



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 children 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 physical and/or mentally 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.

- 1.4 With all schools, including Beaudesert Park School, for the new academic year in September 2021, the government's non-statutory interim guidance on 'safeguarding in schools, colleges and other providers during the coronavirus outbreak', has been withdrawn. Requirements for local interventions in educational settings will continue to be reviewed. In the situation where the School is required to close and learning becomes remote, a COVID addendum will apply and will set out changes to the School's safeguarding policy in light of the Department for Education's (DfE) guidance and should be read in conjunction with this policy.

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 practices 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 2021, the Education (Independent School Standards) (England) Regulations 2019 and the National Minimum Standards for Boarding Schools 2015.
- b) a Teaching Regulation Agency (TRA) 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 children, 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, Low Level Concerns policy, e-Safety policy, whistleblowing procedures, and the School's Behaviour Policy. Staff will be made aware of the safeguarding response to a child missing education and the role of the DSL & DDSL. In addition, they are asked to read Part 1 of Keeping Children Safe in Education 2021 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 of Keeping Children Safe in Education September 2021 and those who are directly involved with children (e.g. teaching staff, those who work in the boarding house and those with specific safeguarding responsibilities) are required to read Annex B and sign to confirm that they have read and

understood the document. They are also required to read the School's Behaviour Policy, Staff Behaviour policy, e-Safety Policy and be aware of the whistleblowing procedures as well as the safeguarding response to a child missing education.

- 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.

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 PSHCE 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 Partnership, made up of representatives from NHS Gloucestershire Clinical Commissioning Group, Gloucestershire Constabulary and Gloucestershire County Council (www.gscb.org.uk). It takes account of guidance issued by the Department for Education, Keeping Children Safe in Education September 2021, Working Together to Safeguard Children (2018), the Education (Independent Schools Standards) (England) Regulations 2019 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 2018) 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 GSCP'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) Lola Lagomarsino (Pre-prep) are his Deputies. Andy Collins 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 workroom) and where to find the Gloucestershire safeguarding procedures at www.gscb.org.uk
- c) Ensure all staff and volunteers understand their individual responsibilities in being alert to the signs of abuse and know:
- o Safeguarding incidents could happen anywhere and at anytime. Staff should be alert to possible concerns being raised at Beaudesert and recognise the need to act immediately when dealing with such incidents.
 - o That they have an individual responsibility for referring child protection concerns to the Designated Safeguarding Lead, Laurie Robinson, Alex Standen McDougal or Lola Lagomarsino immediately but also that staff may raise concerns directly with Children's Social Care and can make a referral themselves. Parental consent is not required for referrals to statutory agencies.
 - o How to respond to disclosures or suspicions of abuse, including avoiding asking leading questions or giving inappropriate guarantees of confidentiality.
 - o That they must make a detailed written note of the disclosures or suspicions of the physical and/or mental 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.
 - o 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 GSCP 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 DSLs 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 child 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 Headmaster, or the Chair of Governors, any concern or allegations about school practices or the behaviour of colleagues which are likely to put children 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).
- o) Ensure that staff recognise that a Child Missing Education may be a vital warning sign of a range of safeguarding possibilities. These may include abuse and neglect (including sexual abuse or exploitation) or indicate mental health problems or travelling to conflict zones and radicalization. They acknowledge that early intervention is necessary to identify the existence of any underlying safeguarding risk. All staff are therefore made aware of the Child Missing Education procedures. (See Appendix 5).

5.0 PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST STAFF, VOLUNTEERS, GOVERNORS

All staff are required to read and understand the Staff Behaviour policy in order to help them avoid any potential allegations of abuse. They are also made aware of the Low Level Concerns Policy.

Allegations of abuse against staff, volunteers & Governors are to be reported to the Headmaster. Where the Headmaster is concerned about the welfare of children or the member of staff's family, they will discuss these concerns with the Designated Safeguarding Lead and make a risk assessment of the situation. It may be necessary for the Designated Safeguarding Lead to make a referral to children's social care.

- 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 2018) 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 Headmaster should be reported to the Chair of Governors (without informing the Headmaster). If an allegation is made against the Chair of Governors, the allegation should be reported to the Headmaster. 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.
- 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 Teaching Regulation Agency (TRA). 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 Teaching Regulation Agency (TRA) .

5.7 PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST CHILDREN- Peer on Peer abuse.

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. They are aware that all peer on peer abuse is unacceptable and Beaudesert Park School adopts a zero tolerance approach. All incidents will be taken very seriously.

All allegations of peer on peer abuse will be fully investigated and will not be passed off as 'banter' or 'just having a laugh' or 'part of growing up'. Staff are aware that it is important to deal with a situation of peer abuse immediately and sensitively. Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters. All information relating to an incident should be dated and signed by the person recording, and kept securely. Information relating to peer on peer abuse should be passed on to the DSL.

A child, 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.

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 children involved including the child or children accused of abuse. If it is necessary for a child 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 child is supported during the interview by an appropriate adult. In the case of children whose parents are abroad, the child's Education Guardian will be requested to provide support to the child and to accommodate him / her if it is necessary to suspend him / her during the investigation.

Appropriate support strategies will be put in place for the child who has been harmed and for the child who has displayed harmful behavior as well as and any other children involved/impacted. What support each child requires would depend on the specific details of the incident.

All staff will be made aware of these procedures. (Please see the document 'Peer on Peer Abuse- Guidance for Staff' The School will regularly review decisions and actions to update and improve the School's policies and procedures.

6.0 SUPPORTING THE CHILD AT RISK

6.1 We recognise that children who are abused either physical or mentally, 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 child through:

a) The content of the curriculum.

- b) The school ethos, which promotes a positive, supportive and secure environment and gives children a sense of being valued.
- c) The school's Behaviour policy, which is aimed at supporting vulnerable children 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 child's sense of self-worth. The School will endeavour to ensure that the child 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 and e-Safety policy, because a bullying incident and an online 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 GSCP 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 guidance 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 children 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.

Authorised by	CD Searson <u>Headmaster</u>
	A Collins <u>Governor in charge of Safeguarding</u>
Date	4 th September 2021

Effective date of the policy	October 2011
Last ratified by Governing Body	November 2020
Reviewed annually and last amended	September 2021

Appendix 1:

TYPES OF ABUSE

Abuse is a form of physical or mental maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or 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, biting, kicking, shaking, hair pulling, 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. Other non-contact activities include image-based activities such as 'upskirting' and sexual harassment. Harassment may be in the form of sexual comments, remarks or jokes- either stand alone or part of a broader pattern of abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Acts of sexual abuse of children can also be carried out by women and other children (peer on peer abuse).

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.

CHILDREN & DOMESTIC ABUSE

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

PEER ON PEER ABUSE

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 violence; sexual harassment include sexual comments, remarks and/or jokes; upskirting (which typically involves taking a picture under a person's clothing without them knowing); physical abuse; sexting; initiation/hazing type violence and rituals. While the school recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators) and the vulnerability of children with SEND ,

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 includes both abuse and neglect by adults and peer on peer abuse. 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.

Mental Health

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. While only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and speak to the DSL or DDSL

Useful guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

In addition, Public Health England has produced a range of resources to support teachers promoting positive health, wellbeing and resilience among young people. Its resources include social media, forming positive relationships, smoking and alcohol. <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

Beauesert is alert to other forms of harm that might affect children. They include:

Child sexual exploitation (CSE) & Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. CSE & CCE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money, increased status or in some cases simply affection) as a result of engaging in sexual activities or criminal activity. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may or may not, be accompanied by violence or threats of violence. It is important to recognise that some young people who are being exploited do not exhibit any external signs of this abuse. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or

take place online including cyber bullying and grooming. More information include definitions and indicators are included in Annex A.

CSE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

(further information - <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>)

CCE can include children being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

(further information - <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>)

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 into 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 has undergone online training via the Home Office Prevent programme.

Through RS, PSHCE, 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)

Drugs

(further information <https://www.gov.uk/government/publications/drugs-advice-for-schools>)

Fabricated or induced illness

(further information - <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>)

Teenage relationship abuse

(further information - <https://www.gov.uk/government/collections/this-is-abuse-campaign>)

Faith abuse

(further information - <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>)

Honour based violence

(further information - <https://www.gov.uk/government/news/help-for-victims-of-forced-marriage-and-honour-based-violence>)

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

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247

Further information and be found at <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

And <https://www.gov.uk/domestic-violence-and-abuse>)

Serious Violence & Gangs

All staff are made aware of the key indicators which may signal that children are at risk from, or are involved with serious violent crime. They may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries, or unexplained gifts that could be associated with criminal networks or gangs.

(further information - <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> & <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>)

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

<https://www.gov.uk/government/publications/human-trafficking-strategy>

Bullying including cyberbullying

Refer to Beaudesert's Anti-Bullying policy, e-Safety Policy and the ICT Pupil Acceptable Use Policy Agreement.

Upskirting

<https://www.gov.uk/government/news/government-acts-to-make-upskirting-a-specific-offence>

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.

These procedures also play a vital role in minimizing the risk of peer on peer abuse

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 is a weekly pastoral meetings with teaching staff and other relevant members of staff from across the school to discuss concerns about children and the minutes are circulated. There is also a Pastoral Group team made up of staff who represent different parts of school life, e.g. Deputy Head, Assistant Head – Pastoral, DSL, DDSL, Year 3, Year 4, Boarding, e-Safety Lead, and Director of Sport and SEN coordinator . 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 Assistant Head, Pastoral, the results of which are discussed by the Senior Management Team and acted upon through a number of strategies including in the PSHCE curriculum and through extra staff duties/supervision.

The teaching of Relationships and Sex Education is compulsory from September 2020. Beaudesert provides an age appropriate, phased approach to Relationships and Sex education (SRE) and Health education (HE) through the school’s PSHCE schemes of work, form time activities & in many other areas of the curriculum and school life (e.g. Science & Sport). This includes EYFS and SRE and HE is taught from the very start of a child’s time at Beaudesert to when they move on to senior school (nursery through to year 8).

The statutory guidance can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Guest speaker and workshops run by outside agencies are organised for different year groups. These include topics such as Drugs, positive relationships and antibullying, consent, and mental health. Each term the SRE group, made up of the DSL, e-Safety Lead, School nurses, Head of Science, and Head of girls meet to discuss review the school’s provision of SRE both within the curriculum and through other events.

Children have access to medical support from two school nurses and parents are able to discuss their children’s health issues direct with them. Beaudesert has a school counsellor

who can offer 1:1 counselling and further referral to outside agencies if further help is needed.

Bespoke e-Safety awareness training is organised throughout the year for pupils in Years 5 – 8 and parents by the DSL and e-Safety Lead. They also set up meetings with a number of outside agencies and Senior Schools. Age appropriate e-Safety lessons take place in year 3&4 as well as in the PrePrep.

Further online safety is provided through assemblies, guest speakers, online training and publications from specialised online organisations including Parent Zone. The e-Safety Lead, DSL and IT support staff keep up to date with government's guidance on 'teaching online safety in schools' and in conjunction with Education for a Connected World Framework (2020).

Regular and ongoing training is provided for staff, including those in EYFS, in SRE & HE, e-Safety and mental health and the school promotes staff vigilance at all times.

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

Cotswolds - 01452 328101
cotswoldsearlyhelp@gloucestershire.gov.uk

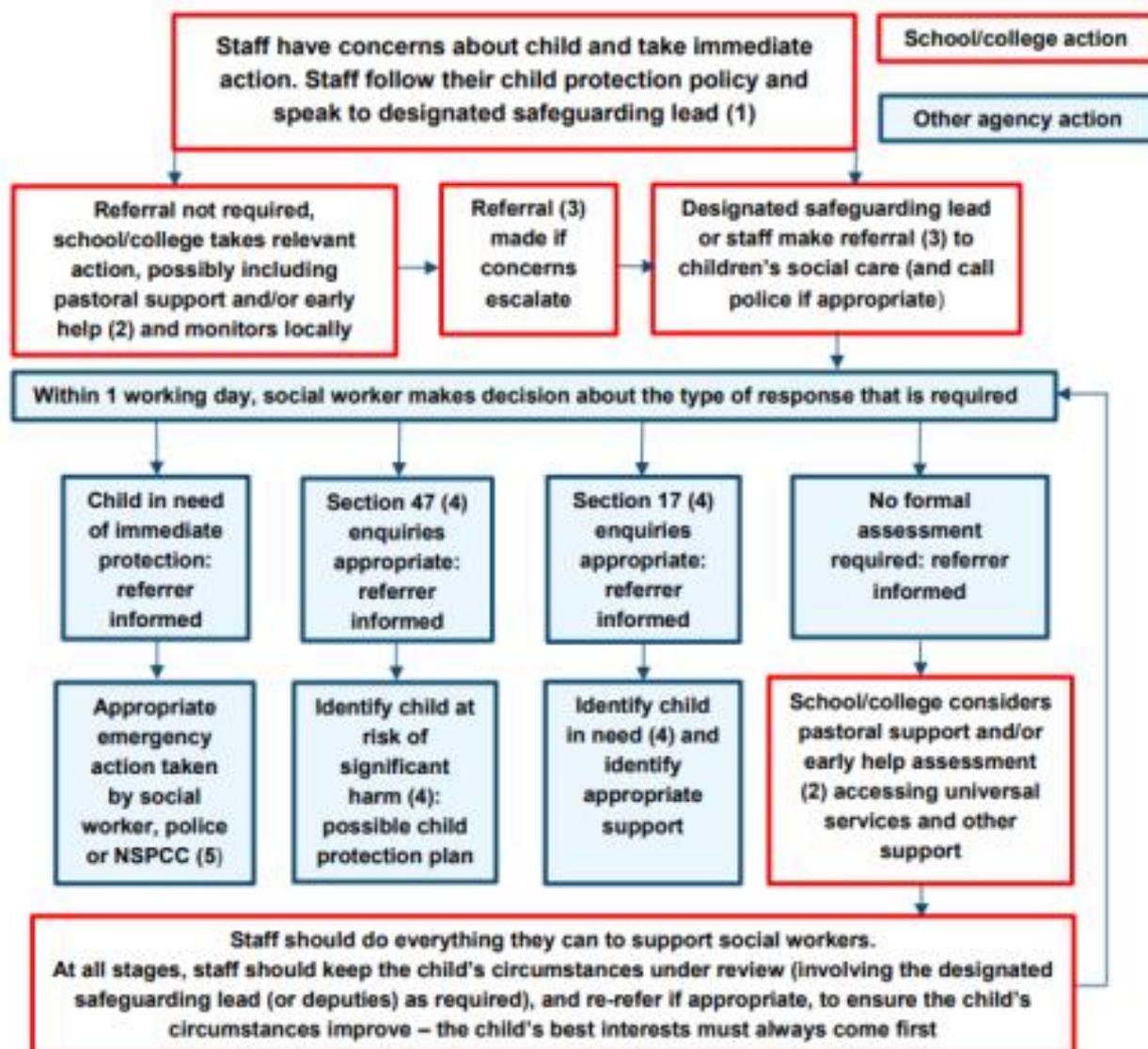
Forest of Dean 01452 328048
forestofdeanearlyhelp@gloucestershire.gov.uk

Gloucester - 01452 328076
gloucesterearlyhelp@gloucestershire.gov.uk

Stroud - 01452 328130
stroudearlyhelp@gloucestershire.gov.uk

Tewkesbury - 01452 328250
tewkesburyearlyhelp@gloucestershire.gov.uk

Appendix 3 Flow diagram Action where there are concerns about a child



(1) In, addition to this policy, in cases which also involve an allegation of abuse against a staff member, see Part four of KCSIE 2021. (2) If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. (3) Chapter 1 of Working together to safeguard children provides detailed guidance on the early help process. (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of Working together to safeguard children provides detailed guidance on statutory assessments. (5) This could include applying for an Emergency Protection Order (EPO).

Appendix 4 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 Children's Executive 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 those children are.

8. To have accountability for the school's approach to online safety including when children are online at home. Oversee the school's e-Safety Lead and work together to deliver an age appropriate programme for both children and parents.

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 Executive (GSCE) 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.
7. To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and senior management.

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).

Appendix 5

The Safeguarding response to children missing from education (CME)

We recognise that a Child Missing Education may be a vital warning sign of a range of safeguarding possibilities. These may include abuse and neglect (including sexual abuse or exploitation) or indicate mental health problems or travelling to conflict zones and radicalization.

We acknowledge that early intervention is necessary to identify the existence of any underlying safeguarding risk.

Beaudesert Park School follows the guidance set out in the DfE guidance Children Missing in Education September 2016. The guidance states that:

Attendance at school and any permissions for leave from school are managed through the Pupil Attendance Procedures.

We make every attempt to obtain more than one emergency contact number for each child registered at the school to ensure we are able to contact a responsible adult when a welfare and/or safeguarding concern is identified.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

The School will notify the local authority when they are about to remove a pupil's name from the school role at non-standard transition points in line with the DfE guidance on Children Missing Education. This duty will not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

September 2021