising a pupil with additional vulnerability to create and share indecent images of themselves.
- dissemination of indecent images of young people to a significant number of others (either as an act of so-called 'revenge porn' or exploitation).
- any evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim).

The DSL will also consider the situation in which indecent images may have been shared i.e. with a small number in a known friendship group with no previous concerns constitutes an aggravated incident.

If the DSL decides to respond to the incident without involving the police or children's social care this will be provided the DSL, following liaison with the Head and other staff as appropriate, is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support. The DSL will consider arrangements to support the child, in conjunction with parents (where appropriate) and how to help the young people involved learn from the incident in order to keep themselves safe in future. In the latter instance, the DSL will usually consult with the school's safeguarding partners to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately. The School will follow the procedures contained within the detailed guidance with regard to disclosure, initial review meetings, risk assessment and referral provided by [UK Council for Child Internet Safety \(UKCCIS\) Education Group](#).

### **Serious Violence**

Serious Violence has also been added as a specific safeguarding issue which many will see as a response to the increase in knife crime.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,

- a significant decline in performance,
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these.

### **Prevent**

Protecting children from the risk of radicalisation is seen as part of the School's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people from being radicalised. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

With regard to the Prevent Duty, the School will co-operate with Channel panels and the Police when assessments are being undertaken.

The School's responsibilities under the Prevent Duty involve four general themes, namely risk assessment, working in partnership, staff training, and IT policies, and include the following:

- Assessing the risk of pupils being drawn into terrorism, including extremist ideologies.
- Continuing to work in partnership with local authorities.
- Assessing the need for staff training.
- Ensuring that the DSL undertakes Prevent awareness training.
- Ensuring that suitable filtering and monitoring is in place on school internet, and that school ICT training for pupils and staff includes the risk of radicalisation and the dangers of extremism. This is reflected in the ICT AUP.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A of KCSIE 2020.

## Mental Health

All staff should also be aware that mental health problems can, in some cases, 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. 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.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

## Online Safety

The use of technology has become a significant component of many safeguarding issues. The Safeguarding Lead with responsibility for Online Safety is **Josh Rowe**.

Technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorized into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material.
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

The School will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm.
- children are taught about safeguarding, including online; and
- staff are equipped with the knowledge to safeguard children online by attending online safety training.

The School's E-Safety and Acceptable Use and Use of Mobile Phone policies also sets out the School's approach to online safety and further guidance is contained within KCSIE. The Education Safeguarding Adviser-Online Protection is **Rebecca Avery** 03000415797 [rebecca.avery@kent.gov.uk](mailto:rebecca.avery@kent.gov.uk)

All staff will have access to a copy (e-file and hard copies in the staff room) of the new DfE guidance June 2019 'Teaching online safety in school: Guidance supporting schools to teach their pupils how to stay

safe online, within new and existing school subjects’

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf?\\_ga=2.101724552.801471357.1566827514-207933547.1559577310](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf?_ga=2.101724552.801471357.1566827514-207933547.1559577310)

## Education at home

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely:

## Safeguarding-in-schools-colleges and-other-providers and safeguarding-and-remote-education

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

## Safer Recruitment

The School is committed to safer recruitment processes and ongoing safer working practices. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.

For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. Under no circumstances will an individual commence work unsupervised in sole charge of, or in unaccompanied contact with, children without a cleared DBS check. In this case, the individual will have a separate Barred List check and the School will undertake a written Risk Assessment exercise in relation to the proposed work. All other safeguarding checks will be completed, and the individual will be appropriately supervised.

Full details of the School’s safer recruitment procedures for checking the suitability of staff to work with children and young people is set out in Safer Recruitment Policy. The policy on the Recruitment of Proprietors, Governors, Members and Volunteers sets out safer recruitment of members of the governing body and volunteers.

The School’s protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and are appropriately supervised is set out in the School’s Safer Recruitment Policy.

## Management of Safeguarding

### The Designated Safeguarding Lead

The School has appointed a senior member of staff, **Paul Kershaw** (the Deputy Head) to be the DSL. They have the necessary status and authority to be responsible for matters relating to child protection and welfare.

The DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. The current deputies are **Victoria Barwick** (School Nurse), **Dani Saffer** (Prep), **Victoria Wright** (EYFS), **Deborah Roberts-Barter** (Head of Boarding) and **Josh Rowe**, (Online/Head of Middle Division) to whom reports should be made in the absence of the DSL. This ensures there is always the required cover for the role.

The main responsibilities of the DSL are:

- a. to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of safeguarding and child protection, on early help care and liaising with the school’s safeguarding partners;

- b. to maintain an overview of safeguarding within the School and co-ordinate the child protection procedures;
- c. to support staff in carrying out their safeguarding duties;
- d. to monitor the effectiveness of the School's policies and procedures in practice;
- e. to maintain an on-going training programme for all School employees as well as being part of new staff induction in line with the school's safeguarding partners' advice including Prevent and online safety;
- f. to monitor the keeping, confidentiality and storage of records in relation to child protection, this includes the School's yellow forms used by staff for reporting concerns about pupils which are kept electronically and are accessible to the Head, Head of Prep and Head of EYFS and the forms from the schools of new pupils which declare any historical or ongoing child protection issues;
- g. to liaise with the Designated Person responsible for Child Protection appointed by Kent County Council;
- h. to ensure that the Safeguarding policy is reviewed annually with the lead Governor (**Gillian Hill**) and deputy lead Governor (**Sally Shankland**) with responsibility for safeguarding, this report is then shared with all governors;
- i. where children leave the School, ensure their child protection file is transferred to the new school as soon as possible, separately from the main pupil file, and ensuring secure transit and confirmation of receipt is obtained. The DSL will also consider if it is appropriate to share any information with the new school in advance of the child moving school. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. The School will ensure that key staff, such as the SENCO, are also aware of these arrangements, as required;
- j. to inform the safeguarding partners of any incident which they think should be considered for a child safeguarding practice review;
- k. to regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in their absence, to a member of the senior management team or directly to local children's services;
- l. act upon all suspicion, belief and evidence of abuse reported to him/her;
- m. consult with the Governor responsible for Child Protection at Beechwood who is **Gillian Hill** or the deputy Governor responsible, **Mrs. Sally Shankland**, or the Chair of Governors, **Mrs. Constance Williams**;
- n. ensure that the School is represented at any relevant child protection conferences or, failing that, that a report is submitted to the conference from the School as required. The DSL/DDSL will also ensure that any recommendations made by the conference which involve school staff are carried out as agreed;
- o. if, after a referral, the child's situation does not appear to be improving, the DSL will press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves; and
- p. if early help or other support is appropriate, keep a case under constant review and give consideration to whether a referral to children's social care if needed if the child's situation does not appear to be improving.

Further guidance regarding the role of DSL is contained in Annex B of **KCSIE (September 2020)**.

The DSL and/ or DDSLs will always be available to discuss safeguarding concerns. During term time, the DSL and/ or DDSLs will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements are to contact the Head or one of the other safeguarding officers.

If the DSL is unavailable or is himself/herself the subject of a complaint, his/her duties will be

assumed by one of the current deputies.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

### **DSL Training**

The DSL has undertaken child protection training and training in inter-agency working and attends refresher training at least at two yearly intervals to provide them with the knowledge and skills required to carry out their role. This includes local inter-agency working protocols, supporting children in need, identifying children at risk of radicalisation, supporting SEND children particularly when online, overseeing online safety in school, record keeping and promoting a culture of listening to children, training in the approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE*.

DSL deputies will also undertake the same frequency and level of training.

Training will also include understanding the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments, developing a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DSL will have higher level training in the Prevent strategy to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology.

Lastly the training will enable the DSL to obtain access to resources and attend any relevant or refresher training courses and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in to place to protect them.

The School ensures that there are sufficient resources and time allocated to allow the DSL to properly discharge her responsibilities.

### **Procedures**

If staff suspect or hear an allegation or concern of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- listen carefully.
- avoid asking leading questions.
- reassure the individual that the allegation/complaint will be taken seriously.
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain to the child that staff will only share the information with those who need to know to help the child. All staff should explain next steps and who the information will be passed to.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record, written on a yellow form, should be signed by the person making it and should use names, not initials. The record must be kept securely and

handed to the DSL. Record Forms are located in the Staffroom. Access to these records is on a 'need to know' basis and decisions about access will be made in consultation with the Head. These forms are also kept centrally.

Where there is a safeguarding concern, the School will ensure the student's wishes and feelings are considered wherever possible and will work with them (and their families where appropriate) when determining what action to take and what services to provide. This is particularly important in the context of harmful sexual behaviours, such as sexual harassment and violence. The School manages this by involving **Donna Hope** and any other member of staff who a student feels secure with to help children to express their views and give feedback and support the provision for dialogue with pupils with communications difficulties or vulnerabilities. Safeguarding information will often be special category personal data and the School will have due regard to its data protection obligations when sharing such data. Whilst the School aims to get consent to share information, relevant personal information may be shared without consent if there is a lawful basis to do so such as where a child's safety may be at risk. This is because the Data Protection Act 2018 includes 'safeguarding children and individuals at risk' as a condition that allows information to be shared without consent. Any decision to share or withhold information will be recorded together with the reasons for it and who the information has been given to. The School operates its processes with the best interests of the student at their heart.

### **What staff should do if they have concerns about a child**

If staff (including governors, agency staff and volunteers) have any concerns about a child's welfare they should act immediately and should speak with the School's DSL or DDSLs. If, in exceptional circumstances, the DSL or DDSLs is not available, this should not delay appropriate action being taken and staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL or DDSL as soon as is practically possible.

The DSL will consider the appropriate action to take in accordance with the threshold document published by Area Safeguarding Team. Options will include:

- managing any support for the child internally via the School's own pastoral support processes;
- making an early help assessment; or
- making a referral for statutory services.

If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should consider following local escalation procedures to ensure their concerns have been addressed and to ensure that the child's situation improves.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

### **Early Help**

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

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- 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;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a student may benefit from early help should discuss this with the School's DSL or DDSLs. If early help is appropriate, the DSL will generally lead on liaising with relevant agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the student's situation does not appear to be improving or is getting worse.

A request for an Early Help Assessment might also follow (but not exclusively as concerns about a child can arise at any time) School based intervention(s) such as Mentoring Plans, Welfare Plans, Counselling, CAF or CAHMS referrals. CAF and CAHMS referrals are undertaken at the direction of the Head, Nick Waite, and the DSL, Paul Kershaw with the Principal Contact for such referrals being the School's DSL. More information regarding Early Help in Kent can be found here: <http://www.kelsi.org.uk/support-for-children-and-young-people/early-help-and-preventative-services/kent-family-support-framework>

### **What staff should do if a child is suffering, or is likely to suffer from harm**

If staff (including governors, agency staff and volunteers) believe that a child is suffering, or is likely to suffer from harm, or is in immediate danger it is important that an **immediate** referral to children's social care (and/or the Police if appropriate) is made in accordance with Kent local authority referral process. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Kent Safeguarding Children Board is still currently in operation in its current format until 29/9/19. A full copy of their local procedures can be found [www.kscb.org.uk/about-kscb/contact-us](http://www.kscb.org.uk/about-kscb/contact-us)

Where children are engaged in close one-to-one teaching the teacher should either keep the door open and/or have a window in the door so that they can be seen; off-site provision is the same as onsite provision. Staff must adhere to staff/pupil ratios and have completed a trips out form and relevant risk assessments. If staff from an outside agency are supervising pupils, then risk assessments and safeguarding documentation must be provided by the supplier and copies kept by the accompanying staff and at school.

### **What staff should do if a child is seen as at risk of radicalisation**

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999. Advice and support can

also be sought from children's social care.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the DSL and DDSLs and the governor responsible for safeguarding, Gillian Hill to ensure the School's safeguarding arrangements are sufficiently robust.

### **What staff should do if they discover an act of Female Genital Mutilation ('FGM') ('So-called honour-based abuse')**

All staff should speak to the DSL or DDSLs about any concerns about FGM. Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. All staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect or discover that a student may be at risk of FGM.

Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. All staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect or discover that a student may be at risk of FGM.

### **What staff should do if they discover evidence of a forced marriage scenario ('So-called honour-based abuse')**

All staff should speak to the DSL or DDSLs about any concerns about **forced marriage**. If staff have concerns that there is an immediate/significant risk of a child being victim to a forced marriage, then they should discuss this with the DSL/DDSL immediately. Advice and support can also be sought from children's social care. All staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect or discover that a student may be at risk of FGM.

*"The government has recently consulted on a proposal to introduce a mandatory reporting duty on Forced Marriage. If implemented, this will mirror the duty already in place to report known cases of FGM.*

### **What staff should do if a child goes missing from education**

Children who go missing from education, particularly on repeat occasions, is a potential indicator of a range of safeguarding possibilities. The School's procedures for unauthorised absence and for dealing with children who go missing from education are in the Procedure for Dealing with Missing Pupils Policy, which is to be used for searching for, and if necessary, reporting, any student missing from education. Further detail can also be found at Appendix 1 of this policy.

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. A pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more will be reported to the local authority.

### **What staff should do if they have concerns about another staff member (including **supply staff** and volunteers)**

If staff have safeguarding concerns, or an allegation is made about another staff member posing a risk of harm to children, then this should be referred to the Head. Where there are concerns/allegations about the Head, this should be referred to the Chair of the Governors. In the event of concerns/allegations of abuse being made, staff are referred to the procedures below regarding managing allegations of abuse against staff (see separate policy 'Managing Allegations of Abuse Against Staff').

### **What staff should do if they have concerns about safeguarding practices in the school**

Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's whistleblowing procedures which can be found in the Whistleblowing Policy. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School, feel that their genuine concerns are not being (or have not been) addressed or are concerned about the way a concern is being handled, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline are 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **Preserving evidence**

All evidence - for example, scribbled notes, mobile phones containing text messages, clothing, computers - must be, as far as is possible, safeguarded and preserved.

### **Action by the DSL**

Any action to be taken will consider:

- the local inter-agency procedures of the school's safeguarding partners;
- the nature and seriousness of the suspicion or complaint. (A complaint involving a serious criminal offence will always be referred to the school's safeguarding partners without further investigation within the School.); In the case of FGM, from October 2015, it has been mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under 18. If a teacher, or other member of staff suspects that a student has been removed from, or prevented from, attending education as a result of FGM, they should follow the procedures above 'What to do if staff discover an act of FGM'.

If there is room for doubt as to whether a referral should be made, the DSL will consult in all cases with the Local Authority Designated Officer (**Jinder Pal Kaur**), or the Area Safeguarding Adviser (**Gemma Willson**) or other appropriate professionals on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay. If a concern is raised a referral will be made within one working day. If the initial referral is made by telephone, the Designated Person will confirm the referral in writing to Kent County Council – specifically the agency recommended by the school's safeguarding partners within one working day. If no response or acknowledgment is received within three working days, the DSL will contact the above agencies within one working day.

### **Working with External Agencies**

Beechwood recognises that it is an agent of referral and not investigation. It fully accepts that the investigation of child abuse is the responsibility of the school's safeguarding partners and will do everything possible to support and assist them in their task.

The School will endeavour to build relationships with other agencies so that understanding trust and confidence can be built which will help to secure effective co-operation in cases of actual or suspected abuse.

Whether or not the School decides to refer a particular complaint to the school's safeguarding partners, the parents and pupil will be informed in writing of their right to make their own complaint or referral to any of the aforementioned external agencies being provided with all the appropriate names, addresses and telephone numbers.

Where staff have concerns about a child they shall refer to Part 1 of KCSIE, particularly the flowchart entitled 'Actions where there are concerns about a child'.

### **When to call the Police guidance:**

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

### **Allegations against Staff (including the Head), Governors and Volunteers**

The School procedures for dealing with allegations against staff (and volunteers who work with children) aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are outlined in the 'Procedures when a Member of Staff, Volunteer, Child Protection Officer or Head faces Allegations of Abuse' which can be found on GAMMA and detailed in 'Part 4' of KCSIE.

Detailed guidance is given to staff and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Handbook and Staff Code of Conduct and is an integral feature of Child Protection/Safeguarding training provided by the School.

### **Informing parents**

Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the LADO and/or the Head before discussing details with parents.

Staff do not need parental consent in order to make a referral to external agencies in accordance with the procedures outlined in this policy.

### **The School's Arrangements to Fulfil Other Safeguarding Responsibilities**

#### **Teaching children how to keep safe**

The governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum, Relationships and Sex Education and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet, and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. It will also include teaching pupils, for example about healthy relationships, consent and that sexual violence and sexual harassment is always wrong.

The School recognises the additional risks that children with SEND face online and works with the Head of IT to ensure that additional support and measures are in place to support these children Online safety is an integral part of the School's ICT curriculum and also embedded in PSHE and Relationships and Sex Education.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's systems are Impero and Barracuda. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the school's AUP policy which also includes detail on the use of mobile technology in school (and accessing 3G and 4G and 5G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

### **Looked after children (and previously looked after children)**

Looked after children (and previously looked after children) are a particularly vulnerable group. The School will ensure that prompt action is taken when necessary to safeguard these children and the governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after (and previously looked after) by a local authority.

Donna Hope is the appropriately trained member of teaching staff who takes the lead responsibility for their welfare and progress and to ensure that the needs are met. The School ensures that the designated member of staff receives appropriate training in order to carry out their role and has the information they need in relation to any child's looked after status, their care arrangements (including contact arrangements with birth parents and those with parental responsibility) and details of the child's social worker and virtual school head.

The designated member of staff will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care and will work closely with virtual school heads to promote their educational achievement. The DSL will ensure they have details of the local authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting them.

### **Arrangements for Visiting Speakers**

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving license. The School shall also keep a formal register of

visiting speakers retained in line with its Data Protection Policy.

### **Early Years Foundation Stage Provision**

#### **Disqualification from working in childcare**

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Safer Recruitment Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

#### **Use of mobile phones and cameras**

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Acceptable Use Policy.

Staff are not permitted to use their personal mobile devices or cameras in school. Staff who wish to use take photographs or video of pupils (whether on a personal or school device) must first speak with the Head to obtain their approval before taking any image of a student. Staff who wish to use their personal mobile devices or cameras in school for any other reason must first speak with the Head. Staff who act in breach of this may be subject to disciplinary action.

Parents are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from the Head or Head of Prep.

#### **DSL for the EYFS**

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is the main school DSL, accompanied by the deputy for the EYFS, **Victoria Wright**.

#### **Duty to notify ISI/Ofsted**

The School will inform ISI/Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to ISI/Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify ISI/Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

#### **Waiver from Disqualification**

Staff who are disqualified may apply to ISI/Ofsted for a waiver of disqualification, unless they are barred from working with children.

## Support for Pupils, Staff and Families

For any pupil undergoing a Child Protection Referral and investigation the need for support will be great and quite often such support will be limited to what the School can offer. We aim at least to provide a secure classroom environment in which the pupil feels valued and protected and will make other support, such as accommodation in the boarding area, available where appropriate.

The DSL and the Head will, whenever possible, make themselves available to discuss individual children or situations with concerned members of staff.

The School will offer support where possible to the family of a pupil or pupils involved in a protection investigation within the time and expertise constraints of its role and always remembering the limits of confidentiality and the fact that it is the welfare of the child that is paramount.

## The Role of the Governing Body

The Board of Governors will nominate a lead Governor and a deputy lead Governor to be responsible for child protection issues – currently **Gillian Hill and Sally Shankland**. In the absence of the nominated Governors, any urgent matter should be brought to the attention of the Chair of Governors.

The nominated Governors will ensure, in liaison with the Head, that the School has an appropriate Child Protection Policy and accompanying procedures in a place which is known to all members of staff, including volunteers. An annual review (as a minimum) of the Child Protection and Safeguarding arrangements and accompanying policies is undertaken by the lead Governor and deputy lead Governor with responsibility for Safeguarding (**Gillian Hill and Sally Shankland**) which is discussed through the Education and Pastoral Committee and reviewed by the Board of Governors. A detailed minute of discussions will be taken by the Company Secretary.

The nominated Governors will liaise when necessary and appropriate with the DSL and/or the Head regarding any allegations of abuse.

Should a complaint be made to any Governor about action by the Head or any other member of staff of a child protection nature, it should be passed immediately to the appropriate person as detailed in this policy.

The Governors will receive annually a report on changes to the Safeguarding Children Policy and/or any associated procedures; training undertaken by the DSL, Head and other staff; and the number of incidents/cases (without details or names).

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This should include:

- Confidence in processing conditions and the implications of safeguarding of children and individuals at risk.
- Examples when schools do not provide pupil personal data when the serious harm test under legislation is met\*.

\* A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult.

## MONITORING AND EVALUATION OF THIS POLICY

This policy will be reviewed annually as a minimum (but may be updated more frequently subject to regulatory changes), including an update and review of the effectiveness of procedures and their implementation.

The School monitors and evaluates its safeguarding policy and procedures through the following activities:

- Governing body visits to the School.
- Senior leadership team discussion sessions with children and staff
- Pupil questionnaires.
- Frequent scrutiny of attendance data.
- Regular analysis of a range of risk assessments.
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the School e.g. sufficient account must be taken of the nature, age range and other significant features of the School, such as historical issues, in the provisions made for safeguarding.
- Frequent scrutiny of governing body meeting minutes.
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the governing body.
- Regular review of parental concerns and parental questionnaires.
- Regular review of the use of pupil-specific common rooms and clubs at lunchtime and after school.
- Regular review of training offered to staff, including e-safety training.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

Interim Review by Stone King with recommendations, and updated by **Paul Kershaw** (DSL) May 2019

Reviewed by DSL **Paul Kershaw** September 2020, with additions from KCSIE June 2020 update:

Key changes acknowledged are:

- Inclusion of mental health awareness
- Inclusion of COVID-19 clause
- Additional information about contextual safeguarding
- Inclusion of CSE and CCE sections
- Additional obligations on School Governors
- Additional information on information sharing and GDPR

## Appendix 1- Signs and Types of Abuse

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They can occur from within or outside families, in or out of school, from within peer groups or the wider community and/or online. In most cases, multiple issues will overlap with one another and children can therefore be vulnerable to multiple threats.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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. Staff are referred to DfE guidance Sexual Violence and Sexual Harassment for further information.

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

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Specific safeguarding issues:** behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

**Child Sexual Exploitation (CSE):** CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual; can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media); can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of sexual exploitation:

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

CSE is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of drugs trafficking. The DSL or DDSL will consider a referral to the National Referral Mechanism as soon as possible if there are county line concerns, such as a child being a potential victim of modern slavery or human trafficking.

**So Called 'Honour Based' Violence** encompasses 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. It can include multiple perpetrators.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM.

If staff have a concern that a student may be at risk of HBV or has suffered HBV, they should speak to the DSL (or DDSL). As appropriate they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a student is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a student over 18, teachers should follow the School's local safeguarding procedures.

**Forced Marriage:** Forcing a person into a marriage is a crime in England and Wales. 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. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk).

**Radicalisation:** Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces.

There is no single way of identifying a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through different methods such as online. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the DSL or DDSL making a referral to the Channel programme.

**Special Educational Needs and/or Disabilities:** Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Pupils with SEND are more likely to be abused by their peers. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the School has put in place the following pastoral support measures.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEND.

**Lesbian, Gay, Bi or Trans (LGBT):** Children who are LGBT can be targeted by their peers. In some cases, a student who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

## **Children and social services**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and 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. Improving the educational outcomes of children in need of help and protection contains further information and Help, protection, education sets out the action Government is taking to support this.

**Children and the court system:** Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such pupils and report any concerns to the DSL or DDSL in accordance with this policy.

**Children who go missing from education or school:** A child going missing is a potential indicator of a range of safeguarding possibilities, such as abuse or neglect. The School holds more than one emergency contact number for each student so additional options are available to make contact with a responsible adult when a child goes missing is also identified as a welfare and/or safety concern.

Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the School's Procedure for Dealing with Missing Pupils Policy All unexplained or unauthorised absences will be followed up in accordance with the Procedure for Dealing with Missing Pupils Policy.

The School shall inform the local authority of any student who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resident of any student who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a student from the School gives rise to a concern about their welfare.

**Children with family members in prison:** Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff should be alert to the needs of such pupils and report any concerns to the DSL or DDSL in accordance with this policy.

**Domestic Abuse:** domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional abuse.

**Homelessness:** 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. The DSL or

DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

**Peer on peer abuse:** peer on peer abuse can take many forms and can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Girls, pupils with SEND and LGBT children are more at risk of peer-on-peer abuse. Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
- physical injuries;
- experiencing difficulties with mental health and/or emotional wellbeing;
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;
- broader changes in behaviour including alcohol or substance misuse;
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- abusive behaviour towards others.

Sexual violence and sexual harassment, as a type of peer on peer abuse, may overlap and can occur online and offline (both physical and verbal). Sexual violence are sexual offences of rape, assault by penetration and sexual assault. Sexual harassment is unwanted conduct of a sexual nature and is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Examples of sexual harassment include sexual comments sexual "jokes" or taunting; physical behaviour such as deliberately brushing against someone; non-consensual sharing of sexual images and sexualised online bullying.

If staff have a concern about a child or a child make a report to the, staff should follow the referral process in this policy. If staff are in any doubt about what to do, they should speak to the DSL or DDSL.

## **Mental Health**

All staff should also be aware that mental health problems can, in some cases, 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. 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.

The school has subscribed to an online CPD programme which includes Mental Wellbeing in Children and Young People -- Level 2

## Appendix 2 – Key Contact Details

### EXTERNAL KEY CONTACTS

<p><b>Local Authority Designated Officer</b></p>	<p><b>Jinder Pal Kaur</b>          TEL: <b>03000 410888</b>          EMAIL: <a href="mailto:kentchildrenslado@kent.gov.uk">kentchildrenslado@kent.gov.uk</a></p>
<p><b>Local Authority Children’s Social Services</b></p>	<p><b>Area Safeguarding Adviser (Education) Gemma Willson</b>          TEL: <b>03000 412284</b>          EMAIL: <a href="mailto:gemma.willson@theeducationpeople.org">gemma.willson@theeducationpeople.org</a></p> <p><b>Education Safeguarding Adviser-Online Protection Rebecca Avery</b>          TEL: 03000415797          EMAIL: <a href="mailto:rebecca.avery@kent.gov.uk">rebecca.avery@kent.gov.uk</a></p> <p>OUT OF HOURS EMERGENCY          TEL: <b>03000 419191</b></p> <p><b>CENTRAL DUTY TEAM</b>          TEL: <b>03000 411111</b></p> <p><b>EARLY HELP AND PREVENTION TEAM</b>          TEL: <b>03000 419222</b>          EMAIL: <b>03000 419222</b></p> <p><b>OTHER USEFUL CONTACT</b>          Claire Ray, Principal Officer (Safeguarding) Office:          03000 415788          Mobile: 07920 108828</p>
<p><b>Multi-Agency Safeguarding Hub</b></p>	<p>TEL: 03000 420004</p>
<p><b>Support and Advice about Extremism</b></p>	<p><b>Police</b></p> <p>EMERGENCY: 999          NON-EMERGENCY NUMBER: 101</p> <p><b>Local Authority</b>          Kent Local Authority          TEL: Central Duty Team 03000411111          EMAIL: <a href="mailto:nick.wilkinson@kent.gov.uk">nick.wilkinson@kent.gov.uk</a>          PREVENT LEAD: Nick Wilkinson</p> <p><b>Department for Education</b>          NON-EMERGENCY NUMBER: 020 7340 7264          EMAIL: <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a></p>
<p><b>NSPCC whistleblowing advice line</b></p>	<p>ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH          TEL: 0800 028 0285          EMAIL: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></p>

<b>Disclosure and Barring Service</b>	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: <a href="mailto:dbsdispatch@dbs.gsi.gov.uk">dbsdispatch@dbs.gsi.gov.uk</a>
<b>Teaching Regulation Agency</b>	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>
<b>OFSTED Safeguarding Children</b>	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a>

#### KEY SCHOOL CONTACT DETAILS

<b>Governing Body (GB)</b>	<p><b>Chair of GB</b> Constance Williams TEL: 0208 4671648 EMAIL: <a href="mailto:c.williams@beechwood.org.uk">c.williams@beechwood.org.uk</a></p> <p><b>Nominated Safeguarding Governor of GB</b> Gillian Hill TEL: 01892 548572 EMAIL: <a href="mailto:g.hill@beechwood.org.uk">g.hill@beechwood.org.uk</a></p> <p><b>Deputy Safeguarding Governor of GB</b> Sally Shankland TEL: 01892 853425 Email: <a href="mailto:sally.shankland@gmail.com">sally.shankland@gmail.com</a></p>
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