



Child Protection Policy

for the whole School including EYFS

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Child Protection Policy

'Making Beechwood Park a Safer School for Children'

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1. The Beechwood Park Mission and Values

Staff, pupils, parents and governors at *Beechwood Park* understand the core mission of the School, which is to **Nurture, Engage** and **Inspire** all of its pupils. As demonstrated by the images of the *Beechwood Tree* posted in key locations around the School, our primary aim is to **Nurture** the young people in our care.

Nurture is a very specific term at *Beechwood* and we advocate happiness, wellbeing, fun, enjoyment community, safety, security, thriving and friendship as being the soil into which our pupils can bury the deep roots of engagement. The *Beechwood* educational philosophy goes further than this by encouraging its pupils to recognise the child-centred part they play in the School's success. It is their School, to which they belong and play an important part, each according to their unique abilities and strengths. In accordance with Maslow's *Hierarchy of Need*, we believe that once our pupils feel **nurtured** they will **engage** influentially in their learning in and out of School.

To **Engage** is again a very specific term at *Beechwood Park*. Engagement is the process of incrementally building confidence and independence in every pupil and across a wide range of academic, co-curricular pastoral and spiritual educational experiences. **Engagement** encourages pupils to establish increasingly confident dialogues with their teachers, recognising them as human resources and managing them in such a way as to get the very best of them. It is about promoting their own learning, collaborative learning and the learning of others and promotes participation and active learning, curiosity, attentiveness, perseverance, determination and scholarship. Through effective **engagement** the School **inspires** in pupils the skills which will prepare them for a future life of learning.

Inspiration is a two-way process; we inspire in pupils with the skills which will powerfully contribute to their success in future years. The *Beechwood Tree* identifies those core skills.

Values

The *School Mission* forms the basis of the Schools sixteen core *Values*, which the School publishes in the School Calendar, on www.beechwoodpark.com. One of the functions of the *School Forum* is annually to review and agree the *Beechwood Values* for the following academic year. The *Deputy Head (Pastoral)* decides on the order of the *School Values*, assigning one Value to each fortnight throughout the School year. He ensures that the *School Value of the Fortnight* is the first slide on the projected assembly notices at every Monday and Thursday assembly, enabling the Head or the Chaplain to develop pastoral messages around this core *Value*. Form Teachers and other staff refer closely to these core Values throughout the fortnight in *Form Teacher Periods*, in PSHEE lessons, in all areas of academic, co-curricular and pastoral education.

Safeguarding and child protection therefore lie right at the heart of our educational culture; they are a state of mind at Beechwood Park which go beyond policy and procedure.

Non-Recent Allegations of Abuse

The School will manage allegations of non-recent neglect, physical, emotional or sexual abuse to the same high standards as it responds to allegations of current abuse.

2. Definition of Safeguarding and Child Protection

Working together to safeguard children, DfE, July 2018 defines **safeguarding and promoting the welfare of children** 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
- Taking action to enable all children to have the best life outcomes.

It defines **Child Protection** as 'a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm'.

3. Purpose of the BPS Child Protection Policy

Working Together to Safeguard Children, DfE, July 2018 requires schools to follow the procedures for protecting children from abuse and neglect which, in the case of *Beechwood Park School* are established by the *Hertfordshire Safeguarding Children Partnership*. *Beechwood Park School* therefore ensures that they have appropriate procedures in place for responding to situations in which:

- It believes a child may have been abused or neglected or is at risk of abuse or neglect
- A member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

The *BPS Child Protection Policy* forms part of a suite of documents and policies which identify the safeguarding responsibilities of the School, including boarding and the *Early Years Foundation Stage*. This policy serves to

1. Minimise harm, or risk of harm, and to specify action in clear procedures of which all staff and volunteers are fully aware.
2. Inform staff, parents, volunteers and governors about the School's responsibilities for safeguarding children.
3. Enable everyone to have a clear understanding of how these responsibilities should be carried out.

In particular, this policy should be read in conjunction with

- *BPS Staff Recruitment, Selection and Disclosure Policy*
- *BPS Anti-Bullying Policy*
- *BPS Prevent Policy*
- *BPS Staff Behaviour Policy*
- *BPS Pupil Conduct Policy*
- *BPS PSHEE Policy*
- *BPS ICT Policy*
- *BPS Online Safety Policy*
- *BPS ICT Acceptable Usage Policy*
- *BPS Missing Child Policy*
- *BPS Early Years Foundation Stage Policy*
- *Boarding School National Minimum Standards*
- *BPS Staff Whistleblowing Policy*
- *BPS Online Safety and Acceptable Usage Policies.*

4. Responsibilities of School Staff and Volunteers

All staff, including supply staff, volunteers and contract workers, have a legal responsibility to provide a safe environment in which children can live and learn. They understand the need to be vigilant and how to seek early help when they have a concern. In effect, Safeguarding is everyone's responsibility.

Staff recognise that parents must 'take responsibility' for their children rather than 'have rights' over them. School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All staff working with children maintain an attitude of 'it could happen here'. Child abuse is no respecter of class or wealth. People who abuse children can be from any section of society, often appearing quite ordinary, respectable and caring. This makes it very difficult for the children they abuse to be believed. Within a professional, close community like *Beechwood Park School* where people dedicate their lives to caring for and educating children, it can be difficult to appreciate that some people neglect or seek to harm children. Children can be abused or neglected within the family, within an institution, or within a community. They are more likely to be abused or neglected by those known to them. Children may be

abused by an adult, more than one adult, another child or children (peer abuse).

What is in the best interests of the child?

When concerned about the welfare of a child, staff members always act **in the paramount interests of the child**. Staff always take the child's wishes / feelings into account when deciding what action to take and which services to provide. Such wishes must not preclude staff taking action to protect where significant harm exists or is likely to exist.

Early Recognition

Staff recognise the importance of the **early recognition of the signs and symptoms of abuse or neglect** and of children receiving the right help, at the right time, to address risks and prevent issues escalating. The School will work with other agencies to ensure that a child can receive early help if required; such help will always be provided in consultation with parents or carers.

Inter-Agency Child Protection and Safeguarding

Keeping Children Safe in Education (hereafter *KCSiE*) states that governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance *Working Together to Safeguard Children*. Furthermore, it states that governing bodies and proprietors of all schools and colleges should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).

Beechwood Park follows the procedures established by the *Hertfordshire Safeguarding Children Partnership*; a guide to procedure and practice for all agencies in Hertfordshire working with children and their families is available here: <http://hertsscb.proceduresonline.com/chapters/contents.html>

School Staff and Volunteers

Beechwood Park School staff and volunteers are particularly well-placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children. They are also aware that no single professional can have a full picture of a child's needs.

In accordance with *KCSiE* all staff and volunteers have a duty to identify children who may be in need of extra help or who are suffering, or likely to suffer significant harm. There is a professional and a statutory obligation to report suspicions of abuse (actual or likely) and, in extreme cases, a lack of action could constitute criminal neglect. All staff have a statutory responsibility to take appropriate action, working with other services as needed.

The DSL ensures that all staff and volunteers

- Are knowledgeable and aware of the signs and symptoms of abuse and neglect
- Can identify children who may be in need of protection.
- Are aware of their role in the early recognition of the indicators of abuse or neglect and
- Aware of the appropriate procedures to follow.

Training

The *Designated Senior Lead* (DSL) organises whole-staff child protection training in line with the *Hertfordshire Safeguarding Children Partnership* **every three years** and delivers a safeguarding update **at least at the start of every term** to include Prevent and Online Safety guidance.

Additionally, the DSL, the *Senior Leadership Team* and the *Head of Digital Learning* (including Online Safety) provide staff with frequent and regular child protection updates and reminders.

Every *Academic Head of Department*, *Pastoral Head of Department* and *Whole-School Staff* meeting agenda includes a Child Protection and Health and Safety standing item, which ensures that Child Protection and

Health and Safety stay at the forefront of our thinking. *Senior* and *Middle Managers* pass on concerns to the DSL in accordance with the practices below.

Staff Induction Training

The DSL ensures that all employees, residents, visitors, volunteers, contractors and sole traders receive appropriate child protection induction training.

As part of their induction, the DSL provides them with a copy of:

- the *BPS Child Protection Policy* including *Safeguarding Cause for Concern Record*, NSPCC Advice Line and the School's safeguarding response to children who go missing in education
- Part One *Keeping Children Safe in Education (2021)*
- Annex A, condensed version of Part one of *KCSiE (2021)*. It can be provided (instead of Part one) to those staff who do not directly work with pupils
- What to do if you are worried a child is being abused.
- the *BPS Staff Whistleblowing Policy*
- *BPS Pupil Conduct Policy*
- *BPS Pupil Anti-Bullying Policy*
- *BPS Staff Behaviour Policy*

Implementation, Monitoring and Review of the Child Protection Policy

The DSL also

- Ensures that the *Full Board of Governors* review this policy **annually**, accompanying the updated policy with an *Annual Safeguarding Report to Governors*. This usually happens in the Summer Term meeting.
- Implements the *BPS Child Protection Policy* through the School's induction and training programme, and as part of day-to-day practice.
- Monitors compliance with the policy and through staff professional development review.
- Ensures all School leaders and staff who work directly with children read *KCSiE Part 1*, including Annex A.

5. Statutory Framework

In order to safeguard and promote the welfare of children, *Beechwood Park School* acts in accordance with the following legislation and guidance:

- *The Children Act (1989)*
- *The Children Act (2004)*
- *Children and Social Work Act 2017*
- *Education Act 2002 (Section 175/157) - Regulatory Compliance - ISSRs and National Minimum Standards for Boarding or 'EYFS Framework*
- *The National Minimum Standards for Boarding (1 April 2015)*
- *Hertfordshire Safeguarding Children Partnership Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)*
- *Keeping Children Safe in Education, Statutory guidance for schools and colleges (DfE, September 2021)*
- *Keeping Children Safe in Education Part 1: Information for all school and college staff (DfE, September 2021)*
- *Working Together to Safeguard Children DfE, July 2018*
- *The Education (Pupil Information) (England) Regulations 2005*
- *Sexual Offences Act (2003)*
- *Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)* Prevent is supplemented by non-statutory advice and a briefing note:
 - *The Prevent Duty: Departmental Advice for Schools and child-minders (June 2015)*
 - *The use of social media for on-line radicalisation (July 2015)*
 - *What to do if you are worried a child is being abused*
- *Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)*
- *Disqualification under the Childcare Act 2006 (by association)*
- DfE's advice on *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (May, 2018)*
- *Anti-social Behaviour, Crime and Policing Act 2014* (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- *Serious Violence Strategy 2018*

6. Key School Child Protection Contacts

The Designated Safeguarding Lead (DSL) for Child Protection and PREVENT officer at *Beechwood Park School* is

JAIME PACKER - DEPUTY HEAD (PASTORAL)

j.packer@beechwoodpark.com

01582 840333 - Ext 151

If an allegation relates to the DSL, do not contact the DSL but contact the Head.

The Deputy Designated Safeguarding Lead (DDSL) for Child Protection, appointed to act in the absence/unavailability of the DSL is:

HELEN DALKIN - DEPUTY HEAD (JUNIOR)

h.dalkin@beechwoodpark.com

01582 840333 - Ext 156

Other Designated Safeguarding Senior Persons

OLIVER BULLOCK - DEPUTY HEAD (ACADEMIC)

o.bullock@beechwoodpark.com

01582 840333 - Ext 128

NICOLA GREENWOOD - ASSISTANT HEAD and HEAD OF MIDDLE DEPARTMENT

n.greenwood@beechwoodpark.com

01582 840333 - Ext 128

KERRY CLARKE - DIRECTOR OF SENIOR SCHOOLS ADMISSIONS

k.clarke@beechwoodpark.com

01582 840333 - Ext 130

ANNE-MARIE RIDLER - BURSAR

a.ridler@beechwoodpark.com

01582 840333 - Ext 132

Designated Safeguarding Governor

Designated Governor for Child Protection is **CLARE CUTLER**

CHAIR OF THE PASTORAL CARE AND WELFARE COMMITTEE

If the allegation relates to the Head, do not contact the DSL but contact the Chair of Governors or the Vice-Chair.

MARK HAMMOND - CHAIR OF GOVERNORS at *Beechwood Park School*

cog@beechwoodpark.com

CLARE CUTLER - VICE-CHAIR OF GOVERNORS at *Beechwood Park School*

ccog@beechwoodpark.com

7. Key School External Child Protection Contacts for Staff

A referral is always made to the Local Authority where the child lives.



1. Consultation Hub 01438 737511
2. Referral Children's Services 0300 123 40 43 / 0300 123 40 40
Herts Grid for Learning: Child Protection Contact Form:
[Information](#)
[Referral Form](#)

In order to make the online referral you will need to set up an account; the process is instant. Watch the [simple guidance video](#) and to learn more about the form.

3. Families First Helpdesk
 The helpdesk provides support for the Early Help Module (EHM) system for the whole of Hertfordshire. - Monday to Thursday, 9am - 5pm. - Friday, 9am - 4.30 pm.
Phone: 01438 737575
Email: familiesfirstassessment@hertfordshire.gov.uk
 Online information: [Advice for Early Help](#)

4. LADO Team: 01992 555 420 - [Information](#)

5. CPSLO
 Child Protection School Liaison Team [Handbook](#)
 Child Protection School Liaison Team - all [Contact Details](#)

School Liaison Admin Support Officer - Grant Sinclair (Monday - Friday either AM or PM hours each day)	
Office	0199205550420 (internal 25420)
Email	cpsloadmin@hertfordshire.gov.uk

Kassiane Papageorgiou - Team Manager	
Office	01992 556 979 (internal: 56979)
Email	Kassiane.papageorgiou@hertfordshire.gov.uk

Paula Hayden - CPSLO (Part time; working days Thursday and Friday)	
<ul style="list-style-type: none"> • North Herts (Hitchin, Letchworth, Royston, Whitwell, Kimpton / villages) • Hatfield • St Albans (Harpenden and Redbourn) 	
Mobile	07811 822 057
Email	paula.hayden@hertfordshire.gov.uk

Louise McCourts - CPSLO (Part time; working days Monday, Tuesday and Wednesday)	
<ul style="list-style-type: none"> • Watford • Dacorum (Hemel Hempstead, Tring and Berkhamsted) • Three Rivers (Rickmansworth) 	
Mobile	07814 077 877
Email	Louise.mccourts@hertfordshire.gov.uk



Buckinghamshire
Council

For Buckinghamshire: Making a Referral



For central Bedfordshire: Making a Referral

napac

6. **NAPAC** (the National Association for People Abused in Childhood) offers support to adult survivors of all types of childhood abuse, including physical, sexual, emotional abuse or neglect. 0808 801 0331 - <https://napac.org.uk/>

8. Designated Safeguarding Lead's (DSL) Areas of Responsibility

The broad areas of responsibility of the DSL are:

- Managing Child Protection Contact Referrals and cases
- Contact the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention.
- Complete Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child to the *Local Authority Children's Services* (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channelprogramme where there is a radicalisation concern.
- Liaise with the Head to inform him of issues - especially ongoing enquiries under *Section 47* of the *Children Act 1989* and police investigations, unless the allegations concern the Head.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies.
- Support staff who make Child Protection Contact Referrals and other service referrals.
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child or those currently working with a to social worker.

Training

The DSL and DDSL receive appropriate formal training **every two years**. The DSL/DDSL should also undertake Prevent awareness training every 3 years. In addition to this training, they should refresh their knowledge and skills (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

- Understand the assessment process for providing early help and statutory intervention, including Hertfordshire criteria for action and children's social care referral arrangements
- Have a working knowledge of how Hertfordshire 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
- Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes

- Be able to keep detailed, accurate, secure written records of concerns, Child Protection Contact Referrals alongside referrals to other agencies
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- Understand the importance of information sharing, both within the School, and with the safeguarding partners, other agencies, organisations and practitioners
- (Full details in Chapter one of **Working Together to Safeguard Children**)
- Understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Raising Awareness

The DSL:

- Ensures staff including part time, contractors, volunteers and supply staff know, understand and use the School's policies.
- Ensures each member of staff has access on Sharepoint and on request to the *BPS Child Protection Policy* and procedures, and understands them, especially new and part-time staff.
- Works with the governing bodies to ensure that the School's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Helps promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and School leadership staff.
- Ensures parents are aware of the School's statutory role regarding safeguarding children and have access to the *BPS Child Protection Policy* on the website and on request, therefore making parents aware that the DSL can seek advice regarding child protection concerns from the Child Protection Consultation Hub and can make Child Protection Contact Referrals about suspected abuse or neglect; the DSL does not require parental consent to make a referral.
- Ensures parents are aware of the School's statutory role regarding safeguarding of children.
- Fosters links with the *Hertfordshire Safeguarding Children's Partnership (HSCP)* to make sure staff are aware of training opportunities and the latest local policies on child protection.
- Ensures that when pupils leave *Beechwood Park School* he transfers securely to the new school the child protection file as soon as possible separately from any other documentation. The DSL should not send the file until the child is physically attending the new school.

- Obtain proof that the new school has received the safeguarding file for any child transferring and then destroy any information held on the child unless the case is currently open and in line with data protection guidelines.
- Consider if it would be appropriate to share any information with the new school in advance of a pupil leaving. 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.

9. The Governing Body

The Governing Body will ensure that they comply with their duties under legislation. They will ensure leadership responsibility that the policy, the procedures and training at *Beechwood Park* are always effective and comply with the law.

The responsibilities placed on governing body include:

- Ensuring that an effective Child Protection Policy is in place, together with a staff behaviour policy.
- Ensuring that they review the *BPS Child Protection Policy* annually.
- Ensuring that all staff are provided with access to *Part One of KCSiE* OR Annex A (a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children.
- Ensuring that all staff are provided with access to *Part One* of *KCSiE* Annex B on specific safeguarding issues.
- Ensuring that information regarding the role and identity of the DSL and DDSL are provided to all staff on induction.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Appointing an appropriate member of the Senior Leadership Team to act as the *Designated Safeguarding Lead*.
- Ensuring that the DSL and DDSL undergo formal child protection training **every two years** (in line with *KCSiE* and HCSP procedures) and receive annual safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments.)
- Prioritising the welfare of children and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding including online safety in an age-appropriate way, as part of a broad and balanced curriculum.
- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.

[Keeping Children Safe in Education \(September 2021\)](#), provides additional information to support the governing body.

10. When to be concerned

A child centred and coordinated approach to safeguarding

The School is committed to safeguarding and promoting the safety and welfare of every pupil, including those in boarding and those in the EYFS. It believes that all children have the right to be protected from maltreatment. Staff at *Beechwood Park School* form a part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

The DSL ensures that **all staff understand their DUTY OF CARE to safeguard and protect the welfare of pupils** at the School according to arrangements which follow guidance issued by the Secretary of State and that child protection and promoting the welfare of children is **everyone's responsibility** and that in order to fulfil this responsibility effectively, every member of staff must make sure their approach is **child-centred**.

The DSL ensures that staff understand that someone may abuse a child either by **inflicting harm themselves** or by **failing to act to prevent harm**.

Beechwood Park School provides an environment in which children feel secure, their viewpoints are valued, they feel free to talk and are listened to. The School provides wide-ranging opportunities for children to discuss their concerns with members of the School staff and particularly with their Form Teachers or Key Worker. Pupils know they can also speak with the Nurses in Surgery, their Head of School Department and, in particular for the Senior Department pupils, with the Head. The older Girls can also speak with the Senior Tutors, and boarders can phone the *Independent Listener* and the *Care commissioner for England* (the Houseparents display their contact details in the Boarding House).

All staff and volunteers who work closely with children have **a duty to refer safeguarding concerns to the Designated Safeguarding Lead** for child protection, unless the concerns relate to the *Designated Safeguarding Lead* himself in which case they must refer their concerns to the Head.

If Staff have any concerns about a child's welfare, they should act on them immediately.

If staff have a concern, they should follow this policy and speak to the Designated Senior Person/DSL (or deputy). The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead (or DSPs) are most likely to have a complete safeguarding picture and be the most appropriate persons to advise on the response to safeguarding concerns.

Any staff member should be able to make a Child Protection Contact Referral to Children's Services if **necessary by ringing 0300 123 4043 / 0300 123 40 40.**

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include:

- managing any support for the child internally via the School's own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

If a child is in immediate danger or is at risk of harm, the DSL will make a Child Protection Contact Referral to Children's Services and/or the police immediately.

Anyone can make a Child Protection Contact Referral.

Concerns should always lead to help for the child at some point.

When the DSL doesn't make the Child Protection Contact Referral, the person making the referral must inform the DSL/DDSL as soon as possible that they have made a Child Protection Contact Referral.

If a member of Staff believes the child's situation does not appear to be improving and/or believes that the DSL/DDSL has not acted on their concerns, the member of staff should press for re-consideration. **Concerns should always lead to help for the child at some point.**

Extra Familial Harm (formerly contextual Safeguarding)

Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside the School. All staff, but especially the DSL/DDSL/DSPs should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children who may require early help (known as Families First in Hertfordshire)

Families First is Hertfordshire's strategy for early help services for families. A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst which will help practitioners and families find information and support to prevent escalation of needs and crisis.

All *Beechwood Park* staff should be aware of the **early help process (here)**, and understand their role in identifying emerging problems, sharing information with the DSL to support early identification and assessment of a child's needs.

It is important children receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing or escalating concerns so that the DSL can consider a Child Protection Contact Referral to *Children's Services (Safeguarding and Specialist Services)* if the child's situation doesn't appear to be improving.

Staff and volunteers working within the School must be alert to the potential need for early help for children also who are more vulnerable. If early help is appropriate, the DSL/DDSL will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

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

- is disabled and/or has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is acting as a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is persistently absent from education, including persistent absences for part of the school day
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- 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;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;

Members of Staff at Beechwood Park School must be aware of the main categories of maltreatment:

- Physical abuse,
- Emotional abuse,
- Sexual abuse and
- Neglect.

Staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

For further information see *KCSiE Part 1* and [Appendix 4](#) of the *BPS Child Protection Policy*.

They must also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

Children with special educational needs and disabilities

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs;
- Communication barriers and difficulties;
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child);
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased;
- A disabled child's understanding of abuse;
- Lack of choice/participation;
- Isolation.

Senior Pupils with a degree of responsibility over other pupils

As part of their induction, at the start of the Michaelmas Term, the Head briefs all Top Formers and other pupils with a degree of responsibility over other pupils that they should inform the DSL if they have any concerns about the way that a child is being treated or if they receive any disclosures or allegations of abuse.

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).

This policy encapsulates a Contextual Safeguarding approach, where:

- Staff recognise that pupil can have experiences of significant harm in extra-familial contexts, and seek to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- Staff recognise that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- Staff consider interventions to change the systems or social conditions of the environments in which abuse has occurred. For example, rather than move a child from a school, professionals could work with the School leadership and pupil body to challenge harmful, gendered school cultures, thus improving the pre-existing School environment.

All staff must be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration or sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up-skirting, which 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 is a criminal offence and perpetrators could face up to two years in prison if convicted;
- sexting (also known as sharing nudes and semi-nudes); and
- initiation/hazing type violence and rituals.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, Staff must report the matter to the DSL. In this situation the DSL will undertake a full evaluation of the facts, including any specific issues relating to the alleged perpetrator(s) as well as the alleged victim(s). The following points will be considered:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

In all situations of significant harm (actual or likely) the DSL will make a decision regarding the need to refer the matter to children's services in accordance with local procedures. The DSL will act on the advice provided. Where there is no evidence of significant harm but the DSL identifies other welfare concerns the DSL will consider the best way to support the children concerned and to actively promote their wellbeing. As necessary the DSL will develop a strategy in conjunction with the children, their parents and carers in order to prevent a recurrence of the incident(s).

If the evidence suggests that there was an intention to cause severe harm to a pupil, staff must regard this as abusive whether or not severe harm was actually caused.

Staff are aware that abuse is abuse and peer on peer abuse will never be tolerated. Staff recognise that children are capable of abusing their peers and staff do not tolerate or pass this off as "banter", "just having a laugh", or "part of growing up".

Furthermore, Staff recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. All staff are aware that abuse is abuse.

Staff recognise that children can be particularly vulnerable in residential settings and are alert to pupil relationships and the potential for peer abuse.

Hertfordshire County Council recommends that education settings use *The Sexual Behaviours Traffic Light Tool* by the Brook Advisory Service to help professionals assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

In order to minimise the risk of peer on peer abuse, the DSL ensures that the School:

- Provides a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Nurtures a culture where pupils can raise concerns with any member of staff, knowing that they will be listened to, believed and valued.
- Enforces the BPS Pupil Conduct Policy and a BPS Anti-Bullying Policy.
- Has a robust approach to Internet Safety which develops pupils' knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.

- Supports victims, perpetrators and any other child affected by peer on peer abuse.
- Develops robust risk assessments where appropriate (e.g. Using an Individual Action and Safety Plan and Support Plan tools).
- Has robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in School.
- Where there is an allegation or concern that a child has abused others Section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic) , ‘Children Who Abuse Others’: http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html
Staff should also refer to Part five of KCSiE - ‘Child on child sexual violence and sexual harassment’: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Allegations against other pupils which are safeguarding issues

Potentially, pupils may make allegations against other pupils in the School, which are of a child protection nature. Child Protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, gender based violence/sexual assault, bullying, cyber bullying, sexting peer-on-peer exploitation, sexual bullying or harmful sexual behaviour.

Staff must consider this as a child protection allegation against a pupil if some of the following features are present.

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the School
- Indicates that other pupils may have been affected by this pupil
- Indicates that young people outside the school may be affected by this pupil.

Physical Abuse

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanctions to be undertaken.

Serious Violence

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

- Increased absence from School
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

Staff are aware of the associated risks and understand the measures in place to manage these. Advice for schools is provided in the Home Office’s [Preventing Youth Violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

Also refer to [Schools Toolkit](#) the characteristics of young peoples’ vulnerability to CSE and CCE on the HGFL.

Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both pupils who are bullied and who bully others may have serious, lasting problems.

The *BPS Anti Bullying Policy* makes pupils and staff aware that bullying may involve:

- An Imbalance of Power: pupils who bully use their power—such as physical strength, access to embarrassing information, or popularity— to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e. g. size, hair colour, race, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Twitter, Snapchat and Instagram to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support pupils may require in these instances, the School (*Deputy Head Pastoral, Head*) will have no choice but to involve the police to investigate these situations.

Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'semi-nude' 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, regardless of their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Guidance on responding to and managing sharing nudes incidents can be found from:

- Department for Digital, Culture, media & Sport and UK Council for Internet Safety: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- NSPCC: [Sexting: Advice for Professionals](#)

Emotional Abuse

Can include blackmail or extortion and may also include threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional well-being of the pupil and can lead to self-harm.

Sexual Abuse

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards.

Sexually harmful behaviour may range from inappropriate sexual language, inappropriate roleplay, to sexually touching another or sexual assault/abuse. It can also include indecent exposure, indecent touching /serious sexual assaults or forcing others to watch pornography or take part in sexting.

Sexual harassment ('unwanted conduct of a sexual nature') and sexual violence (sexual offences under the Sexual Offences Act 2003: rape, assault by penetration, sexual assault) exist on a continuum and may overlap; they can occur online and offline (both physical and verbal) and are never acceptable. Sexual abuse may be wholly online or may be used to facilitate offline abuse.

Staff should also refer to *KCSiE - Part 5 'Child on child sexual violence and sexual harassment'*

Teenage Relationship Abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Procedure for Dealing with Allegations of Peer on Peer Abuse

When a pupil makes an allegation against another pupil, members of staff must consider whether the complaint raises a safeguarding concern.

1. If there is a safeguarding concern, the member of staff must inform the DSL (or the DDSL) immediately, both verbally and by filling in a C4C.
2. Staff will write a factual record of the allegation, but must not attempt at this stage to investigate the circumstances.
3. The DSL or the DDSL must meet with the Head to discuss the case.
4. The DSL will contact the *Child Protection Schools' Liaison Officer* (CPSLO) regarding setting up a *Risk Assessment Management Plan* (RAMP), which is used when children or adults might pose a risk to others in the School community.
5. If the allegation indicates that a potential criminal offence has taken place, the police will be involved.
6. The DSL will keep the parents of all pupils informed and updated on the progress of the referral (Child Protection Contact).
7. The DSL or the DDSL will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding records.
8. If the allegation highlights a potential risk to the School and the pupil, the School will follow the School's conduct policy and procedures and take appropriate action.
9. The DSL will monitor the plan and set up a date for a follow-up evaluation with everyone concerned.
10. In addition to all of the other procedures in this policy which still apply in these cases, whilst the matter is investigated, the DSL will offer any child at risk with suitable protection from the infliction of actual or likely significant harm.

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 *KCSiE 2021 - Annex B*.

Also refer to Hertfordshire Safeguarding Children Partnership [6.5 Safeguarding Children Abused Through Sexual Exploitation](#)

Mental Health

All staff should 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 appropriate 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.

If staff have a mental health concern about a child that is also a safeguarding concern, staff must take immediate action by following the procedures in this policy and speaking to the DSL/DDSL.

Domestic Abuse

The cross-government definition of 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

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Staff can find advice on identifying children who are affected by domestic abuse and how they can be helped on the following links:

[NSPCC- UK domestic-abuse signs symptoms effects](#)

[Refuge - what is domestic violence/effects of domestic violence on](#)

[childrenSafe young lives: young people and domestic abuse](#)

Operation Encompass teachers' helpline

Operation Encompass teachers' helpline, funded by the Home Office, is available for all staff in education settings and allows staff to speak in confidence with an educational psychologist about how best to support children experiencing domestic abuse.

Phone: 0204 513 9990

Opening hours:

Monday to Friday, term-time, 8am to 1pm

Further information and resources can be found on the [Operation Encompass website](#) and in a [handbook for schools](#), which provides information about the impact of domestic abuse on children and advice on how to support them.

PREVENT: Safeguarding Children and Young People from Radicalisation

Under the [Prevent Duty](#), Section 26 of the [Counter Terrorism and Security Act 2015](#) (hereafter *CTSA 2015*), all schools and colleges must have “due regard to the need to prevent people from being drawn into terrorism.” Children can be especially vulnerable to extreme ideologies and radicalisation and protecting our pupils from these is core to our safeguarding practices at *Beechwood*.

Beechwood's child-centred educational philosophy, its *Mission* and *Values* promote the development of confidence and independence, which build resilience against extreme ideologies and radicalisation. Pupils learn critical thinking skills and discuss current affairs as and when they arise. The School also dedicates one week of every year to the promotion of *British Values*; we build mutual respect and understanding and promote the use of dialogue not violence as a form of conflict resolution.

We achieve this through:

- The promotion of the *School's Mission* and *School Values* through all aspects of School life, in particular through Form Periods, Assemblies, PSHEE and other opportunities for open debate;
- The effective implementation of all School policy and in particular, the *BPS Online Safety Policy*, *BPS Pupils Conduct Policy*, *BPS Equal Opportunities Policies* and *BPS Anti-Bullying Policy*.
- The promotion of *Diversity* as a core *School Value*;
- Educational *Citizenship* programmes.
- The promotion of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- The teaching of pupils to respect each other and to celebrate differences in others whatever they may be.
- Learning about other faiths, cultures and traditions and life both in a modern multi-cultural Britain and globally.

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children's behaviour, which could indicate that they may be in need of *Prevent* support. Staff act proportionately to the concern using the **Prevent Notice, Check, Share** approach, which could lead to the DSL making a *Prevent Referral*.

The School encourages the use of external speakers to enrich the experiences of our pupils and appropriately vets and supervises all visitors, whether invited by staff or pupils in accordance with the *BPS Visiting Speaker Policy* to ensure that they are suitable.

The School is aware of its obligations to work in partnership with other agencies in delivering the *Prevent Duty Guidance 2015* and trains its staff, adjusts its policies according to need and ensures that safeguarding arrangements take into account the policies and procedures of *Hertfordshire Safeguarding Children Partnership*.

The Head, DSL and DDSL underwent a WRAP training and the DSL filters down key messages to all staff members through training and updates.

The School's web filter protects pupils from online terrorist and extremist material when accessing the internet through School IT systems. Pupils and staff report to the *DSL* any concerns relating to

inappropriate content found on the internet and pupils and staff sign a *BPS Acceptable Usage Policy (AUP)* annually to confirm that they understand what is acceptable.

The DSL trains staff at least annually to follow normal referral processes if they have concerns about a child relating to the prevention of radicalisation, extremism and terrorism. The DSL will assess the level of potential risk to identify the most appropriate referral, which could include *Channel* or *Children's Services*.

Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation would normally be taken in consultation with parents and pupils, the School does not require parental consent for a Child Protection Contact Referral, when there are reasonable grounds to believe that a child is at risk of significant harm.

Hertfordshire County Council guidance on Prevent is here at [5.3.9 Prevent Guidance](#) of the Hertfordshire Safeguarding Children's Partnership CP procedures which outlines the specific duties in Hertfordshire. This guidance also features contact details and advice on making a **Prevent referral**.

For support and advice on extremism, staff and parents may contact the HCC Prevent Programme Manger on 07773 094 89, the local police force (101), [Let's Talk about it](#) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for Staff and Governors: 020 7340 7264 and counter.extremism@education.gov.uk.

Children who go Missing from Education

Beechwood Park School has rigorous admission and attendance procedures in place to identify and respond to children who go missing, particularly on repeat occasions.

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

The *BPS Pupil Attendance Policy* informs staff about their responsibilities to record attendance and lateness carefully. The School is aware of its duties relating to *KCSiE* and to report children who go missing from School.

Online Safety

Beechwood Park School takes action to protect children from harmful and inappropriate electronic/digital material. It teaches pupils about safeguarding, including online safeguarding, through the Computer Science curriculum and through the PSHEE programme. The School uses opportunities to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet.

Staff at *Beechwood Park* teach pupils to understand 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.

Further resources can be found at:

- The UK Safer Internet Centre www.saferinternet.org.uk
- CEOP's Thinkuknow website www.thinkuknow.co.uk

Private Fostering Arrangements

Schools have a mandatory duty to report to the local authority any instances of private fostering arrangements. All employees and volunteers at *Beechwood Park School* will report to the DSL any pupil who lives away from their parents for more than 28 days per year.

Child Sexual Exploitation

The School is vigilant in spotting the signs of sexual abuse in all children. The School teaches pupils through PSHEE and SRE lessons how to enjoy healthy relationships and how to avoid unhealthy relationships.

The School SRE syllabus makes specific reference to ‘sexual banter’ between pupils either directly between pupils or on social media, making it clear that this is not in accordance with our stated 16 core School Values and that the School considers it as a serious disciplinary issue.

Child sexual exploitation is a form of child 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

- in exchange for something the victim needs or wants, and/or
- for the financial advantage or increased status of the perpetrator or facilitator.

Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- 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 pupil’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 child sexual exploitation:

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

Honour Based Abuse (HBA)

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Staff at *Beechwood Park School* are knowledgeable to the health care and welfare of its pupils and is watchful for any signs or symptoms of honour based abuse. All staff are alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If in any doubt staff should speak to the DSL or DDSL who will contact the *Referral Children's Services*.

Female Genital Mutilation

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. It's also known as "female circumcision" or "cutting". This is illegal in the UK. Section 5B of the *Female Genital Mutilation Act 2003* (as inserted by section 74 of the *Serious Crime Act 2015*) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the girl or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

If a **teacher**, (persons employed or engaged to carry out teaching work at *Beechwood Park*), in the course of their work, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher must report this to the police** via 101. **This is a mandatory reporting duty.** After they have reported FGM to the police they should inform the DSL/DDSL if the child is at *Beechwood Park*. Any non-teaching member of Staff who discovers that an act of FGM appears to have been carried out must report this to the DSL/DDSL without delay and the DSL/DDSL will report the matter to the police.

A girl at immediate risk of FGM may not know what's going to happen but she might talk about or staff may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut - a sister, cousin, or an older female relative such as a mother or aunt.

Fabricated or Induced Illness

FII is a rare, potentially lethal form of abuse.

Staff will raise concerns for a small number of children when it is considered that the health or development of a child is likely to be significantly impaired or further impaired by the actions of a carer or carers having fabricated or induced illness. It is important that the focus is on the outcomes or impact on the child and not initially on attempts to diagnose the parent or carer. This can inflict both physical and emotional harm.

Boarding

The *National Minimum Standards for Boarding Schools* states that if any boarders or their parents have any concerns about the School's arrangements for child protection, they can contact *Ofsted*. There is no requirement to report, but parents and boarders may do so if they wish.

Piccadilly Gate - Store Street - Manchester - M1 2WD

Tel: 08456 404040

email: enquiries@ofsted.gov.uk

Safeguarding of Pupils on off-site School visits

The School recognises its child protection responsibilities for the care and safety of pupils both on and off School premises and will gain written assurance that any staff of other off-site organisations who supervise our pupils on a site other than the School have been checked for suitability to work with children.

EYFS Child Protection

In addition to other child protection measures for EYFS children, the School has a clear policy on the use by parents and staff of mobile phones and cameras in the EYFS setting. These are contained in the *BPS Staff Handbook* and the *BPS Staff Behaviour Policy*. Staff observe this guidance throughout the School and is in accordance with the EYFS statutory requirements and in accordance with the School's policy on the use of mobile phones and cameras in the EYFS setting.

Members of Staff will only take photographs of children with their parents' permission (provided in writing via consent form). Where staff take photographs to give evidence of children's progress, photos can only be taken on School cameras. Staff must then download them onto school computers. Staff cannot use photos or pass on outside the School.

As an EYFS setting, staff and pupils must not use their own mobile phones on School property except in the case of an emergency.

If a member of Staff uses their phone in an emergency they need to self-report to the DDSL/DSL.

Disqualification

As an EYFS provider, and school for children under the age of eight years, the SLT at *Beechwood Park* is aware of its responsibilities not to employ those who have been disqualified from working in childcare. As an EYFS registered setting, the DSL will inform Ofsted of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises - as soon as practicable and within 14 days at the latest.

11. Dealing with a Disclosure

If a child discloses that he or she has been abused in some way, the member of staff / volunteer:

- Listens to what is being said without displaying shock or disbelief
- Accepts what the pupil says
- Allows the child to talk freely
- Reassure the child, but does not make promises which it might not be possible to keep
- Does not promise confidentiality - it might be necessary to refer to Children's Services: Safeguarding and Specialist Services
- Reassures him or her that what has happened is not his or her fault
- Stresses that it was the right thing to tell
- Listens, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)

IF YOU CONSIDER A CHILD TO BE IN IMMEDIATE DANGER OR AT RISK OF HARM, CONTACT THE POLICE WITHOUT DELAY.

Send allegations or suspicions against staff and volunteers without delay to the Head.

If the allegation is made against the Head, send allegations or suspicions of abuse to the Chair of Governors or Vice-Chair of Governors without informing the Head.

Once the DSL (or the Head or the Chair of Governors/Vice-Chair of Governors) has received the

disclosure, he will pass it on to the *Hertfordshire LADO*, who will advise as to how to differentiate the concern between

- a) a pupil in **immediate risk of significant harm or someone has committed a crime**: the DSP or a member of staff must immediately contact the emergency services on 999
- b) a pupil **in need of additional support from one or more agencies**: the DSL will refer to Children's Services (0300 123 4043).

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for themselves and discuss this with the DSL.

12. Record Keeping

All members of Staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

The DfE emphasises that, "The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

The July 2018 [Government guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#), includes "seven golden rules for sharing information" as well as some useful "myth busters".

Data protection law is not a barrier, but it is a system of checks and balances to be borne in mind when recording, sharing, and retaining vital but sensitive data. **Staff must record all information in a neutral way, detailing facts, and not making judgments or assumptions.**

When a child makes a disclosure, whether they are a day child, boarder or a member of EYFS, the member of staff/volunteer will:

- Record as soon as possible after the conversation using the *BPS Safeguarding Cause for Concern Record (C4C)* wherever possible.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Describe (not draw) any injuries, indicating position and approximate size, only viewing those parts of the body which are normally visible.
- Record statements and observations rather than interpretations or assumptions

Give all records to the DSL immediately. Do not keep copies.

The DSL manages all safeguarding records in accordance with the *Education (Pupil Information) (England) Regulations 2005*.

Where pupils leave the School, the DSL will ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and obtaining confirmation of receipt. The DSL will transfer the child protection file separately from the main pupil file. If the child has an allocated social worker, the DSL will also inform them of the change of school.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. 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.

When pupils move from one Form Teacher to another, the DSL will also consider if it would be appropriate to share any Child Protection information with the new Form Teacher. He will do this at the start of the new academic year, and at any time when the pupils change Form Teacher.

13. Confidentiality

Safeguarding children raises issues of confidentiality that all staff/volunteers clearly understand.

- All staff in School, both teaching and non-teaching staff have a responsibility to share relevant 'information about the protection of children with other professionals, particularly the investigative agencies (*Children's Services: Safeguarding and Specialist Services* and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tells the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

14. Communicating with Parents

The DSL does not require parental consent for a Child Protection Contact Referral. However, the DSL may inform parents prior to referral, unless he considers doing so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material.

The DSL may also consider not informing parent(s) where this would place a member of staff at risk. The DSL will ensure that parents have an understanding of the responsibilities placed on the School and staff for safeguarding children.

Where reasonably possible the School holds more than one emergency contact number for every pupil.

15. Allegations involving School Staff and Volunteers

In accordance with *KCSiE*, if a member of Staff has a low-level concern that an adult may have acted in a manner inconsistent with the School's Mission, Values or *Staff Behaviour Policy*, or a sense of unease as to the adult's behaviour particularly towards or around children, please refer to the *BPS Low-Level Concern Policy*.

In accordance with Part 4 of *KCSiE*, an allegation is any information which indicates that a member of staff (including the DSL) or volunteer may have:

1. Behaved in a way that has, or may have harmed a child
2. Possibly committed a criminal offence against / related to a child
3. Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

To reduce the risk of allegations, all staff are aware of the guidance in the *BPS Staff Handbook*, *BPS Staff Behaviour Policy* and Government document *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*.

The person to whom an allegation is first reported should

1. Take the matter seriously.
2. Keep an open mind.
3. Not investigate or ask leading questions if seeking clarification.
4. Not make assumptions.
5. Not promise confidentiality, advising the child that they might need to share the concern on a 'need to know' basis only.

The person to whom an allegation is made should then,

1. Make an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present.
2. Sign, date and immediately pass the record on to the Head without delay.
3. If the concern relates to the Head, the member of staff must contact the Chair of Governors or in their absence the Vice-Chair.

The recipient of the allegation will not unilaterally determine its validity but will report their concern **without delay** to the Head or in the case of concerns relating to the Head contact the Chair of Governors, (as above). Failure to report in accordance with procedures is potentially a disciplinary matter.

Neither the recipient of the allegation nor the DSL, Chair or Deputy Chair will investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer: **Lado Team: 01992 555 420**

If the allegation meets any of the three criteria set out **in bold** at the start of this section, the Head will always make contact with the *Local Authority Designated Officer* **without delay and within one working day at the latest.**

If the allegation meets the threshold for safeguarding and the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the *Hertfordshire Safeguarding Children Partnership Inter-agency Child Protection and Safeguarding Children Procedures*.

If the allegation does not meet the threshold for safeguarding and does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the Head with advice and support on how he should manage the allegations.

The Head will, as soon as possible, following briefing from the *Local Authority Designated Officer* inform the subject of the allegation.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

For further information, see

HSCP Inter-agency Child Protection and Safeguarding Children Procedures Section

[4.1 Managing Allegations against Adults who Work with Children and Young People](#)

and Hertfordshire, Safeguarding Children's Partnership website on,

<http://www.hertsdirect.org/services/healthsoc/childfam/childprotection/hertssafboard/>

Where a member of staff feels unable to raise an issue with the School using the *BPS Whistleblowing Policy* or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- **Children's Services 0300 123 40 43 / 0300 123 40 40**
- **NSPCC Whistleblowing Helpline** is available for staff who do not feel able to raise concerns

regarding child protection failures internally.

Staff can call: **0800 028 0285** - this line is available from 8am to 8pm, Monday to

Friday email: help@nspcc.org.uk

- Ofsted: whistleblowing@ofsted.co.uk

16. Arrangements for dealing with allegations of Abuse against Teachers and Other School Staff including Volunteers

BPS Staff Behaviour Policy

In accordance with *KCSiE*, the School has a *BPS Staff Behaviour Policy*, which is published on the staff shared policy area. To reduce the risk of allegations, all staff follow the safer working practice and are familiar with the guidance contained in the *BPS Staff Behaviour Policy*.

Allegations about a Member of the Boarding Team

If the allegation of abuse concerns a member of the Boarding Staff Team, and the Head decides that they should be suspended from their duties, the School will provide suitable accommodation for them away from the School site until the matter has been resolved. This is in accordance with the requirements of the *National Minimum Standards for Boarding Schools*.

Confidentiality

Since 1st October 2012, restrictions exist on the reporting or publishing of allegations against teachers and the School will make every effort to maintain confidentiality guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE / TRA publish information about an investigation of decision in a disciplinary case.

Reporting to the DBS

The Head understands their legal duty to report promptly to the *DBS* any person's services (whether employed, contracted, a volunteer or student) when both of the following conditions have been met:

Condition 1

The School withdraws permission for a person to engage in regulated activity with children. Or the School moves the person to another area of work that isn't regulated activity.

This includes situations when the School would have taken the above action, but the person was re-deployed, resigned, retired, or left. For example, a teacher resigns when an allegation of harm to a pupil is first made.

Condition 2

The School thinks the person has carried out 1 of the following:

- engaged in relevant conduct in relation to children and/or adults. An action or inaction has harmed a child or vulnerable adult or put them at risk or harm or;
- satisfied the harm test in relation to children and / or vulnerable adults. eg there has been no relevant conduct but a risk of harm to a child or vulnerable still exists. or
- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

Ceasing to use a person's services includes: dismissal; non-renewal, of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

The Head undertakes to provide as much evidence about the circumstances of the case as possible and recognises that failure to make a report constitutes an offence. It also recognises its legal duty to cooperate with an investigation.

Please see the guidance on [Making Barring Referrals to the DBS](#).

Reporting to the TRA

Independent Schools are also under a duty to consider making a referral to the *Teaching Regulation Agency (TRA)* where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in *Teacher Misconduct: The Prohibition of Teachers (July 2014)*. The TRA [website](#) provides further guidance.

The role of the Local Authority Designated Officer (LADO)

The role of the LADO is set out in [Working Together to Safeguard Children](#) and is governed by the Authorities duties under section 11 of the *Children Act 2004* and [Hertfordshire’s Inter-Agency Policy and Procedures](#). This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed. [Further information](#).

The Head must contact the LADO within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children’s social care about whether a child is in need of protection or in need of services;
- consideration by the School of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child’s voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the School in deciding whether there is a need to

make a referral and/or take any immediate management action to protect a child.

Where do we find the necessary information in order to make a referral?

Information is available [here](#)

The Referral Form is available via [this page](#)

LADO Team: 01992 555 420

17. School Procedure

Please see Appendix 3: *KCSiE*

If any member of staff is concerned about a child, he or she must inform the DSL/DDSL without delay. The DSL/DDSL will decide whether they should raise the concerns to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral the DSL/DDSL will be completed. If the DSL/DDSL makes a Child Protection Contact Referral to Children's Services the DSL/DDSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL/DDSL's role to make Child Protection Contact Referrals, any staff member can make a Child Protection Contact Referral to Children's Services if a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, Forced Marriage etc). In these circumstances a Child Protection Contact Referral should be made to Children's Services and/or the Police immediately. Where Child Protection Contact Referrals are made by another member of staff, they should inform the DSL/DDSL as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at *Beechwood Park*), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police via 101. **This is a mandatory reporting duty.** *KCSiE*

If the allegations raised are against other children, the DSL/DDSL should follow section 4.4 of the [Hertfordshire Safeguarding Children Partnership Procedures Manual](#) - Children Who Abuse Others. Please read the *BPS Pupil Anti-Bullying Policy* in conjunction with this policy.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and a factual account of any verbal disclosures and observations.

Staff must pay particular attention to the attendance and development of any child about whom the School has concerns, or who has been identified as being the subject of a Child Protection Plan and the DSL/DDSL will keep a written record.

If a pupil who is/or has been the subject of a child protection plan changes school, the DSL/DDSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, the DSL will organise training.

18. Glossary

BPS	<i>Beechwood Park School</i>
CCE	<i>Child Criminal</i>
CLA	<i>Exploitation</i>
	<i>Child Looked After (previously known as LAC)</i>
CPSLO	<i>Child Protection School Liaison Officer</i>
CSE	<i>Child Sexual Exploitation</i>
DV	<i>Domestic Violence</i>
DBS	<i>Disclosure and Barring Service</i>
DSL	<i>Designated Safeguarding Lead</i>
DDSL	<i>Deputy Designated Safeguarding Lead</i>
DSP	<i>Designated Safeguarding Person</i>
EHM	<i>Early Help Module</i>
EYFS	<i>Early Years Foundation Stage</i>
FII	<i>Fabricated or Induced Illness</i>
FGM	<i>Female Genital Mutilation</i>
HBA	<i>Honour Based Abuse (formally known as HBV - Honour Based Violence)</i>
HSCP	<i>Hertfordshire Safeguarding Children Partnership</i>
HGFL	<i>Hertfordshire Grid for Learning</i>
KCSiE	<i>Keeping Children Safe in Education (September 2021) (Statutory Guidance)</i>
LAC	See CLA
LADO	<i>Local Authority Designated Officer</i>
LLC	<i>Low-Level Concern</i>
LSCB	<i>Local Safeguarding Children Board</i>
NAPAC	<i>National Association for People Abused in Childhood</i>
The School	<i>Beechwood Park School</i>

APPENDIX 1 WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED

Member of staff has concerns about a child's welfare
(including children in need and children at risk)
 Be alert to signs of abuse and question unusual behaviours

Where a child discloses abuse or neglect

- Listen; take their allegation seriously; reassure that you will take action to keep them safe.
- Inform them what you are going to do next.
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser

Discuss concerns with Designated Safeguarding lead

The **Safeguarding Lead** will consider further actions required, including consultation with Children's Services (SCS), immediately (number below) **or the Police if a crime has been committed, immediately**. Concerns and discussion, decisions and reasons for decision should be recorded in writing by agency /organisation. In **exceptional** circumstances or in the absence of a safeguarding lead the individual may contact Children's Services directly.

Still have concerns: refer to Children's Services

No longer has safeguarding concerns

Children's Service during office hours.
0300 123 4043
 If the child is at immediate risk dial **999**:
 and ask for Police assistance

Out of Hours
 Contact
 Emergency Duty
 Team

Additional /
 unmet needs

Children's Service

1. Acknowledge receipt of referral
2. Decide on next course of action (within one working day)
3. Feedback decision to referrer
 e.g.:
 - Further Assessment including
 - Child protection enquiries/Strategy Discussion
 - No further action required for Children's Services and Early Help assessment recommended
 - Referred to other agency for service provision

Consult with family and relevant agencies and undertake a Families First Assessment or Early Help Module (EHM).

APPENDIX 2 WHERE A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, FOLLOW THIS SEQUENCE OF EVENTS

Create a Safe Environment

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that he/she is not to blame. Tell the child that you know how difficult it must have been to confide in you.



Listen

Listen to what the child has to say and take them seriously; reassure the child but advise that you cannot promise to keep a secret. Do not make promises you cannot keep. If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure.



Talking to the child

When talking to the child, do not interview the child and keep questions to a minimum. Do not display shock or disbelief. Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue, or make assumptions, which might give particular answers. Do not repeat the disclosure over and over. Seek consent from the child to share any information disclosed but should consent not be given, an explanation can be given as to why the DSL must be told.



Record

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child (as much as possible in the child's own words) and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. Record in writing the child's name, address and date of birth along with the child's behaviour and emotional state, who else was present at the time of the disclosure. Sign (with time and date) all notes made and give them to the DSL. When the child has finished speaking, do not leave the child alone. Call for immediate assistance from the DSL or deputy DSL or follow the procedures for allegations against staff, volunteers. The DSL (or other responsible person within the scope of this policy) will then deal with the matter. The official school safeguarding form should also be completed by the person who receives the allegation and forwarded to the DSL.



Do not take responsibility

Only tell those people that it is necessary to inform.
Do not try to investigate the allegation yourself - this is not our role or responsibility but that of statutory agencies (Children's Services and/or police)
Immediately consult our Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
Do not approach or inform the alleged abuser.

APPENDIX 3 ALLEGATIONS AGAINST ADULTS/SCHOOL STAFF/VOLUNTEERS

Report immediately to the Head
Report any concern or allegation against the Head to the Chair of Governors,
unless there is clear evidence to prove that the allegation is incorrect.



If you become aware that a member of staff/volunteer may have:
Behaved in a way that has harmed a child, or may have harmed a child; Possibly committed a criminal offence against or related to child or
Behaved towards a child or children in a way that indicates they may pose a risk of harm to a child



Report the allegation within one working day to the Local Authority Designated Officer (LADO) team:
The LADO team: **01992 555 420**



The LADO will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.



If the allegation threshold is NOT met, the LA Designated Officer will agree with you an appropriate response (E.g. for the agency to undertake further enquiries or undertake an internal investigation)



If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager / safeguarding lead, the LA Designated Officer, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed - e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

APPENDIX 4 INDICATORS OF ABUSE AND NEGLECT



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. A parent or carer may also cause physical harm when they fabricate the symptoms of, or deliberately induces, illness in a child.

Child

Bruises - shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks - site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds - shape, definition, size, depth, scars	
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from School
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or Induced Illness - (FII)
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 over protection 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 cyber bullying), 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, though it may occur alone.

Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation - withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

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.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

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 (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.



BPS Safeguarding Cause for Concern Record (C4C)

Name of pupil:		
Date of birth:	Male/female:	Age:
Ethnic origin:	Religion:	Disability Yes / No
Date of concern:	Time of recording/reporting:	SEND Yes / No
<p>Initial report of the concern(s): <i>In factual terms; and use of open-ended questions to clarify e.g. Who, what, when and how What did the pupil say? How are they feeling? How is their behaviour? Are there any signs of injuries or pain? (if so, describe below) Are any other children or adults involved?</i></p>		
<p>Additional information: <i>Your views on what you know about the pupil e.g. Any previous concerns? How are they doing in school? Any comments on their presentation, their personal circumstances (such as health, development and whether they have any additional needs), and/or if known, their social relationships with their family, friends and wider networks?</i></p>		
<p>Your response and actions to the concern: <i>What you have done/said to the pupil or agreed to do?</i></p>		
<p>Your feelings: <i>What was your instinctive reaction, your feeling about what you have just been told?</i></p>		
<p>Visible injuries: Yes (<i>please describe below</i>) / No</p>		
Your name:	Your role/position:	Your signature:
<p><i>If not an employee at Beechwood Park, please ensure you provide your contact details, should the DSL/DDSL need to contact you regarding your concern.</i></p>		
<p>DSL/DDSL's immediate response and actions taken: <i>Include sharing and gathering information, speaking to the pupil, parents or carers and gauging their response. This may also include undertaking a professional consultation. Has any immediate risk assessment been carried out if so what?</i></p>		

<p>Information shared with Parents / carers? <i>Are they aware of School's concerns / actions carried out to support / safeguard the pupil? Do you have consent for this? If not, rationale for not sharing information?</i></p>
<p>Information shared with other staff/ agencies? <i>Who, what, how and your rationale for this?</i></p>
<p>Outcome for the pupil: <i>What level of intervention is required to safeguard and promote the pupil's welfare? i.e. where does this level of need sit on the Continuum of Need document</i></p>
<p>Feedback given to member of staff reporting concern: <i>This is to be an overview omitting any confidential information, consider 'need to know'.</i></p>
<p>DSL/DDSL Name:</p>
<p>Date and time of recording: _____ Signature _____</p>

Checklist for DSL/DDSL

- Pupil clearly identified?
- Name, designation and signature of the person completing the record populated?
- Date, day and time of any incidents or when a concern was observed?
- Date, day and time of written record?
- If a third party has raised concerns, are details of this person included (name, relationship to the pupil and their contact details if relevant)?
- Distinguish between fact, opinion and hearsay**
- Concern described in sufficient detail, i.e. no further clarification necessary?
- Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim)
- Are the names of all parties who were involved in the incident, including any witnesses to an event included? Is it clear what their relationship is to the pupil?
- Record free of jargon?
- Written in a professional manner without stereotyping or discrimination?
- What did the member of staff say or do in response to the concern?
- Record of concern completed in a timely manner?
- Record of concern passed to DSL /DDSL in a timely manner?
- Is any additional paperwork, e.g. handwritten notes of conversation with parents attached securely to this record?
- Has DSL/DDSL completed their sections in full, including action taken and outcome, feedback to staff and information sharing?
- If the concerns have not been referred to Children's Services/Police, are the reasons clearly recorded by the DSL/DDSL?

Audit date:		Audit completed by:	
Overall RAG rating	Red	Information from the checklist is lacking and deficiencies need to be addressed urgently	
	Amber	Key information is included but recording could be further improved	
	Green	The recording meets the above required standards	
Action needed	Timescale	Name and position of person responsible	Date action completed

APPENDIX 6 YOU HAVE CONCERNS ABOUT A CHILD - WHAT SHOULD YOU DO?

Where there are clear concerns about risk of harm to a child, you must make a referral to Children's Services: Safeguarding and Specialist Services on 0300 123 4043.

- Follow the *BPS Child Protection Policy* and consult the DSL/DDSL.
- The [Hertfordshire Safeguarding Children Partnership](#) contains details of the **local contacts** for the various services.
- Use the **Continuum of Need** document to help you assess the level of need for the child.
- If there is a clear safeguarding concern, make a Child Protection Contact Referral to Children's Services: Contact details: 0300 123 4043
Information Referral Form
- For cases where there is not an immediate child protection concern you may consider a **Families First Assessment** to enable a range of professionals to work together and decide how best to support the family's needs. Families First Portal - www.hertfordshire.gov.uk/familiesfirst
- Call the Consultation Hub and ask for early help and advice to support a family through early help/Families First **01438 737511**

Designated Safeguarding Lead' Signature (Signed copy in HM Office)

Date:

Head' Signature (Signed copy in HM Office)

Date:

Chair of Governors' Signature (Signed copy in HM Office)

Date:

updated 26/11/21