

BEECH LODGE SCHOOL
Safeguarding Children - Child Protection Policy
This policy applies to the whole school

This policy is made available to parents, staff and pupils via the School website and a copy may be obtained from the Office.

Safeguarding is everyone's responsibility. It applies to all who, work, or volunteer, or learn, or supply services to our school. All staff and volunteers have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a child is at risk of significant harm or in need of support services. *They are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is Lucy Barnes, or Deputy DSL Rachel Cassidy.* This policy, including its procedures, along with the related documents (which are listed at the end of this policy), is informed by statutory and best practice guidance. The *Royal Borough of Windsor and Maidenhead's Local Safeguarding Children's Board (LSCB)* has approved this Child Protection Policy which is in accordance with locally agreed interagency procedures.

Beech Lodge School recognises it is an agent of referral and not of investigation. Any person may make a referral (including whistle blowing) to external agencies such as the Royal Borough of Windsor and Maidenhead Local Safeguarding Children's Board, Children's Social Care (CSC), the Multi Agency Safeguarding Hub (MASH), or the Local Authority Designated Officer (LADO) and the police, if necessary.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Head and Designated Safeguarding Lead (DSL). The Proprietor/Safeguarding Lead will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. This policy will be reviewed no later than **January 2017**, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date: January 2016

Lucy Barnes
Headteacher

Daniela Szmigielska Shanly
Proprietor

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Beech Lodge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential

Printed copies of the LSCB procedures are available from the school office. The LSCB can be contacted as follows:

- Royal Borough of Windsor and Maidenhead, Town Hall, St Ives Road, Maidenhead, SL6 1RF
- Tel: 01628 683234 website: www.wamlscb.org
- Email: lscb@rbwm.gov.uk

Our School's Designated Safeguarding Lead (DSL)/Prevent Officer and the Deputy DSL/Deputy Prevent Officer have lead responsibility for child protection and are also the Prevent Officer and Deputy Prevent Officer responsible for the prevention of radicalisation, extremism and being drawn into terrorism. Both are members of the Senior Leadership Team (SLT) and have the status and authority within the school to carry out the duties of the post. This includes child protection referrals, raising awareness, training, liaising with the local authority children's agencies as appropriate, committing resources and supporting and directing staff. Their telephone numbers are prominently displayed in the school.

Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school is

- Lucy Barnes, Headteacher
01628 879384, 07971 686671
Head@beechlodeschool.co.uk

Deputy Designated Safeguarding Lead (DDSL):

- Rachel Cassidy
01628 879384, 07952 243785
Rcassidy@beechlodeschool.co.uk

The Local Authority Designated Officer (LADO), is familiar with our methods and procedures, and with whom good lines of communication are kept. **The contact details are:**

- Fiona Goussard, LADO
Royal Borough of Windsor and Maidenhead, Town Hall, St Ives road, Maidenhead, SL6 1RF
- Telephone: 01628 683194 Emergency Duty team (out of hours service): 01344 786543
- Email: lado@rbwm.gcsx.gov.uk

The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is: Craig Miller, Head of Community Safety. Email: craig.miller@rbwm.gov.uk Tel: 01628 683598. Emergency Duty team (out of hours service): 01344 786543. The non-emergency police telephone number is: 101 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk

If an adult working in our school has concerns or identifies a student as being at risk of radicalisation, the adult should immediately make a referral to our Designated Safeguarding Officer who is also our Prevent Officer who will consider the most appropriate referral which could include Channel or Children's Social Care.

Keeping Children Safe in Education (DfE: July 2015) makes it clear that anybody can make a direct referral to Children's Social Care including the LADO (which in respect of Royal Borough of Windsor and Maidenhead Council is the MASH) and other external agencies. We differentiate between safeguarding children who have suffered or are likely to suffer significant harm 'children at risk' and those who are in need of additional support from one or more external agencies 'children in need'. The former will be reported immediately to the Children's Social Care; the latter will also be referred to Children's Social Care and will lead to inter-agency assessment using the Common Assessment Framework (CAF) and the Team around the Child (TAC) approaches who will work in conjunction with the school and family involved. An incident referral form for 'children in need' is available by contacting RBWM on 01628 683150 Emergency Duty team (out of hours service): 01344 786543

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Concerns about a child: if a child has suffered or is likely to suffer significant harm, the DSL must immediately report this to Children's social care (CSC).

Children in need of additional support from one or more agencies: the DSL also refers this to Children's Social Care (CSC) using the inter-agency assessment process (Multi Agency Safeguarding Hub (MASH)) via a referral form, thus utilising the "Team around the Child" (TAC) approaches

Children's Social Care Referral and Assessment Team

The contact details for Children's Social Care are as follows:

Telephone: 01628 683150 (9.00am – 5.00pm Monday to Friday).

Email: rat@rbwm.gcsx.gov.uk

Child Protection Coordinator: Telephone: 01628 683202

Emergency Duty Team (out of hours service): Telephone: 01344 786543

If a child is in immediate danger or left alone, you should contact the police or call an ambulance immediately on 999.

It is mandatory for us to report any suspected cases of Female Genital Mutilation to the Police whose contact details are: For non-emergency 101 and for emergency calls 999. For advice and guidance telephone: 0800 028 3550 Email: fgmhelp@nspcc.org.uk Email: (Details to follow from the Local Authority)

Safeguarding Accusation Regarding an Adult who works or volunteers in the school. This applies where an adult has behaved in a way that **has harmed** a child, or **may have harmed** a child or **may pose a risk of harm** to a child; possibly committed a **criminal offence** against or related to a child. Allegations are to be reported straight away to the DSL who, whilst keeping the Deputy Designated Safeguarding Lead and the Proprietor informed, will immediately contact the **(LADO)** to discuss the allegation. The LADO will consider the nature, content and context of the allegation and agrees a course of action including any involvement of the police.

- **If an allegation is made against the Deputy Designated Safeguarding Lead**, the Designated Safeguarding Lead should be informed who will then immediately contact the LADO whilst keeping the Proprietor informed. The Deputy Designated Safeguarding Lead must not be contacted or notified.
- **If an allegation is made against the Headteacher, the person making the allegation or having a concern must immediately report to Daniela Szmigielska Shanly who is the Proprietor.** The Proprietor will then inform the LADO, preferably immediately and certainly within one working day. The Headteacher must not be contacted or notified. The Proprietor liaises with Local authority.
- **If the allegation is made against the Proprietor** the Headteacher will immediately inform the LADO without informing the Proprietor

What our staff and volunteers must know and do where a young person discloses abuse or neglect: All cases of suspected child abuse should be given the highest priority. The following sequence of events should be adhered to.

- **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. If there is a requirement for immediate medical intervention, assistance should be called for.
- **RECORD** in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure.
- **YOU MUST NOT INVESTIGATE THE INCIDENT, ASK LEADING QUESTIONS, OR REPEATEDLY QUESTION/ASK THE CHILD TO REPEAT THE DISCLOSURE OVER AND OVER OR MAKE ASSUMPTIONS OR OFFER ALTERNATIVE EXPLANATIONS**
- **DO NOT PROMISE CONFIDENTIALITY**
- **DO NOT APPROACH/INFORM THE ALLEGED ABUSER.**

- **REPORT** all suspicions, concerns, instances and allegations of actual or suspected child abuse or neglect immediately to our DSL. **In the absence of the DSL** inform the Deputy DSL. **The MASH will then provide advice, instruction and direction as is relevant.**

All unnecessary delays should be eradicated and inaction at any level can and should be challenged. In borderline cases, this can be done informally and without giving names in the first instance. The School will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed.

Definition of Safeguarding from *Keeping Children Safe in Education (KCSIE)* (DfE: July 2015.) This is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18.

Purpose: This policy provides the Headteacher, the Proprietor, staff and volunteers with the guidance they need in order to keep children safe and secure in our school so they can learn effectively. The policy also informs parents and guardians how we will safeguard their children whilst they are in our care. We understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating. All staff and volunteers must be aware of how to pass on any concerns about other members of staff, volunteers or people providing services to the school and how to conduct themselves to minimise the risk of finding themselves as the subject of any child protection processes. They must also recognise the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

Context: Any adult can harm a child either by direct acts or failure to provide proper care, or both. We take seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff or volunteer. The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent/guardian, the interests of the child must be paramount and the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests. Our children have the right to respect and protection from abuse, regardless of age, gender, ability, language, religion, race, nationality, sexuality, culture or disability. **They have the right to feel valued and confident, knowing how to approach adults if they are in difficulty. In our school a bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering,** or likely to suffer, significant harm Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management and Anti-bullying Policies.

If an allegation is made against anyone working in the school (inclusive of volunteers), Beech Lodge School will carefully consider whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. We give due weight to the views of the LADO and to our policy when making a decision about suspension. Beech Lodge will make every effort to maintain confidentiality and guard against publicity if there are allegations against teachers. These restrictions apply up to the point where the accused person is charged with an offence. The DfE/NCTL publish information about an investigation or decision in a disciplinary case.

Staff should also be familiar with the **Whistleblowing Policy** and the **Staff Code of Conduct** (both of which are on the school website. In preparing this policy we are attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. With an age range from 7 to 17 we are also aware of the potential scope for problems relating to emotional and mental health issues, body image, eating disorders, self-harm, and also radicalisation and extremism. Please note that our Child Protection Policy is extended to include young adults of 19 years of age.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care and the police immediately. Anybody can make a referral. The child can be kept in school if advised to do so by these agencies. The parent should be informed and a decision should be made with Children's Social Care/police about who should do this. Normally, the DSL will try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to Children's Social Care if necessary. However, in accordance with DfE guidance, this will only be done when this will not place the child at increased risk. The child's views will also be taken into account.

Where there are doubts or reservations involving the child's family, the DSL should clarify with Children's Social Care or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation.

When a pupil is in need of *urgent* medical attention and there is suspicion of abuse an ambulance should be called. If the response from the emergency services states that the school should take the child to hospital then the DSL, with an escort, should take the child to the Accident and Emergency Unit at the nearest hospital. They should first notify Children's Social Care (CSC) and seek advice about what action the CSC or the police will take and how the parents will be informed. Normally, parents would be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until the CSC and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from the school, CSC or the police, if the parents are not included.

Proprietor Responsibilities and Function with regard to the management of safeguarding

Our Proprietor appoints individuals from the senior leadership team to take responsibility for child protection matters. The core responsibility is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. This role is exercised in conjunction with the DSL for the whole school. We also have an alternative person (deputy DSL) to whom reports are made in the absence of the DSL in order that there is the required cover for the role at all times. It is incumbent on our Proprietor to make arrangements to ensure that the DSLs have sufficient time, funding, supervision and support to fulfil their welfare and safeguarding responsibilities effectively. All professionals working with children in our school have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding concerns to the DSL, or, in the absence of action, directly to local children's services. However, our Proprietor recognises and fully understands that the safeguarding duties remain the responsibility of the Proprietor, integral to which is the annual review of safeguarding.

The application and implementation of these proprietorial duties include:

- monitoring the policy, procedures and the efficiency with which they are carried out; ensuring that there are clear job specifications for the DSL and the deputy DSL;
- specific duties and functions for safeguarding known as the "board level lead for safeguarding"
- giving opportunities for any concerns to be voiced and ensuring that the Proprietor has an understanding of the methodology of the teaching of safeguarding issues within the school;
- holding the Head and DSL/Prevent Officer responsible for safeguarding to account;
- having responsibility for the monitoring of the safeguarding process alongside the DSL and the dissemination of that process; producing and presenting an annual detailed report and minutes with the DSL along with a report;
- ensuring that the report and minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review;
- having responsibility for informing all staff (teaching, non-teaching, contractors, agency staff and volunteers) of the policy content and for monitoring the policy in practice; checking the staff's understanding and implementation of the policy by conducting conversations/interviews with differing members of staff on each and every visit to the school; thus ensuring that ALL staff are aware of the referral process and how to implement the safeguarding protocols.

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Teaching Children How to Keep Safe: The Headteacher and the Proprietor carefully monitor the School's arrangements to educate and encourage pupils to keep safe through considering how best to educate children about safeguarding issues, including online issues. The internet and the use of social media in particular has become a major factor in the radicalisation of young people; we ensure that children are safe from terrorist and extremist material when accessing the internet on school systems through appropriate levels of filtering, internet safety rules and e-safety education with the curriculum and in tutor time (in line with our E-safety and Cyber Bullying policies which are on our website and within our Integrated Safeguarding Portfolio). Staff understand specific background factors may contribute to vulnerability to being radicalised which are often combined with specific influences such as family, friends or online. Children 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. Within the curriculum and Spiritual, Moral Social and Cultural education, we instil within pupils values that build resilience and prevent children being drawn into radicalisation and extremism. We explore what extremism might look like and how this poses a threat to peace and we build resilience to radicalism by providing a safe environment for debating controversial issues. This builds on the work already being undertaken during the spiritual, moral, social and cultural (SMSC) development of pupils included in the curriculum and Citizenship Program alongside our role in actively promoting British Values.

The Beech Lodge School ethos promotes a positive, supportive and secure environment, giving pupils a sense of value as well as a creation of a culture that helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued. The latest resources promoted by DfE regarding teaching children how to keep safe can be found at: The use of social media for on-line radicalisation, the UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP's *Thinkuknow* website www.thinkuknow.co.uk.

Induction and On-Going Training for all staff, temporary staff, volunteers and the Head: All staff are given and required to read Part 1 of every new edition of *Keeping Children Safe in Education* (KCSIE), the latest being July 2015 which includes *Prevent*. This applies not only to new staff but also those already in post. Beech Lodge School ensures that sufficient relevant staff is trained in safer recruitment processes. We consult with the LSCB to determine the most appropriate schedule, level and focus for training. For staff who cannot read English, or at all, our school takes steps to ensure that they understand key information. The school has arrangements to listen to children by use of Key Workers, listeners, helplines and other systems to gain views and insight.

Beech Lodge School arrangements for role-appropriate training and refresher training is also in accordance with Local Authority procedures and also as required in KCSIE (DfE: July 2015) as follows:

1. The child protection policy, staff code of conduct, behaviour policy, anti-bullying policy, whistleblowing policy and e-safety including cyber bullying, along with the implications for mental health and pastoral care and how to identify children at risk of radicalisation.
2. The identity of the DSL.
3. The active promotion of British values and an understanding of extremism and radicalisation.
4. The DSL undertakes *Prevent* awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
5. The *Prevent* strategy requires that our staff have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help. Channel on-line general awareness training is suitable if difficulty is found in accessing local training. We work in partnership with local *Prevent* co-ordinators.
6. Our school understands the potential legal consequences if we do not take the *Prevent* duty seriously. Please see our definition of radicalisation on page 11 of this policy, under **Types and Signs of Abuse and Neglect** and our Preventing Extremism and Radicalisation policy. We work in partnership with the Local Safeguarding Children's Board, the police and families.

Prevent Duty: The Proprietor, Headteacher and staff are fully aware of their duty of assessing the risk in our school of our students being drawn into terrorism including support for terrorist ideology fundamental to which are extremist ideas. It is incumbent on us to be vigilant in ensuring that our students are safe from extremist and terrorist material when accessing the internet. Integral to our e-safety strategy is ensuring that appropriate

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filtering is in place. We take into account the LSCB arrangement to fulfil *Prevent* duties. This is achieved through the curriculum by promoting fundamental British values, through SMSC education, by equipping pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. This is reinforced through management of E safety, being aware of student behavioural changes, being alert to any attempted external influences on the school and of, course through staff training. In addition to prevent training for the designated safeguarding lead and deputy lead this will also be expanded to include the whole staff. Whilst we intend to access training recommended by the local authority, the training (on-line) opportunities through the *Channel Preventing Radicalisation* programme is to be accessed.

Our school teaches young people how to make positive choices about their lives and endorses the Channel early intervention scheme for students who could be at risk of radicalisation. We would use Channel for co-ordinated support including mentoring opportunities access to services tailored to individual needs, access to those with specialist knowledge along with open and honest conversations about issues of concern. The on-line training for the Designated Safeguarding Leads and Proprietor is to be extended for all staff. The latest non-statutory guidance issued by DfE suggests that, as a minimum requirement, the designated safeguarding lead should undertake the on-line awareness training. The non-statutory guidance can be found [here](#). The following link gives direct access to the on-line general awareness training:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Our school understands the potential legal consequences if we do not take the *Prevent* duty seriously. Please see our definition of radicalisation on page 11 of this policy, under **Types and Signs of Abuse and Neglect** and our Preventing Extremism and Radicalisation policy. . We work in partnership with the Local Safeguarding Children's Board, the police and families

DSL and Deputy DSL Responsibilities and Job Description (including the Prevention of Radicalisation):

Managing Referrals

- to refer all cases of suspected abuse to Children's Social Care and
 - the LADO for child protection allegations which concern a member of staff or volunteer,
 - the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed;
 - Police (in cases where a crime may have been committed);
- to liaise with the Head and Proprietor for Safeguarding Issues
- keep links with the LSCB and the LADO
- keep staff aware of child protection procedures
- ensure staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection
- use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Training

The DSL receives appropriate training, in accordance with Annex B of KCSIE (including higher level Prevent awareness training and identifying children at risk of radicalisation and being drawn into terrorism) carried out every two years in order to:

- provide advice and support to other members of staff on protecting children from radicalisation;
- equip staff to identify, assess children at risk of being drawn into terrorism and to challenge extremist ideas;
- equip staff to protect and keep children safe from terrorist and extremist material when accessing the internet in school and teach pupils about online safety;
- ensure teachers are aware of the clear procedures in place for protecting children at risk of radicalisation;
- understand the assessment process for providing early help and intervention;
- have a working knowledge of and be able to attend and contribute to child protection case conferences;
- ensure each member of staff has access to and understands the school's child protection policy and procedures;
- be able to keep detailed, accurate, secure written records of concerns and referrals;

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- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them;
- ensure that staff understand that there should not be a delay in acting to safeguard the child;
- ensure all staff are alert to the signs of abuse and have a responsibility for referring any concerns to the DSL and
- ensure all staff know they may make a referral directly to Children's Social Care relating to a child, or direct to the LADO if relating to an adult who is a member of the school staff whilst keeping the DSL informed.

Raising Awareness

The DSL ensures Beech Lodge School policies are known and used appropriately. This is achieved in part by:

- the Policy, procedures and their implementation being reviewed annually; the DSL works with the Head and Proprietor on this;
- the policy being made available publicly;
- linking with the LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- ensuring that pupils' child protection files are transferred securely and confidentially to the new school or college as soon as possible, with a receipt being received;
- ensuring the Head and Proprietor, all staff and volunteers understand their safeguarding responsibilities and always act in the interest of the child;
- following up unexplained absences of any student with a telephone call from the School on the morning of the first day of absence and
- raising awareness of the needs of pupils including those with special educational needs or disabilities, lesbian, gay, bisexual and transgender (LGBT) pupils.

The following procedures are also part of the child protection process of our school. We:

- follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence;
- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child safeguarding register;
- notify the Local Authority when a child moves to a new school at any point during their time at Beech Lodge School.

If there are grounds for concern, the DSL must contact Children's Social Care. This will always be done where there is a disclosure that relates to child-on-child abuse within the school or abuse that relates to events outside the school. If there is not a disclosure or an allegation of abuse, or reasonable cause to suspect a child is at risk of, or is suffering, significant harm, the DSL may still choose to contact the LADO to elicit advice, and will then either move to a formal referral or actively monitor the situation.

Use of mobile phones, cameras: In general, staff should not use mobile telephones in the presence of children. Personal mobile telephones should not be used for taking or storing images or recordings of pupils. Any images or recordings should not be taken, edited or stored on school computers unless with the express permission of the Head. Photographs or recordings should only be made where there is a legitimate school purpose. A pupil's privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Head or parents of the child involved. This guidance also applies to all pupils.

Missing Children: Our staff will follow the school's procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. Beech Lodge School will put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE (July 2015). Beech Lodge School has an admission register and an attendance register. All pupils are placed on both registers.

Staff Taking Medication or other Substances: Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored and out of the reach of children at all times.

Allegations of abuse by one or more pupils on another pupil: In circumstances where there is an allegation of abuse by one or more pupils against another pupil, it is essential that all children involved, whether perpetrator or victim, are treated as being 'at risk'. Where there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm' the allegation or disclosure must be reported to the DSL immediately, but at least within 24 hours of it becoming known. The DSL will then report this to Children's Social Care, and will seek their advice on whether a formal referral should be made along with referring the pupil to an external agency. Additionally, if appropriate the DSL will also refer pupil-on-pupil abuse to an external safeguarding agency such as Childline. Reference is also made to the Beech Lodge School Anti-Bullying Policy.

Allegation of abuse of a child who is not a pupil at the school: If Beech Lodge School was given information that suggested that a member of staff was abusing a child who is not a pupil at the School, the DSL would immediately report to the Local Authority Children Services and follow the procedure as if it was one of our own pupils.

Safer Recruitment (please refer to our safer recruitment policy) and Employment of Staff and Single Central Record: We operate safe recruitment procedures, particularly pre-appointment checks on staff including Disclosure and Barring Service (DBS) checks, but also pre-appointment checks on volunteers, staff of contractors and other individuals that are not school staff or supply staff. Beech Lodge School follows the Government's recommendations for the safer recruitment and employment of staff that work with children. The *Single Central Register* (SCR), often referred to as the *Centralised Record*, is rigorously maintained. All employees and volunteers are checked in accordance with the full requirements of the SCR before starting work. Further details on the exact nature of checks for certain parties can be found in our Safer Recruitment Policy, including:

- Staff employed by another organisation including agency and third party staff
- Contractors
- Adults who supervise children on work experience

Requirement to inform Disclosure and Barring Service (DBS) and to consider referral to National College for Teaching and Leadership (NCTL)

The School will report promptly to both the Disclosure and Barring Service (DBS) and National College for Teaching and Leadership (NCTL), within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes making a referral where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. Reasons why such an order may be appropriate include: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction, at any time, for a relevant offence'. Further guidance is on the DBS and NCTL website. Referrals will be made as soon as possible after the resignation or removal of the individual and reports will include as much evidence about the circumstances of the case as possible. We also ensure that 'Compromise Agreements' or 'ACAS Agreements' never apply in such circumstances. If there has been a substantiated allegation against a member of staff, the school works with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

Visitors and Visiting Speakers: Visitors are required to produce identity and to wear a school visitor identity badge. Unidentified visitors will be challenged by staff or reported to the Head or School Office. The *Prevent* statutory guidance requires schools to set out clear protocols for ensuring that any visiting speakers, who might fall within the scope of the *Prevent* duty, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised; this will always include a barred list check and internet search. At Beech Lodge School, speakers are never left alone with pupils. The interaction between the *Prevent* requirement to check speakers and the KCSIE (July 2015) is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or un-prescribed checks on volunteers. We decide which checks are recorded in the

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SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organisation.

Disqualification by Association - early years and later year's provision: Beech Lodge School is registered for children from the age of 7 upwards. Therefore, Pre-appointment checks in this regard may also be needed for relevant staff, leaders and managers as part of following the KCSIE supplementary advice. Employees who teach or manage any aspect of provision for children up to the age of 8 years are not allowed (in accordance with regulations made under Section 75 of the Childcare Act 2006) to work in this capacity at our school if they, or others in their household are disqualified. A self-declaration form is incorporated into the appointments process.

Vulnerable Pupils: Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Social Care and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Looked After Children: The Proprietor will ensure staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a Local Authority, if they have such children on roll. This includes ensuring that there is a designated member of staff with responsibility for their welfare and progress and ensuring this person has up to date assessment information from the relevant Local Authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers. In our school this person is the DSL.

See <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Safeguarding Disabled children: Our staff are aware that disabled children experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Some disabled children may be more vulnerable to abuse because they may have fewer outside contacts than other children; receive intimate, personal care; have an impaired capacity to resist or avoid abuse; have communication difficulties; fear losing services; be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation).

Physical Chastisement: Where a student sustains a physical injury or is distressed as a result of reported chastisement, or alleges they have been chastised by the use of an implement or substance, this will immediately be reported for investigation to Children's Social Care.

Working in Partnership and Responding to Parents and Carers: Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for children.

School Website Safeguarding Statement: To ensure the privacy and safety of children at the school, only children's first names are used. Beech Lodge School follows a policy of seeking parent, guardian or carer's permission before using images which show children on the website or in the local press. The list showing pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No private information about children is published on the website such as surnames or contact details.

Staff Code of Conduct - Power, Positions of Trust and Staff Behaviour: Guidance is provided in the Beech Lodge School *Staff Code of Conduct and Teachers' Standards* on how adults can ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on). The staff Code of Conduct is wide-ranging and covers staff/pupils

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relationships and communications including use of social media, “breach of trust” and expands on the whistle-blowing statement in this policy.

Listening to the wishes of children and young people: Beech Lodge School has a culture of ensuring that children’s wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils. We believe it is critical that our pupils have an adult who they can trust and Beech Lodge School ensures that there are appropriate systems so pupils know who they can turn to and that staff will listen to them. These include: the Class teachers; Key Workers, Spiritual, Moral, Social and Cultural (SMSC) Curriculum and Helplines such as NSPCC and Child line (Contact numbers are at the end of this policy).

Records: Written notes will be kept of all incidents relating to individual students. These may be shared with other agencies. All contact with parents and external agencies relevant to Child Protection will be logged and kept in confidential records which are kept separate from educational records and can only be accessed by designated people within the school. The content of Child Protection reports will be shared with the parents/guardians/carers in advance of any meetings. Referrals made to the MASH (Children’s Social Care) being recorded on the Inter-agency Referral form.

If a pupil is withdrawn from the school, all efforts will be made to identify the school to which the student is being admitted; their confidential educational and child protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to Children’s Social Care. If educational records are sent to our school concerning a child who is not registered by the parent, they will be returned and the school advised to refer to their Local Authority Education Welfare Service. A child’s name will only be removed from the School’s Admission Register in accordance with the Student Registration Regulations. Further information is contained in our Admissions Policy.

Whistleblowing Our whistleblowing policy is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture. We have an open environment and culture of safety where staff feel free to raise concerns. The school also has a culture of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support are provided for staff including transparency and accountability in relation to how concerns are received and handled. Beech Lodge School has regard to KCSIE (July 2015) and as a result has clear processes for reporting and recording allegations.

Co-operation with Children’s Social Care: We cooperate entirely with any investigation carried out by Children’s Social Care, including those involving the LADO, in conjunction with the police. Our policy is in accordance with the guidance provided in KCSIE (DfE: July 2015) paragraphs 141 – 147.

Confidentiality: We regard all information relating to individual child or adult protection issues as confidential and we only pass information on to appropriate persons. Our staff know they cannot promise confidentiality and that there are other agencies which children can turn to e.g. Childline: 0800 1111.

Child’s Death: In the event of a death of a child the Headteacher must notify both the Child Death Overview Panel (CDOP), RIDDOR which is the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013) and the DfE.

Types and Signs of Abuse and Neglect including Possible Indicators (This section of the policy encompasses the types of abuse and neglect signs which are identified in Keeping Children Safe in Education (July 2015))

Types of Abuse and Neglect: *Working Together to Safeguard Children* (HM Government, 2015) defines abuse as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. *Part 4 of KCSIE to Safeguard Children* (HM Government, 2015) further states that the type of abuse and neglect include: *Abuse*

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and Neglect; Neglect; Physical abuse; Extremism/Radicalisation; Domestic Violence; Drug/alcohol abuse; Emotional abuse; Abuse of Trust; Sexual abuse; Children who sexually abuse; Child Sexual Exploitation; Child exploitation and E-safety; Female Genital Mutilation; Forced Marriages; Safeguarding Disabled Children; Disability and Vulnerability; Vulnerable Groups; Vulnerable Pupils; Children in Need; Children who run away or go missing and Significant Harm.

Specific safeguarding issues: Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/. Schools and colleges can also access broad government guidance on the issues listed here via the GOV.UK website: child sexual exploitation (CSE); bullying including cyberbullying; domestic violence; drugs; fabricated or induced illness; faith abuse; female genital mutilation (FGM); forced marriage; gangs and youth violence; gender-based violence/violence against women and girls (VAWG); mental health; private fostering; radicalization; sexting; teenage relationship abuse; trafficking.

Radicalisation: is defined in the government's Prevent strategy as "the process by which a person comes to support terrorism and forms of extremism leading to terrorism". It is a social process but also a deeply personal experience. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Beech Lodge School responds to pupils who may be targeted or influenced to participate in radicalism or extremism. Beech Lodge School also ensures that we can "demonstrate activity", as required by the statutory guidance, in the following key areas: risk assessment, working in partnership, staff training and IT policies.

Female Genital Mutilation: Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. As of October 2015 it is mandatory for our school to report to the police cases where we discover that an act of FGM appears to have been carried out. Our school activates local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Indicators of Abuse

NEGLECT

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. Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if you are worried a child is being abused* 2006) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child

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continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

Indicators of neglect: The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect include: constant hunger and stealing food; poor personal hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; illness or injury untreated and looking sad, false smiles.

Behavioural indicators of neglect include: constant tiredness; frequent absence from school or lateness; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies.

EMOTIONAL ABUSE

The nature of emotional abuse: Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic violence. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators of Emotional Abuse: Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

Behaviour: acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc); neurotic behaviour (such as rocking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations ("I deserve this"); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression.

PHYSICAL ABUSE

The nature of physical abuse: Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present. A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school. A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators of physical Abuse/Factors that should increase concern include:

- multiple bruising or bruises and scratches (especially on the head and face); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- bruises on the back, chest, buttocks, or on the inside of the thighs; marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries;
- recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

In the social context of the school or college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. **We become concerned if the child or young person** is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

SEXUAL ABUSE

The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to Child Sexual Exploitation (CSE). Most people who sexually abuse children are men, but some women sexually abuse too as can other children. CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, money or affection) as a result of engaging in sexual activities. CSE can range from 'consensual' to serious organised crime by gangs. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. 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). Some young people do not exhibit any external signs of abuse.

Characteristics of child sexual abuse: it is often planned and systematic – people do not sexually abuse children by accident, through sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain.

Behavioural observations

- Sexual knowledge inappropriate for age; Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity; Hinting at sexual activity; inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging, Lack of concentration, restlessness, aimlessness; Socially isolated or withdrawn, Overly-compliant behaviour; Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults; Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour; Arriving early at school, leaving late, running away from home, Suicide attempts, self-mutilation, self-disgust; Suddenly drawing sexually explicit pictures; Eating disorders or sudden loss of appetite or compulsive eating, Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed; Trying to be 'ultra-good' or perfect; overreacting to criticism.

Note: The concerns listed above are not exhaustive. Staff can and should also record and report other concerns about a student, such as general welfare concerns.

Our Integrated Safeguarding Portfolio consists of the following legal status documents, related documents and references which have been used in formulating this policy along with the forms required to be completed when referring to Children's Social Care and the LADO and the Proprietor's Annual Safeguarding Audit and Review.

Legal Status (statutory and best practice guidance)

- Part 3, paragraphs 7 (a) and (b) of the Education (Independent School Standards) (England) Regulations 2014, in force from the 5th January 2015 and as amended in September 2015
- *Keeping Children Safe in Education (KCSIE) Information for all school and colleges* (DfE: July 2015) updated 22nd July 2015 incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (February 2015) and also refers to non-statutory advice for practitioners, *What to do if you're worried a child is being abused* (HM Government: March 2015)
- *Working Together to Safeguard Children (WT)* (HM Government: 2015) which also refers to non-statutory advice, *Information sharing* HM Government: March 2015)
- *Prevent Duty Guidance: for England and Wales* (March 2015) (*Prevent*). *Prevent* is supplemented by *The Prevent duty: Departmental advice for schools and childminders* (June 2015) and *The use of social media for on-line radicalisation* (July 2015)

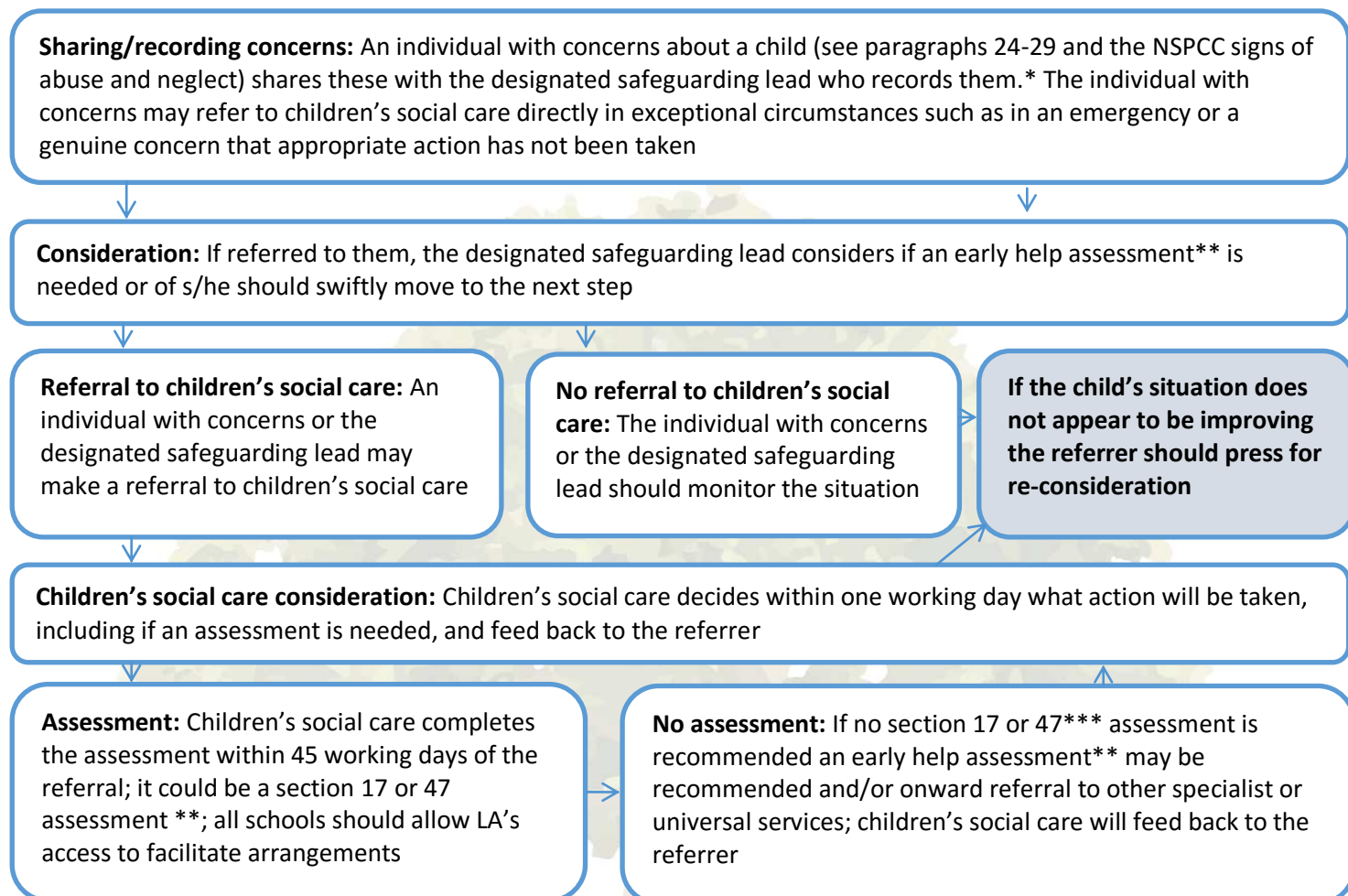
This policy has been compiled in conjunction with and reference to the following related documents which are:

- **available on the Beech Lodge School website and also on request from the school office** Anti-bullying; Behaviour Management including Discipline, Sanctions and Exclusions; Preventing Extremism and Radicalisation Policy; First aid; Educational Visits and Off-site activities; E-Safety including Cyber Bullying;
- Beech Lodge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential*

Personal Social Health and Economic Education (PSHEE); Sex and Relationship Education (SRE); Special Educational Needs and Disabilities (SEND Code of practice January 2015); Spiritual, Moral, Social and Cultural (SMSC) Development; Whistleblowing, Staff Code of Conduct; *Keeping Children Safe in Education Information for all school and college staff* (DfE: July 2015).

- **available on the Staff Share:** Safe Recruitment including the selection and appointment of staff; *Keeping Children Safe in Education. Statutory guidance for schools and colleges.* (DfE: July 2015)

Anybody can make a referral.



*If cases which also involve an allegation of abuse against the staff member see part four of this guidance which explains action the school or college should take in respect to the staff member.

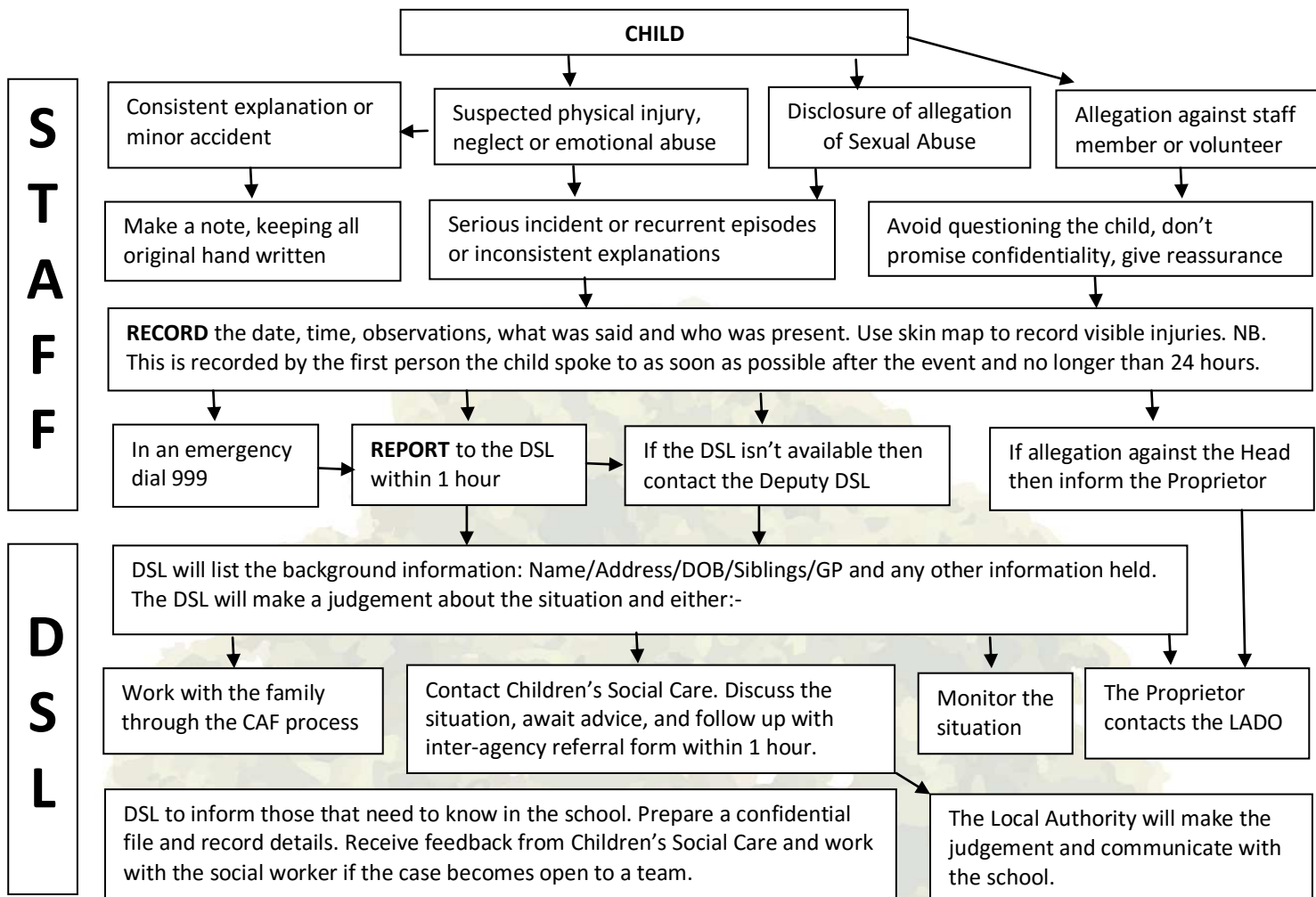
** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services may make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of Working Together to Safeguard Children 2015 for more information

QUICK REFERRAL FLOW CHART

DSL – Designated Safeguarding Lead
CAF – Common Assessment framework
Officer

CSC– RBWM Children’s Social Care
LADO – Local Authority Designated



Key Contacts

Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD
Email: enquiries@ofsted.gov Web: www.ofsted.gov.uk

Tel: 03001234234

Independent Schools Inspectorate CAP House, 9-12 Long Lane London, EC1A 9HA
Email: info@isi.net Website: www.isi.net

Tel: 0207 600 0100

Disclosure and Barring Service (DBS)

Address for referrals: PO Box 181, Darlington, DL1 9FA
Telephone for customer services: 0870 909 08

Telephone for referrals: 01325 953 795
Email: customerservices@dbb.gsi.gov.uk

NSPCC Child Protection Helpline: 0808 800 5000

Childline: Tel: 0800 1111 www.childline.org.uk

Complaints: All complaints arising from the operation of this policy should be referred to the DSL (who will keep the Head and Proprietor informed). The Proprietor will arrange for the complaint to be investigated in accordance with the school's complaints procedure.