

**BEECH LODGE SCHOOL**  
**Safeguarding Children - Child Protection Policy**

This policy which applies to the whole school, is publicly available on the school website and on request; a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. All employees should read this policy in conjunction with our Safer Recruitment Policy, Whistleblowing Policy, Staff Code of Conduct and the Teacher's Standards.

**Monitoring and Review:** This policy is subject to continuous monitoring, refinement and audit by the Headteacher who is the Designated Safeguarding Lead (DSL) and the Pastoral Lead who is Deputy DSL (DDSL). The Proprietor 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. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically on the staff shared drive.

Signed:

Date: May 2016



Lucy Barnes  
Headteacher



Daniela Szmigielska Shanly  
Proprietor

This policy will be reviewed no later than May 2017, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

**KEY INTERNAL PERSONNEL**

**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

[Head@beechlodeschool.co.uk](mailto:Head@beechlodeschool.co.uk)

mobile: 07971 686671 (24hrs)



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

- Rachel Cassidy
- 01628 879384,

[Rcassidy@beechlodeschool.co.uk](mailto:Rcassidy@beechlodeschool.co.uk)

mobile: 07952 243785 (24hrs)



**The Proprietor for Safeguarding and Prevent Duties**

- Daniela Szmigielska Shanly
  - 01628 879384 mobile: 07884 436546 (24hrs)
- [Daniela@beechlodeschool.co.uk](mailto:Daniela@beechlodeschool.co.uk)



**EXTERNAL CONTACTS**

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](http://www.wamlscb.org)
- Email: [lscb@rbwm.gov.uk](mailto:lscb@rbwm.gov.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](mailto:lado@rbwm.gcsx.gov.uk)

**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](mailto: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.

**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](mailto: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](mailto:counter-extremism@education.gsi.gov.uk)

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

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](mailto:fgmhelp@nspcc.org.uk) Email: (Details to follow from the Local Authority)

*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'.

**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.

If a child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

**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 flourish and to achieve their full potential as people and members of the school and of the wider community. Children includes everyone under the age of 18.

### **The Difference between Safeguarding and Child Protection**

Safeguarding is a broader term than child protection. It encompasses all the elements set out above and is what a school should do for all children: child protection is part of this definition and refers to activities undertaken to protect children who have been harmed or at significant risk of being harmed. Policies and procedures for child protection are, therefore, included in the Safeguarding Policy and Procedures. Where a child is thought to be suffering significant harm, or to be at risk of suffering significant harm, this should be reported to children's social care immediately. Action should also be taken to promote the welfare of children who are believed to be in need of additional support, even if they are not suffering harm or at immediate risk. Such instances should be addressed through inter-agency assessment using local processes.

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### Context – Statement of Purpose

We recognise that children have a right to feel secure and cannot learn effectively unless they do so. Any adult can harm a child either by direct acts or failure to provide proper care, or both. This may be through neglect, emotional, physical or sexual abuse or a combination of such types. 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 dovetailed with the Behaviour Management and Anti-bullying Policies. Whilst the school will work openly with parents as far as possible, 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. In preparing this policy we have been attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. In Beech Lodge School with the age range of 7 to 17 we are aware of the potential scope for problems relating to emotional health issues, body image, eating disorders, self-harm, and also radicalisation and extremism.

This policy provides staff, volunteers and the Proprietor with the guidance they need in order to keep pupils safe and secure in our school and informs parents and guardians how we will safeguard their pupils whilst they are in our care. Our school promotes safe practice and professional conduct to safeguard pupils and to mitigate against the potential for misunderstandings or situations being misconstrued so teachers and other staff are not vulnerable to allegations. Our staff maintains an attitude of 'it could happen here' as far as safeguarding is concerned. We understand the importance of pupils receiving the right help at the right time to address risks and prevent issues escalating. There are three main elements to the school's safeguarding policy:

- **Prevention:** Our aim is to provide a positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils and good adult role models. Our safer recruitment procedures include checking and recording the suitability of staff and volunteers to work with pupils. We consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in our school and local area. We work with other agencies to reduce risk and to promote the welfare of pupils.
- **Protection:** Staff are trained and supported to respond appropriately and sensitively to safeguarding concerns following our agreed procedures. We identify and act on early signs of abuse and neglect and reassess concerns when situations do not improve. We ensure that allegations, concerns, suspicions and complaints against staff are dealt with promptly, and in accordance with DfE and local guidance. We keep accurate records and share relevant information quickly in order to challenge inactivity. Additionally, we take all practical and appropriate steps to ensure that our school premises are as secure as circumstances permit.
- **Support:** We support pupils who may have been at risk of significant harm which includes the way staff respond to their concerns and any work that may be required. We also support pupils who have been abused, in accordance with their agreed pupil protection plan. We address both the mental and emotional welfare of pupils and families through the provision of individual counselling at The Annex Project for our pupils and with Emma Barklem BACP for our families. Additionally, we operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse.

### FRAMEWORK

Effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of the child, be they be a baby or infant, or older child, should be put first, so that every child receives the support they need before a problem escalates;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to those children;

- All professionals share appropriate information in a timely way and can discuss concerns about an individual child with colleagues (in school this would be the DSL/DDSL) and local authority children's social care.
- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solutions can be found for each individual child;
- All professionals contribute to whatever actions are needed to safeguard and promote the child's welfare and take part in regularly reviewing the outcomes for the child against specific outcomes. (Working Together to Safeguard Children 2015)

Safeguarding and child protection is the responsibility **of all adults** and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Royal Borough of Windsor and Maidenhead Local Safeguarding Board (LSCB).

**Beech Lodge School follows the procedures of the Royal Borough of Windsor and Maidenhead Local Safeguarding Board and all referrals are made to this board.**

It is important to differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies.

### **OUR SAFEGUARDING PROCEDURES** **The following is expanded on in Appendix 4**

**Where a young person discloses abuse or neglect, the following sequence of events should be adhered to:**  
**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** 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. Depending on circumstances the child may then return to class or be offered time out of class with support from the DSL.

**When talking to the child,** do not interview the child and keep questions to a minimum. 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 to the child. Do not display shock or disbelief.

**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. Record the child's name, address and date of birth along with the child's behaviour and emotional state.

**Do not take responsibility** for investigating the allegation yourself. Instead, immediately consult our Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary. Only tell those people that it is necessary to inform; the Designated Safeguarding Lead will consider the information and decide on the next steps. Do not approach or inform the alleged abuser. Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.

**Concerns and allegations made against 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 Headteacher and the Proprietor informed, will immediately contact the (LADO) to discuss the allegation. The LADO considers the nature, content and context of the allegation and agrees a course of action including any involvement of the police.

If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to Children's Social Care within 24 hours. If no response or acknowledgment is received within one working day, the Designated Safeguarding Lead will contact Children's Social Care again to clarify the position.

If Beech Lodge school was given information that suggested that a member of staff was abusing a pupil 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.

- If an allegation is made against the DSL who is also the Headteacher, the person making the allegation or having a concern must immediately report to Mrs Daniela Shanly, who is the Proprietor. The Proprietor will inform the LADO immediately and certainly within one working day. The DSL/Headteacher must not be contacted or notified. The Proprietor liaises with The Royal Borough of Windsor and Maidenhead Safeguarding Board.
- If the allegation is made against the Proprietor the Headteacher will immediately inform the LADO without informing the Proprietor.

ALL staff are aware of the referral process and how to implement the safeguarding protocols. 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.

We give due weight to the views of the LADO and to our policy when making a decision about suspension. Beech Lodge school 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.

**Concerns and allegations of abuse by one or more pupils on another pupil:** We recognise that some pupils on occasion will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Anti-Bullying and Behaviour Management Policies. However, where there is 'reasonable cause to suspect that a pupil is suffering, or likely to suffer significant harm' the concern or allegation must be reported to the DSL immediately, who will then contact Children's Social Care to discuss the case. A factual record should be made of the concern or allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL will follow through the outcomes of the discussion and if so advised, will make a formal referral. The discussion and any outcome and keep a copy in the files of both pupils' files. Additionally, if appropriate the DSL will also refer pupils to an external safeguarding agency such as Childline or NSPCC. All pupils involved, whether perpetrator or victim, are treated as being 'at risk'. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. It is likely that to be considered a safeguarding concern or allegation against a pupil, some of the following features may be found:

- **Physical Abuse** - violence, particularly pre-planned; forcing others to use drugs or alcohol.
- **Emotional Abuse** – blackmail or extortion; threats and intimidation.
- **Sexual Abuse** – indecent exposure/touching or serious sexual assaults; forcing others to watch pornography or take part in sexting.
- **Sexual Exploitation** – encouraging other pupils to attend inappropriate parties; photographing or videoing other pupils performing indecent acts.

If the allegation indicates that a potential criminal offence has taken place, Children's Social Care will refer the case to the multi-agency safeguarding hub where the police will become involved. Parents, of both the pupil being complained about and the alleged victim, should be informed and kept updated on the progress of the referral. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Social Care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to exclude him / her during the investigation. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. A pupil against whom an allegation of abuse has been made may be excluded from the school for a fixed period during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

**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 pupil who is not a pupil at the School, the DSL would immediately report to Children's Social Care and follow the procedure as if it was one of our own pupils.

### **Concerns about a pupil**

**If, at any point, there is a risk of immediate serious harm to a pupil a referral should be made to Children's Social Care and the police immediately.** The pupil 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 pupil'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 pupil at increased risk. The pupil's views will also be taken into account. Where there are doubts or reservations about involving the pupil'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 pupil 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 pupil to hospital then the DSL, with an escort, should take the pupil 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 pupil 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 pupil are such that medical attention is the priority. There must at all times be a responsible adult with the pupil, whether from the school, CSC or the police, if the parents are not included. 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.

If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with Child Protection Advisors with the Royal Borough of Windsor and Maidenhead Safeguarding Team on a no names basis without identifying the family. However, as soon as sufficient concern exists that a pupil may be at risk of significant harm, a referral to Children's Social Care will be made without delay. 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 pupils/s agreed.

**All Adults (Whole Staff and Volunteer Responsibilities):** Beech Lodge School recognises that due to regular and sustained contact with pupils, school staff are well placed to observe the outward signs of abuse. All adults working with or on behalf of children have a responsibility to protect children. There are, however key people

within Beech Lodge School and the Local Authority who have specific responsibilities incumbent on them under Child Protection Procedures. The names of those carrying such responsibilities in our school for the current year are stated in this policy document. All staff are required to have read and understood part 1 of Keeping Children Safe in Education (KCSIE)(DfE:2015). This can be located on the school website [www.beechlodgeschool.co.uk](http://www.beechlodgeschool.co.uk). Staff and volunteers are aided in their responsibilities by the DSL. The staff will:

- follow the procedures set out by The Royal Borough of Windsor and Maidenhead LCSB;
- 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 the local children's services.
- be alert to the signs of abuse both in the school and from outside and to protect each pupil from any form of abuse, including instances where there is a concern that a pupil or young person may be at risk of being radicalised or drawn into extremism or Pupil Sexual Exploitation whether from an adult or another pupil (further details of these signs are in Appendix 2) and be aware of the procedures in this policy and follow them – independently if necessary;
- know they may make a referral directly to Children's Social Care relating to a pupil, or direct to the LADO if relating to an adult who is a member of the school staff whilst keeping the DSL informed;
- keep a sufficient record of any significant complaint, conversation or event in accordance with this Policy; and
- always report any matters of concern without delay to the Designated Safeguarding Lead.

**Proprietor Responsibilities and Function with regard to the management of safeguarding and ensuring:**

- the Proprietor plays a key role in safeguarding at the school championing child protection issues within the school and liaising with and holding to account the Designated Safeguarding Lead (who is the Headteacher);
- that the school contributes to inter-agency working in line with "Working together to Safeguard Children 2015" through effective implementation of the Safeguarding policy and procedures and good co-operation with local agencies;
- that the implementation of these policies will be checked by the Proprietor daily and also at the relevant Advisory Board meetings, where Safeguarding is always the lead item on the agenda;
- the School's safeguarding arrangements take into account the procedures and practice of the Local Safeguarding Children Board for Royal Borough of Windsor & Maidenhead
- our safeguarding policy and procedures are checked for impact and reviewed yearly accordingly; ensuring that there are clear job specifications for the DSL and the deputy DSL;
- a co-ordinated offer of early help is provided when additional needs of pupils are identified;
- the school contributes to inter-agency plans to provide additional support to pupils subject to child protection plans;
- the Proprietor to liaise with the designated officers from the local authority and partner agencies in the event of allegations of abuse made against the Headteacher;
- the staff understand and implement the policy, especially with regard to the referral process; and
- members of the Senior Leadership Team are appointed to the role of DSL and Deputy DSL respectively.
- allocating adequate time allowance, funding, supervision and support which will enable fulfilment of these job specifications with regard to pupil welfare and safeguarding responsibilities; regularly reviewing the practice of safeguarding within the school, and 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.

**The safeguarding function of Mrs Daniela Szmigielska Shanly, who has the Proprietorial responsibility and oversight for Safeguarding. This includes:**

- the monitoring of the safeguarding process alongside the DSL and the dissemination of that process;
- producing and presenting an annual report and minutes with the DSL to the Advisory Board along with ensuring that the report and minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review;
- 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 visit to the school; thus ensuring that ALL staff are aware of the referral process and how to implement the safeguarding protocols.

**Teaching pupils How to Keep Safe:** The Proprietor will carefully monitor our arrangements as a school to educate and encourage pupils to keep safe through considering how best to educate pupils about safeguarding issues, including online, through the curriculum and PSHEE; on building resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. The internet and the use of social media in particular has become a major factor in the radicalisation of young people; we ensure that pupils 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). pupils 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 pupils, young people and vulnerable adults. We support parents in providing links to up-to-date advice and guidance on Internet-Safety, social media and on-line radicalisation through CEOP's *Thinkuknow* website [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) and the Google Legends project <https://www.google.co.uk/safetycenter/families/legends/>

**Cyber Bullying (please also refer to E-safety policy)** All computer equipment and internet access within the school is subject to appropriate "parental controls" and Internet safety rules and is in line with our e-safety including cyber bullying policy. Please also refer to our E-safety including Cyber Bullying policy which is on our website

**Within Spiritual, Moral social and Cultural (SMSC) development,** we instil within pupils values that build resilience and prevent pupils 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. We actively promote British Values within our SMSC, and create an environment in which pupils know they are listened to and valued.

**Induction and On-Going Training for all staff, temporary staff, volunteers and the Headteacher:** 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*. In the event of any updates, all staff will be updated and further confirmation that they have read the new version will be required. This applies not only to new staff but also those already in post. Beech Lodge school ensures that sufficient relevant staff are trained in safer recruitment processes. We consult with the LSCB to determine to most appropriate schedule, level and focus for training, which will include the risk of radicalisation, extremism and Child Exploitation. 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 pupils by use of counsellors, 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 pupil 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 pupils 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 know how to refer pupils and young people for further help. We also are able to access channel on-line general awareness training. We work in partnership with local *Prevent* co-ordinators. When available in our local authority, WRAP training will be provided for our Senior Leadership Team (SLT).
5. The DSL makes it clear in induction, in other training, and in guidance provided for staff they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary and that they are not disqualified by association as a result. This is one part of our establishing a positive safeguarding culture in Beech Lodge School.

Following consultation with the Local Safeguarding Children Board (LSCB), all staff members and the Proprietor will undertake appropriate child protection training regularly i.e every 3 years as a minimum for all staff, with the DSL and Deputy DSL attending training every 2 years in line with requirements within Keeping Children Safe in Education July 2015. Such training will include local inter-agency protocols and training in the LSCB's approach to Prevent duties. Prevent training is included yearly as part of the Inset programme, we liaise with The Royal Borough of Windsor and Maidenhead who provide the training.

**The Headteacher:** The Headteacher will :

- Ensure that the safeguarding and child protection policy and procedures adopted by the Proprietor are implemented and followed by all staff
- Allocate sufficient time and resources to enable the DSL and Deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve safeguarding and welfare of children is dealt with in accordance with the school's Whistle Blowing procedures.
- Provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith.
- Ensure that children's safety and welfare are addressed through the curriculum
- Be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers

**Prevent Duty:** Please refer to our Preventing Extremism and Radicalisation policy. The Proprietor, Headteacher and staff are fully aware of their duty of assessing the risk in this school of our pupils being drawn into terrorism including support for terrorist ideology fundamental to which are extremist ideas. It is essential that staff are able to identify pupils who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting pupils from the risk of radicalisation is seen as part of Beech Lodge School's wider safeguarding duties, and is similar in nature to protecting pupils from other harms (eg drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. Our school teaches young people how to make positive choices about their lives and enforces the Channel early intervention scheme for pupils who could be at risk of radicalisation. In addition to prevent training for the DSL and deputy DDSL this is expanded to include the whole staff. Whilst we attend training recommended by the local authority, the training (on-line) opportunities through the *Channel Preventing Radicalisation* programme is to be accessed. Through this Channel online general awareness training, all relevant staff have training that gives them knowledge and confidence to identify pupils at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer pupils and young people for further help.

**Radicalisation:** 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 the 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. Our school responds to pupils who may be targeted or influenced to participate in radicalism or extremism. Our school also ensure 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. This is wholly in keeping with our school ethos and approach to promote a broad, tolerant and open-minded understanding of the world around us, including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, in extra and co-curricular activities, or in any other aspect of the school's activities.

In line with Government guidance, we see the Prevent Duty as being an integral part of our duty of care and of our Safeguarding responsibilities towards our pupils, including promoting British Values. Just as we need to be vigilant about signs of possible physical, emotional, sexual and other types of abuse, so we need to be alert to signs of any of our pupils being at risk of being radicalised or drawn into extremism. During the process of

radicalisation, it is possible to intervene to prevent vulnerable people from being radicalised. Any such concerns must, therefore, be reported without delay to the DSL.

If any pupils are identified as being at risk of radicalisation, the level of risk will need to be ascertained to identify the most appropriate referral, which could include Channel or Children's Social Care. Although decisions to seek support for a pupil in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, if there are reasonable grounds to believe that a pupil is at risk of significant harm, parental consent will not be required. Whilst we consider the school low risk, we will continue to monitor behaviour in conjunction with our existing curriculum and pastoral policies.

**DSL and Deputy DSL Responsibilities and Job Description (including the Prevention of Radicalisation in line with KCSIE (DFE July 2015)):** Both the DSL and the Deputy DSL 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. The core responsibility of the DSL 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. If the Designated Safeguarding Lead is unavailable, their duties will be carried out by the Deputy Designated Safeguarding Lead. Responsibilities of both the DSL and the Deputy DSL can be found in Appendix 1.

**Use of mobile phones, cameras:** In general, staff should not use mobile telephones in the presence of pupils. Personal mobile telephones should never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken, edited or stored on school computers unless with the express permission of the Headteacher. 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 Headteacher or parents of the pupil involved. The Schools' Acceptable Use Policy sets out the expectations for pupils and parents on the use of mobile phones and cameras whilst at the school.

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

**Missing pupils:** Our staff will follow the school's separate procedures for dealing with pupils who go missing, particularly on repeat occasions (Please see our Missing Children Policy). 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 pupils 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. We will follow-up unexplained absences of any pupil with a telephone call from the School on the morning of the first day of absence and notify social services if there is an unexplained absence of more than two days of a pupil who is on the pupil safeguarding register. Beech Lodge school shall also inform the applicable local authority of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the secretary of state). Additionally, the DSL will notify the applicable Local Authority (within which the pupil resides when not at Beech Lodge school) of any pupil who is going to be deleted from the admission register where he or she:

- has been taken out of school by his/her parents and are being educated outside the school system eg home education
- has ceased to attend Beech Lodge school and no longer live within reasonable distance of Beech Lodge school

- has been certified by a doctor as unlikely to be in a fit state of health to attend Beech Lodge school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend Beech Lodge school after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and Beech Lodge school does not reasonably believe he/she will be returning at the end of the period or,
- has been permanently excluded

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This will assist the local authority to fulfil its duty to identify pupils of compulsory school age who are missing in education and follow up with any pupil who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

### **Safer Recruitment (pleased 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 in accordance with guidance given in Keeping Children Safe in Education. Beech Lodge school follows the Government's recommendations for the safer recruitment and employment of staff that work with pupils. The *Single Central Register* (SCR) is rigorously maintained, with all employees and volunteers being checked in accordance with its full requirements 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 pupils on work experience**

### **Safeguarding arrangements for staff employed by another organisation**

The school will ensure that formal procedures are followed to satisfy itself that appropriate pupil protections (including DBS) checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, on a school trip, while in a separate institution or activity centre). See policy on Educational Visits. Wherever possible Beech Lodge school will obtain DBS checks on all contractor staff, who also receive safeguarding training from the designated Safeguarding Lead.

**Visitors and Visiting Speakers:** Visitors are required to produce identity and to wear a school visitor identity badge. The School keeps a visitors book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. Additionally, a risk assessment will be carried out. Unidentified visitors will be challenged by staff or reported to the Headteacher 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 unprescribed checks on volunteers. We decide which checks are recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organisation. As a result, a list of visiting speakers will be compiled by the school office.

### **Unsubstantiated, false or malicious allegations:**

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy following consultation with the LADO. Where a parent has made a deliberately invented or malicious allegation the Headteacher will consider whether to terminate the pupil's placement at the School on the basis that they have treated the School or a member of staff unreasonably unless a working relationship based on trust, respect and transparency is established going forward. At all times seeking to work in the interests of the pupil will be the priority in determining the way forward. Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate. A school has a duty of care towards its employees and as

such, it must ensure that effective support is provided for anyone facing an allegation through the school's HR/Personnel arrangements.

Reasons for no longer using a person's services and reporting to the Disclosure and Barring Service (DBS) along with considering referral to the National College of Teaching and Leadership (NCTL): Should Beech Lodge school find reasons to cease using a person's services, it would be for the following reasons: dismissal through the school's disciplinary process; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply 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 School will report promptly to both the DBS and NCTL, within one month of leaving the school, any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with pupils. 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. If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services and a prohibition order may be appropriate, any pupil protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service and the NCTL as soon as possible if the criteria are met. 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.

**Disqualification by Association - early years and later year's provision:** Beech Lodge school is registered for pupils 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. (Please see our related document for more details, 'Disqualification by Association')

**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 pupils 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 pupils 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 pupils:** The Proprietor will ensure staff have the skills, knowledge and understanding necessary to keep safe pupils who are looked after by a Local Authority, if they have such pupils on roll. This includes ensuring that there is a designated member of staff with responsibility for their welfare and progress and educational achievement and ensuring this person has up to date assessment information from the relevant Local Authority. This includes the pupil's social worker and virtual Headteacher, the most recent care plan and contact arrangements with parents, and delegated authority to carers including the pupil's legal status. In our school this person is the DSL. See <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

**Safeguarding Disabled pupils and pupils with Medical Conditions:** Our staff are aware that disabled pupils 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 pupils may

be more vulnerable to abuse because they may have fewer outside contacts than other pupils; 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). Our staff are alert to the medical needs of pupils including those pupils with longer term medical conditions.

**Physical Chastisement:** Where a pupil has been or alleges they have been subject to chastisement through the use of an implement or substance, this will immediately be reported for investigation to the LADO.

**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 pupils. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any pupil in the School. If preferred, parents may discuss concerns in private with the pupil's form teacher or the Headteacher who will notify the Designated Safeguarding Lead in accordance with these procedures.

**School Website Safeguarding Statement:** To ensure the privacy and safety of pupils at the school, only pupil'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 pupils 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, counselling and so on). The staff Code of Conduct is wide-ranging and covers staff/pupils relationships (including working alone with children) 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 pupils and young people:** Beech Lodge school has a culture of ensuring that pupil'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 School Council; teachers; therapists; Spiritual, Moral, Social and Cultural (SMSC) Curriculum and Helplines such as NSPCC and Child line (Contact numbers are at the end of this policy). Our staff do not agree confidentiality and always act in the interests of the child.

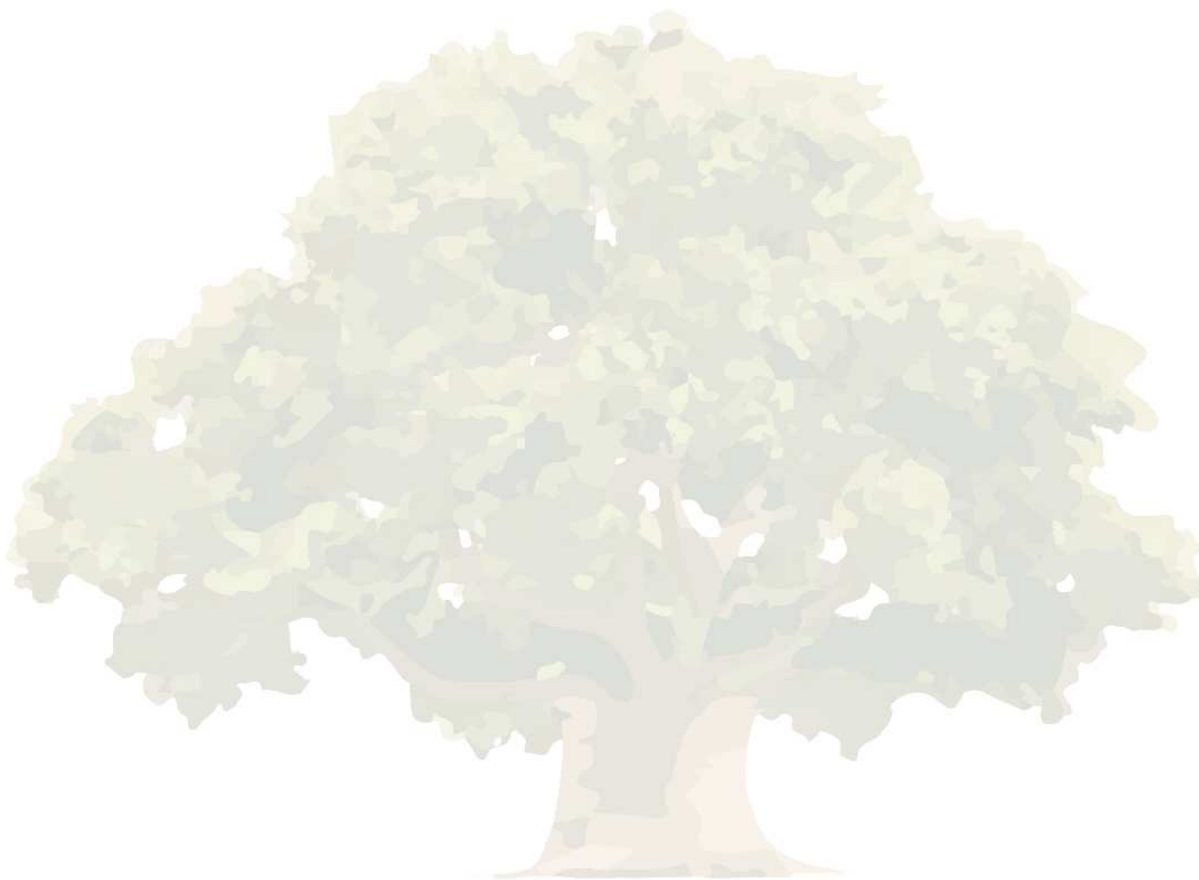
**Records:** Written notes will be kept of all incidents relating to individual pupils. These may be shared with other agencies. All contact with parents and external agencies relevant to Child Protection will be logged and kept in confidential records which are kept separate from educational records 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 Royal Borough of Kensington and Chelsea and are recorded on the Inter-agency Referral form.

Details of allegations found to be malicious will be retained within personnel records to guard against the possibility of the same matter being re referred and potentially requiring re-investigation. For all other allegations, full details will be recorded on the confidential personnel file of the person accused. The record will be retained at least until the individual has reached normal retirement age or for a period of ten years from the date of the allegation, if this is longer. An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references.

If a pupil is withdrawn from the school, all efforts will be made to identify the school to which the pupil is being admitted; their confidential educational and pupil 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 pupil 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 pupil's name will only be removed from the School's Admission Register in accordance with the Child Registration Regulations. Further information is contained in our Admissions Policy.

**Whistleblowing** Our whistleblowing policy, which is on the school website, 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.



## **ALLEGATIONS AGAINST ADULTS/SCHOOL STAFF/VOLUNTEERS**

### **Risk of harm to pupils BEECH LODGE SCHOOL'S GUIDANCE FLOWCHART**

***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 a child or*
- *Behaved towards a child or children in a way that indicates they may pose a risk of harm to a child*



**Report immediately to the Headteacher  
(who is the Designated Safeguarding Lead)**

**Any concern or allegation against the Headteacher/DSL will be reported to the Proprietor, Mrs Daniela Shanly unless there is clear evidence to prove that the allegation is incorrect, the Headteacher must:**



**Report the allegation within one working day to the Local Authority Designated Officer (LADO):**

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



**The Designated Officer 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.

**WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED**  
**BEECH LODGE SCHOOL'S GUIDANCE FLOWCHART**

**Member of staff has concerns about a child's welfare**


- Be alert to signs of abuse and question unusual behaviours

**Where a young person 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 Lucy Barnes (Designated Safeguarding lead)**

The **Safeguarding Lead** will consider further actions required, including consultation with Children's Social Care (number below). 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 social care directly.



Still have concerns: refer to Social Care

No longer has safeguarding concerns

**Royal Borough of Windsor and Maidenhead  
Children's Social Care**

**During office hours, Monday – Friday  
01628 683150**

If the child is at immediate risk dial 999  
and ask for police assistance

Out of hours Contact  
Emergency Duty Team  
on  
**01344 786543**

Additional / unmet  
needs

**Children's Social Care**

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 Social care  
**and**
  - **Early Help assessment recommended**
  - Referred to other agency for service provision

Consult with family and relevant agencies and undertake a Common Assessment (Early Help CAF) and Team around the Child meetings.

**Co-operation with the Local Authority:** We cooperate entirely with any investigation carried out by the Local Authority, 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 pupil or adult protection issues as confidential and we only pass information on to appropriate persons. The School will co-operate with Children's Social Care and police to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working together to safeguard children (March 2015). Our staff know they cannot promise confidentiality and that there are other agencies which pupils can turn to e.g. Childline: 0800 1111.

**Pupils Death:** In the event of a death of a pupil the Headteacher must notify both The Royal Borough of Windsor and Maidenhead and the Child Death Overview Panel (CDOP), and the DfE.

### **Monitoring and Review**

The Designated Safeguarding Lead will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Proprietor. Any pupil protection incidents at the School will be followed by a review of these procedures by the Designated Safeguarding Lead and a report made to the proprietor. This will be discussed by the Advisory Board at the next meeting. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures.

In addition, the Proprietor will come into the school and work alongside the Designated Safeguarding Lead to ensure that there is a thorough review of this policy annually. The outcome of the annual review by the Designated Safeguarding Lead and the Proprietor will be reported to the Advisory Board who will review this Policy and the implementation of its procedures, including securing good cooperation with local agencies, and consider the proposed amendments to the Policy, from both the Designated Safeguarding Lead and its own members, before giving the revised Policy its final approval. Minutes recording the review by the Advisory Board and Proprietor will be made.

The Proprietor and the DSL together ensure that a review of the school's child protection policies takes place annually, including an update and review of the effectiveness of procedures and their implementation and that there is good communication with the Local Safeguarding Children Board for RBWM. A report is submitted annually to the Proprietor including training records, referral information in respect of requests for help and support for individual pupils (anonymised), issues and themes which may have emerged in the school and how they have been handled. The Proprietor makes sure that the policy is known in practice by visiting the school and talking to a number of staff right across the school to see if they would know who to go to in cases of suspected abuse and what needs to be said in terms of comments they might make to a pupil. In addition, the Proprietor is kept up-to-date about how pupils are taught about safeguarding, including the concerns about possible radicalisation and the use of social media for on-line radicalisation.

**Deficiencies and Weaknesses:** It is the duty of all members of Staff and the Proprietor to draw to the attentions of the DSL any weakness or deficiencies in this policy which should be remedied immediately. The DSL will ensure that this is then followed up without delay, with policies and procedures being updated as needed rather than waiting to any regular review date.

**Complaints and Monitoring:** All complaints arising from the operation of this policy will be considered under the School's complaints procedure, with reference to the school's Designated Safeguarding Lead (DSL) and the Windsor and Maidenhead LSCB.

## Key Contacts

**Ofsted** Piccadilly Gate, Store Street, Manchester, M1 2WD  
Email: [enquiries@ofsted.gov](mailto:enquiries@ofsted.gov) Web: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Tel: 03001234234

**Independent Schools Inspectorate** CAP House, 9-12 Long Lane London, EC1A 9HA Tel: 0207 600 0100  
Email: [info@isi.net](mailto:info@isi.net) Website: [www.isi.net](http://www.isi.net)

## Disclosure and Barring Service (DBS)

Address for referrals: PO Box 181, Darlington, DL1 9FA Telephone for referrals: 01325 953 795  
Telephone for customer services: 0870 909 08 Email: [customerservices@db.sgs.gov.uk](mailto:customerservices@db.sgs.gov.uk)

**NSPCC Child Protection Helpline:** 0808 800 5000  
[www.childline.org.uk](http://www.childline.org.uk)

**Childline:** Tel: 0800 1111

**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 5<sup>th</sup> January 2015 and as amended in September 2015.
- *Keeping Children Safe in Education (KCSIE) Information for all school and colleges* (DfE: July 2015) updated 22<sup>nd</sup> 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 pupil 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' Counter-Terrorism and Security Act 2015* (HM Government: 2015) *inclusive of the Prevent Duty Guidance: for England and Wales* (March 2015) (*Prevent*). *Prevent* is supplemented by *The Prevent duty: Departmental advice for schools and child care providers* (DfE: June 2015) and *The use of social media for on-line radicalisation* (July 2015)
- *The Children Act 1989 guidance and regulations DfE: Volume 2, June 2015*)
- *Disqualification under the Childcare Act 2006 (by association)* (DfE: February 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 and Acceptable Use; Personal Social Health and Economic Education (PSHEE); Sex and Relationship Education (SRE); Special Education Needs and Disabilities (SEND Code of practice January 2015); Spiritual, Moral Social and Cultural (SMCS) 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 Shared:** Safe Recruitment including the selection and appointment of staff; *Keeping Children Safe in Education. Statutory guidance for schools and college.* (DfE: July 2015); Appendix A and B – Safer Recruitment Flowcharts.

**APPENDIX 1 - TYPES AND SIGNS OF ABUSE AND NEGLECT INCLUDING POSSIBLE INDICATORS**  
**(ENCOMPASSING 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 pupil. Somebody may abuse or neglect a pupil by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another pupil or children. *Part 4 of KCSIE to Safeguard Children* (HM Government, 2015) further states that the type of abuse and neglect include: *Abuse and Neglect; Neglect; Physical abuse; Extremism/Radicalisation; Domestic Violence; Drug/alcohol abuse; Emotional abuse; Abuse of Trust; Sexual abuse; Children who sexually abuse; Pupil Sexual Exploitation; Pupil 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/](http://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: pupil 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; radicalisation; sexting; teenage relationship abuse; trafficking.

**Female Genital Mutilation:**

FGM, as a cultural or religious phenomenon practised in certain communities and in certain parts of the world, involves procedures that intentionally alter or injure the female genital organs for non-medical reasons. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK, and a form of child abuse with long-lasting harmful consequences. 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. 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.

**Circumstances that may point to FGM happening:**

- A child talking about getting ready for a special ceremony
- A child's family taking a long trip abroad
- A child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that a sibling has undergone FGM
- A child talking about going abroad to be 'cut' or to prepare for marriage

**Mandatory Reporting Duty**

With effect from October 2015, Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place 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 victim 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. Under this duty, teachers must now report to the police cases where they discover that an act of FGM appears to have been carried on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

## **RADICALISATION**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The Government’s Prevent Strategy defines extremism as ‘vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of people with different faiths and beliefs’. The definition also includes ‘calls for the death of members of our armed forces in this country and overseas’.

### **Possible signs of extremism/radicalisation include:**

#### **Vulnerability**

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

### **Access to extremism / extremist influences – Key questions**

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

### **Experiences, Behaviours and Influences – Key Questions**

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person’s behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?

- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

### Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

### Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

### More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

### 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 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 (including dental) 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, poor relationships with peers; running away

## EMOTIONAL ABUSE

**Definition of 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.

**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.

**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 ricking, 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; excessive need for approval, attention and affection.

## 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 including around the mouth); 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;
- Bi-lateral injuries such as two bruised eyes;
- 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; injuries to genital areas;
- 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 or abused 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).

**Characteristics of child sexual exploitation and 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 include:**

- 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
- Alluding to secrets which they cannot reveal, Going missing from school/home; Isolation from family, friends and peer groups
- 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,
- Unexplained gifts or money; fire setting; becoming 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 child, such as general welfare concerns.

## **BULLYING**

This may be defined as repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. It may be deliberate harassment or an aggressive act of omission which causes physical or psychological hurt. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally in order to frighten into action or inaction. Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc.
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm
- Emotional: tormenting, ridiculing, humiliating, ignoring
- Racial: taunts, graffiti and gestures
- Religious / cultural
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments
- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email

**Signs that may indicate bullying:**

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school etc.
- A marked drop off in performance at school
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol
- A shortage of money or frequent loss of possessions.

For more information, please see our Anti-Bullying Policy which sets out the detail of the policy and procedures that are in place in order to prevent bullying and to deal with it if and when it occurs within the school.

## **APPENDIX 2 – MAIN RESPONSIBILITIES OF THE DSL AND DEPUTY DSL**

The core responsibility of the DSL, who is a member of the senior leadership team, 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. If the Designated Safeguarding Lead is unavailable these duties will be carried out by the Deputy Designated Safeguarding Lead:

### Managing Referrals includes:

- 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 Proprietor for Safeguarding Issues
- keep links with the Royal Borough of Windsor and Maidenhead 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 includes:

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:

- 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;
- have 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.

### Raising Awareness includes:

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 (who is the Headteacher) works with the 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 Proprietor, all staff and volunteers understand their safeguarding responsibilities and always act in the interest of the child;
- following up unexplained absences of any child 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.

### **APPENDIX 3 - A CHILD PROTECTION GUIDE - CUE CARD**

(The document below is given to staff and volunteers to be carried at all times as folded A6, two sided, crib card)

#### **A Child Protection Guide - A Cue Card**

**We are committed to safeguard and promoting the welfare of all at our school.**

**A code of good practice for staff and volunteers designed for you to keep with you – Carry it.**

**A Code of Practice is intended to provide a readily accessible reference promoting the principle of our Child Protection Policy.**

#### **What happens if:**

##### **You suspect a child is being abused or neglected:**

1. Immediately inform the Designed Safeguarding Lead (DSL).
2. Record and date any facts which are relevant to your concern and pass these onto the DSL.
3. Do not investigate the issue yourself.

##### **A child discloses to you abuse by someone else**

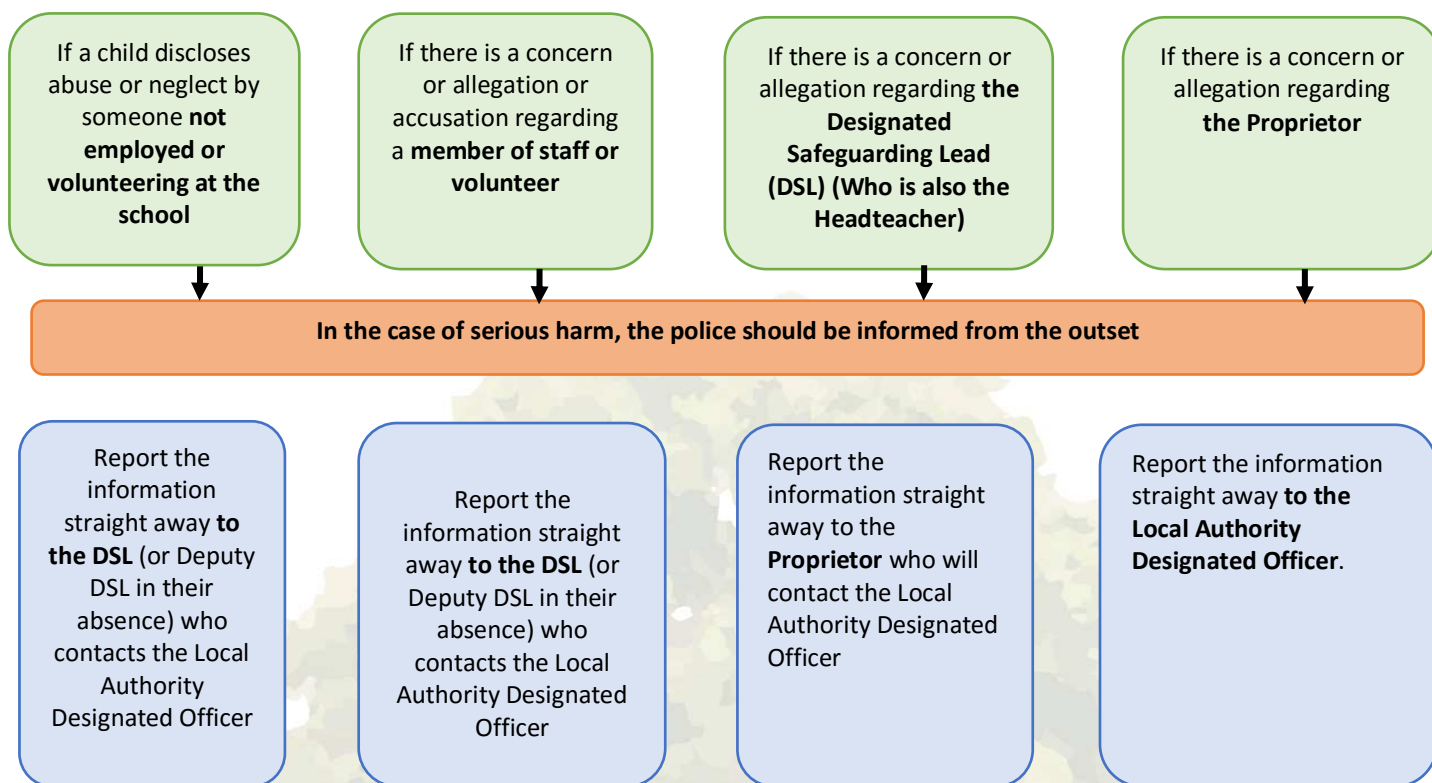
1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that 'it is not their fault' and that they were right to tell you.
3. Record in the child's own words details of the disclosure and refer this immediately to the DSL. Do not investigate the issue yourself.

##### **You receive an allegation about a member of staff or yourself**

1. Immediately inform the DSL of the allegation.
  2. Record and date the details of the allegation in writing.
- Do** treat everyone with respect
- Do** provide an example of behaviour you wish others to follow
- Do** plan activities which involve more than one other person being present, or at least which are within sight or hearing of others
- Do** respect a young person's right to personal privacy
- Do** provide access for young people to talk to others about any concerns they may have.
- Do** recognise, and allow for, the special needs of young people with disabilities and learning difficulties
- Do** encourage young people with disabilities and learning difficulties
- Do** encourage children and adults to point out attitudes and behaviour that they do not like
- Do** avoid inappropriate physical or verbal contact with young people
- Do** remember that someone else might misinterpret your actions
- Do** respect the cultural, religious and ethnic backgrounds of others
- Do** recognise that caution is required even in sensitive moments of counselling
- Do** avoid situations that compromise your relationship with young people
- Do NOT** permit abusive peer activities (e.g. bullying racism or others)
- Do NOT** judge or jump to conclusions about others
- Do NOT** show favouritism to any individual
- Do NOT** be drawn into attention seeking behaviour, such as crushes/tantrums
- Do NOT** make inappropriate remarks or gestures
- Do NOT** rely on good reputation
- Do NOT** believe 'it could never happen to me'
- Do NOT** interview or meet with children in private or outside of school
- Do NOT** let concerns or allegations of abuse go unrecorded
- Do NOT** play physical contact games with young people.

#### **APPENDIX 4 - SAFEGUARDING CONCERNS OR ALLEGATION OF ABUSE ON A CHILD**

The following safeguarding procedures apply where you become aware a member of staff/volunteer has, or a child discloses to you that an adult has behaved in a way that has, 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 a child.



**Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school Contact Details:** - Mrs. Lucy Barnes (Headteacher) Telephone: 01628 879384 Mobile: 07971 686671  
[Head@beechlodgeschool.co.uk](mailto:Head@beechlodgeschool.co.uk)

**Deputy Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school Contact Details:** - Mrs Rachel Cassidy Telephone: 01628 879384, Mobile: 07952 243785 (24hrs)  
[Rcassidy@beechlodgeschool.co.uk](mailto:Rcassidy@beechlodgeschool.co.uk)

**Proprietor Contact Details:** - Mrs Daniela Szmigielska Shanly Telephone: 01628 879384, Mobile: 07884 436546 (24hrs)  
[Daniela@beechlodgeschool.co.uk](mailto:Daniela@beechlodgeschool.co.uk)

*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 and other external agencies.

**APPENDIX 5 - WHERE A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, THE FOLLOWING SEQUENCE OF EVENTS SHOULD BE ADHERED TO**

**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. Depending on circumstances the child may then return to class or be offered time out of class with support from the DSL.

**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.

**Record**

**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. Record the child's name, address and date of birth along with the child's behaviour, emotional state.

**Do not take responsibility**

- Only tell those people that it is necessary to inform.
- Do not try to investigate the allegation yourself.
- Immediately consult our Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
- The Designated Safeguarding Lead will consider the information and decide on the next steps.
- Do not approach or inform the alleged abuser.