



## **PROMOTING WELFARE AND SAFEGUARDING POLICY**

### **1.0 INTRODUCTION**

- 1.1 This policy has been authorised by the Governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the school's website. This policy can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit. It also applies to the Early Years Foundation Stage (**EYFS**) provision.
- 1.2 Beaudesert Park School fully recognises the contribution it makes to Promoting Welfare and Safeguarding and the need to remedy, without delay, any deficiencies or weaknesses in child protection arrangements which become apparent. All members of staff know that safeguarding and promoting the welfare of children is everyone's responsibility.

There are five main elements to the policy:

- a) Ensuring safe recruitment is practised by checking the suitability, through DBS (Disclosure and Barring Service) and identity checks, of staff, volunteers and governors to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
  - b) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
  - c) Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
  - d) Supporting pupils who have been abused.
  - e) Establishing a safe environment in which children can learn and develop.
- 1.3 Every complaint or suspicion of abuse from within or outside the School will be taken seriously and in all proper circumstances will be referred to an external agency, such as the children's services department of the local authority or the child protection unit of the police if a crime may have been committed, without investigation within the School. In each of these cases, the matter will be referred by the Designated Safeguarding Lead to the Children's Help Desk on 01452 426565 and, in the case of EYFS, also to Ofsted. Any doubts or concerns over apparently borderline cases may be discussed informally, initially on a "no names" basis with the Children's Help Desk or with the Local Authority Designated Officer (LADO) – Nigel Hatton (tel: 01452 426994). The function of the LADO is to provide advice and preside over the investigation of any allegation or suspicion of abuse.

## **2.0 SAFER RECRUITMENT**

2.1 The school has a separate Recruitment and Selection Policy which details the school's recruitment process including details of the required employment checks. As part of this policy, the school will ensure that:

- a) it practises safer recruitment in checking the suitability of staff, volunteers and governors (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in Keeping Children Safe in Education September 2016, the Education (Independent School Standards) (England) Regulations 2015 and the National Minimum Standards for Boarding Schools 2015.
- b) a National College for Teaching and Leadership (NCTL) accredited person (the Headmaster, the Head of Pre-prep or the Finance Director) will sit on every staff interview panel to ensure that Safer Recruitment is followed, the post's job description includes the appropriate responsibility for safeguarding.
- c) It will never knowingly employ (or take on as a volunteer) in a DBS regulated activity someone who is barred from such activity.
- d) It will refer to the Disclosure and Barring Service details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

2.2 The School will ensure that where staff from another organisation are working with our pupils, we have received assurances that appropriate child protection checks and procedures apply to those staff.

2.3 The school will follow an induction process for all new staff and volunteers that includes aspects of their responsibility for safeguarding. New staff will be provided with a Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings to ensure that they are made aware of expectations both within and outside of the school. Induction training will also cover the school's Staff Behaviour Policy, whistleblowing procedures, and staff will be asked to read Part 1 Keeping Children Safe in Education 2016 and sign to confirm that they have read and understood the document.

2.4 All current staff and governors are required to read Part 1 Keeping Children Safe in Education September 2016 and those who are directly involved with pupils (e.g. teaching staff, those who work in the boarding house and those with specific safeguarding responsibilities) to read Annex A and sign to confirm that they have read and understood the document. They are also required to read the school's Staff Behaviour policy and be aware of the whistleblowing procedures.

2.5 All staff who provide care in EYFS, or for care outside normal school hours for children under 8, are required to sign an annual disqualification declaration that also covers disqualification by association.

### **3.0 PREVENTION**

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

The School will therefore:

- a) Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- b) Ensure children know that there are adults in the school whom they can approach if they are worried.
- c) Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- d) Offer early help to children. (See Appendix 2)

### **4.0 PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD**

4.1 We will follow the procedures set out by the Gloucestershire Safeguarding Children Board ([www.gscb.org.uk](http://www.gscb.org.uk)) and take account of guidance issued by the Department for Education, Keeping Children Safe in Education September 2016, the Education (Independent Schools Standards) (England) Regulations 2015 and the National Minimum Standards for Boarding 2015.

4.2 The School will:

- a) Ensure it has a Designated Safeguarding Lead (DSL) and a Deputy DSL (DDSL) who have received appropriate training and support for this role on a multi agency basis every two years (in line with the Government document Working Together to Safeguard Children 2015) and ensure that **all** staff receive training in child protection every three years. In addition staff will receive regular safeguarding updates in staff meetings (including quizzes about safeguarding) and by email. The DSL attends local safeguarding forums and receives the GSCB's alerts in order to keep up to date with safeguarding practices.
- b) Ensure every member of staff, volunteer and governor knows:
  - that Laurie Robinson (tel: 01453 832072) is the DSL responsible for child protection and that Alex Standen McDougal (tel: 01453 832072) is her Deputy. Brigid Farquharson (tel: 01453 832072) is the Early Years Foundation Stage designated lead. James Cope (tel: 01865 319421) is the Governor responsible for Safeguarding and Child Protection issues. The lead responsibility for safeguarding lies with the DSL and is not delegated. Laurie Robinson is part of the school's Senior Management Team.
  - where the child protection folder is located (on the wall in the staff room) and where to find the Gloucestershire safeguarding procedures at [www.gscb.org.uk](http://www.gscb.org.uk)
- c) Ensure all staff and volunteers understand their individual responsibilities in being alert to the signs of abuse and know:

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised at Beaudesert.

That they have an individual responsibility for referring child protection concerns to Laurie Robinson, Alex Standen McDougal or the Headmaster immediately but also that they may raise concerns directly with Children's Social Care.

- How to respond to disclosures or suspicions of abuse, including avoiding asking leading questions or giving inappropriate guarantees of confidentiality.
  - That they must make a detailed written note of the disclosures or suspicions of abuse including the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. This record should be signed by the person making it and should use names not initials. It should then be kept securely and passed directly to Laurie Robinson as quickly as possible and certainly within twenty-four hours.
  - That in the event of an injury to a child requiring immediate treatment, they must accompany the child to where the nurse on duty will assess the situation. If it is decided that the child's injury is serious enough to warrant hospital treatment, a member of staff will accompany the child to the hospital.
- d) Ensure that Laurie Robinson, on hearing about a concern, will consult as appropriate with the Headmaster, the School Nurse and form teacher, and a course of action will be decided upon as quickly as possible. (NB with the child's safety being of paramount importance, there are some circumstances in which it will be inadvisable to interview a child before due consultation is made with either GSCB or the Police).
- e) Ensure that if a child is in immediate danger, or is at risk of harm, a referral should be made immediately to Children's Social Care and/or the police (eg sexual or physical abuse, criminal acts or any act where children are 'at risk'). Any member of staff can make a referral. When possible, parental consent should be sought before a referral is made. However if, by doing so, a child is put at further risk, a referral should be made without first informing the parents. Where referrals are not made by the DSL, he should be informed as soon as possible. All other allegations will be reported by Laurie Robinson, the deputy DSL or the Headmaster to the Children's Helpdesk (tel: 01452 426565) within 24 hours of a disclosure or suspicion of abuse. It will be made clear that the report is being made under the Child Protection Procedure, and the report will be confirmed in writing.
- f) Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in this policy which is on the school's website and is also available from the school office.
- g) Notify Social Care and Education Welfare Service if there is an unexplained absence of more than two days of a pupil with a child protection plan.
- h) Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at case conferences.

- i) Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- j) Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- k) Follow procedures where an allegation is made against a member of staff or volunteer.
- l) Ensure safe recruitment practices are always followed.
- m) Ensure that all staff are aware of the Whistleblowing procedures which require staff to report to the Head, or the Chair of Governors, any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. In exceptional cases such reports should be made to the Local Authority Designated Officer – Nigel Hatton (tel: 01452 426994). There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.
- n) Ensure that all staff, including those working within the EYFS, know that they must not use mobile phones whilst they are working with the children, except in the case of an emergency. Photographs taken of the children should be part of planned activities and should be taken with school cameras only. A small number of parents have not given permission for their children's photos to be published. Staff must respect this decision of the parents and ensure they do not place such photos on the school website or any other publication without first contacting the parents. Children and staff are not allowed to use social networking sites at school (most of which are blocked by the school internet provider).

## **5.0 PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST STAFF, VOLUNTEERS, GOVERNORS & PUPILS**

All staff are required to read and understand the Staff Behaviour policy in order to help them avoid any potential allegations of abuse.

Allegations of abuse are to be reported to the Designated Safeguarding Lead, the Headmaster or the most senior member of the school staff not implicated in the allegation.

- 5.1 The most senior member of staff not implicated in the allegation will follow the Government's Allegations Management Process (Working Together to Safeguard Children 2015) and will report allegations against staff immediately and within 24 hours at the latest to the Local Authority's Designated Officer (LADO) – Nigel Hatton (tel: 01452 426994). No investigation will begin without first gaining advice from the LADO, and no actions will be taken within an investigation before consultation with the LADO. Any allegation against the Head should be reported to the Chair of Governors (without informing the Head). If an allegation is made against the Chair of Governors, the allegation should be reported to the Head. If a member of staff does not feel able to share information at school, they may contact the Independent Schools Inspectorate (ISI) independently or phone the NSPCC Whistleblowing Helpline on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

- 5.2 The School will work in co-operation with other agencies required to be involved depending on the seriousness of the allegation. Within EYFS, Ofsted will be informed of allegations against people living or working in the school.
- 5.3 If the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service (DBS) and to the National College for Teaching and Leadership (NCTL). Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.
- 5.4 Beaudesert Park will provide alternative accommodation away from children should a member of the resident staff be suspended pending an investigation of a child protection nature.
- 5.5 If a member of staff (or a governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School. Resignation will not prevent a prompt and detailed report being made to the DBS in appropriate circumstances.
- 5.6 If a member of staff is dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate a referral will be made to the National College for Teaching and Leadership.
- 5.7 All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender based violence, sexual assaults and sexting. A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's policies on behaviour, bullying, discipline and sanctions will apply. All allegations of peer on peer abuse will be investigated and will not be passed off as 'banter'. The School may take advice from the LADO on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. 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 the LADO, 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 suspend him / her during the investigation.

All staff will be made aware of these procedures.

## **6.0 SUPPORTING THE PUPIL AT RISK**

- 6.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- 6.2 Beaudesert Park School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

6.3 The School will endeavour to support the pupil through:

- a) The content of the curriculum.
- b) The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- c) The school's Behaviour policy, which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of any offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- d) The Anti-Bullying policy because a bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.
- e) Liaison with other agencies who support the children such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
- f) Keeping records and notifying Children's Services as soon as there is a recurrence of a concern.

When a pupil with a child protection plan leaves, the School will transfer information to the new school immediately and ensure that GSCB is informed.

## **7.0 BOARDERS**

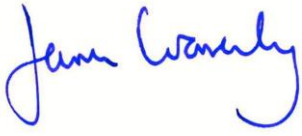
7.1 In circumstances concerning boarders:

- a) Beaudesert Park School operates safe recruitment procedures and vets staff in line with the regulatory requirements and having regard to relevant guidances issued by the Secretary of State.
- b) All persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school will have a Disclosure and Barring Services check completed at the same level.
- c) Beaudesert Park will have a written agreement between the school and any person over 16 not employed by the school but living in the same premises as boarders (eg members of staff households). This specifies the terms of their accommodation, guidance on contact with boarders, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children. They must be required to notify any unrelated designated senior member of staff if they are charged with, or convicted of, any offence.

- d) All persons visiting boarding accommodation (eg visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.
- e) Beaudesert Park will regularly monitor the suitability of arrangements it makes in the event of it appointing guardians.
- f) Any guardians appointed by Beaudesert Park would be subject to the same recruitment checks as staff, and their care of pupils is monitored.

## 8.0 MONITORING AND EVALUATION OF THIS POLICY

This policy is reviewed annually (or more often if there is a change in legislation) by the Governor responsible for safeguarding and child protection and he will present his recommendations to the full Board who will discuss safeguarding procedures fully.

<b>Authorised by</b>	
	<p>J P R Womersley  <b><u>Headmaster</u></b></p>
<b>James Cope</b>	
<b><u>Governor in charge of Safeguarding</u></b>	
<b>Date</b>	22 <sup>nd</sup> May 2018

<b>Effective date of the policy</b>	October 2011
<b>Last ratified by Governing Body</b>	November 2017
<b>Reviewed annually and last amended</b>	May 2018
<b>Awaiting ratification at Full Board Meeting</b>	



## Appendix 1:

### TYPES OF ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Types of abuse can be:

- **Physical abuse**
- **Emotional abuse**
- **Sexual abuse**
- **Neglect**

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

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

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

**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.

## **SIGNS OF ABUSE**

Possible signs of abuse include (but are not limited to):

- The pupil says he / she has been abused or asks a question which gives rise to that inference.
- There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
- The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- The pupil's development is delayed.
- The pupil loses or gains weight.
- The pupil appears neglected, e.g. dirty, hungry, inadequately clothed.
- The pupil is reluctant to go home, or has been openly rejected by his / her parents or carers.

Staff are aware that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and that other barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things such as bullying without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Beauesert is alert to other forms of harm that might affect its children, e.g.

- **Child sexual exploitation (CSE)**

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. 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 also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

(further information - <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>)

- **Female Genital Mutilation (FGM):**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is 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. Beaudesert is aware of the duty to report known cases of FGM (under the FGM Act 2003) which became mandatory in October 2015.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. The DSL has undertaken the Home Office e-learning module for Female Genital Mutilation: Recognising and Preventing FGM.

(further information - <https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>)

- **Radicalisation**

- **The Prevent Duty:**

Beaudesert is aware that all schools are subject to a duty (under section 26 of the Counter-Terrorism and Security Act 2015) to have a due regard to the need to prevent people from being drawn into terrorism. In assessing the risk of Beaudesert pupils being drawn in to supporting terrorism or forms of extremism leading to terrorism, we feel the risk is very low given the age and backgrounds from which they come. The DSL and Deputy DSL have undergone online training via the Channel programme.

Through RS, PSHE, Assemblies, School Council and E-safety training the school feels that the pupils are being protected from being drawn into radical activity and can build pupils' resilience by promoting fundamental British values.

General safeguarding principles apply for children at risk of radicalisation and staff are aware that any concerns should be dealt with as if for a safeguarding issue.

(further information - <https://www.gov.uk/government/publications/channel-guidance>)

- **Child missing from education**

A child going missing from education is a potential indicator of abuse or neglect. Beaudesert has an admission register and an attendance register. The local authority must be informed of any pupil who fails to attend school regularly, or has been absent without the Headmaster's permission for a continuous period of 10 school days or more.

(further information - [www.gov.uk/government/publications/children-missing-education](http://www.gov.uk/government/publications/children-missing-education))

- **Drugs**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug-adviceforschools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug-adviceforschools.pdf)

- **Fabricated or induced illness**  
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
  
- **Faith abuse**  
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
  
- **Honour based violence**
  
- **Teenage relationship abuse**  
(further information - <https://www.gov.uk/government/collections/this-is-abuse-campaign>)
  
- **Private fostering**  
(further information - <https://www.gov.uk/government/publications/children-act-1989-private-fostering>)
  
- **Mental health**  
(further information - <https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>)
  
- **Domestic violence**  
(further information - <https://www.gov.uk/domestic-violence-and-abuse>)
  
- **Sexting**  
(further information - <http://ceop.police.uk>)
  
- **Gender based violence (violence against girls)**  
(further information - <https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>)
  
- **Trafficking**
  
- **Gangs and youth violence**
  
- **Bullying including cyberbullying**  
Refer to Beaudesert's Anti-Bullying policy and the ICT Pupil Acceptable Use Policy Agreement.

## Appendix 2:

**Early help means providing support as soon as a problem emerges. 'The right help at the right time to stop any issues getting worse'. This is more effective in promoting the welfare of children than reacting later.**

## **The ‘Voice of the Child’ is paramount.**

Examples of Early Help at Beaudesert:

Parents have contact with Form Teachers who are the first point of reference for pupils’ wellbeing as well as academic progress. There is an ‘open door’ culture at school where children and parents are encouraged to talk to any member of staff. The Independent Listener, Jacqui Erskine-Crum, speaks to the boarders once a year so that they are aware of her role and her contact details are available on notices in class rooms and in the A-Z of Boarding at Beaudesert.

There are weekly pastoral meetings attended by all staff to discuss concerns about children and the minutes are circulated. There is also a Welfare and Safeguarding team made up of staff who represent different parts of school life, e.g. Deputy Head, Assistant Head – Pastoral, DSL, Year 3, Boarding and Pre-prep. The team meets each week to discuss individual children who may need extra support and to monitor and review those who are already receiving support.

An on-line pupil wellbeing survey is organised each year by the Head of PSHE, the results of which are discussed by the Senior Management Team and acted upon through the PSHE curriculum and through extra staff duties/supervision.

Children have access to medical support from two school nurses and parents are able to discuss their children’s health issues direct with them. The DSL has undertaken a Mental Health First Aid course. Beaudesert has a school counsellor who can offer 1:1 counselling and further referral to outside agencies if further help is needed.

E-safety awareness training is organised every year for pupils in Years 5 – 8 and parents from an outside agency. The DSL has knowledge of the Child Sexual Exploitation screening tool which can be used for early identification for children at risk .

Families can have access to the MASH (Multi Agency Safeguarding Hub), Early Help Hub and Families First Plus Teams who provide advice, guidance and support through social workers and early help co-ordinators. This includes whole family intensive work, parenting groups and specific intervention linked to an assessment of need. There is a team of early help co-ordinators for each locality in Gloucestershire.

**Cheltenham** - 01452 328160  
[cheltenhamearlyhelp@gloucestershire.gov.uk](mailto:cheltenhamearlyhelp@gloucestershire.gov.uk)

**Cotswolds** - 01452 328101  
[cotswoldsearlyhelp@gloucestershire.gov.uk](mailto:cotswoldsearlyhelp@gloucestershire.gov.uk)

**Forest of Dean** 01452 328048  
[forestofdeanearlyhelp@gloucestershire.gov.uk](mailto:forestofdeanearlyhelp@gloucestershire.gov.uk)

**Gloucester** - 01452 328076  
[gloucesterearlyhelp@gloucestershire.gov.uk](mailto:gloucesterearlyhelp@gloucestershire.gov.uk)

**Stroud** - 01452 328130

[stroudearlyhelp@gloucestershire.gov.uk](mailto:stroudearlyhelp@gloucestershire.gov.uk)

**Tewkesbury** - 01452 328250  
[tewkesburyearlyhelp@gloucestershire.gov.uk](mailto:tewkesburyearlyhelp@gloucestershire.gov.uk)

Drug and Relationships workshops run by outside agencies are organised for Year 8 pupils before they leave Beaudesert.

Regular and ongoing training is provided for staff and the school promotes staff vigilance at all times.

## **Appendix 3**

### **JOB DESCRIPTION FOR DESIGNATED SAFEGUARDING LEAD (DSL)**

**Reporting to: The Headmaster and the Governor with responsibility for Safeguarding and Child Protection**

**The DSL is part of the Senior Management Team**

#### **VISION AND PURPOSE**

1. To lead in facilitating the development of safeguarding and child protection policies, training and procedures and guidance for Beaudesert Park School.
2. To undertake appropriate Child Protection Training every 2 years, attend forums/roadshows at least once a year and disseminate information to staff.
3. To recognise how to identify signs of abuse and when to make a referral.
4. To respond appropriately to disclosures or concerns relating to the well-being of a child.
5. To refer allegations or cases of suspected abuse to the relevant agencies, ensuring they have the most up to date information.
6. To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection, and ensure that all records are forwarded to any new school the child may attend.
7. To be aware of any children and/or families in need and to work directly with them to prevent children becoming looked after and/or suffering significant harm.
8. To ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions are successfully carried out and monitored.
9. To liaise with staff to support strategic development and share good practice.

#### **ACCOUNTABILITY**

1. Work closely with the Gloucestershire Safeguarding Childrens Board and other agencies.
2. When the occasion arises, to attend and participate in Child Protection Conferences and Child in Need planning and review meetings whilst working closely with Children's Services as required, some of which may take place out of normal working hours.
3. Liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child's life working with the Early Help Strategic Partnerships.
4. To maintain confidentiality at all times.
5. Ensure all staff have safeguarding induction training within their first seven days of employment and arrange whole staff training every three years with regular (at least annually) updates at staff meetings.
6. Ensure that staff members are following up to date procedures and are aware of their responsibility to challenge behaviour which breaches Beaudesert's code of conduct.
7. Identify vulnerable children within Beaudesert Park and ensure that all staff are made aware of who these children are.

## **GENERAL DUTIES**

1. To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
2. Ensure that the Safeguarding Policy is reviewed annually (or more often if there is a change in legislation) and the procedures and implementation are updated and reviewed regularly.
3. Ensure the Safeguarding Policy is available on the school web site.
4. To liaise regularly with the Governor with responsibility for Safeguarding and keep him informed of safeguarding issues within Beaudesert Park School.
5. To ensure that the Section 175 Audit published by Gloucestershire Safeguarding Children Board (GSCB) is completed annually and returned by deadline and reviewed regularly.
6. Act as a source of support and advice to staff on matters of safeguarding and when deciding to make a referral.

**May 2017**

### **DEPUTY DESIGNATED SAFEGUARDING LEAD (DDSL)**

The DSL cannot delegate responsibility to the DDSL although the DDSL will deputise for the DSL if the DSL is absent for any reason.

The DDSL will support the DSL in all areas of safeguarding and is trained to the same level as the DSL.

The DDSL will assist in delivering safeguarding updates in staff meetings (including quizzes about safeguarding).

**September 2017**