



BEESTON HALL SCHOOL

SAFEGUARDING POLICY (7a)

Date: 2022-2023

To whom it applies: Reception to Year 8 Pupils

Responsibility for the Policy: Holly Davies (DSL) supported by Fred de Falbe (Headmaster and Deputy DSL) and Bob Hammond (Deputy Head Pastoral and Deputy DSL)

Aims and Objectives of the policy: See pages 6 - 10

Legislation, Guidance and Resources: See page 3

List of other school Policies referred to: See Appendix 1 – Page 22

This Policy can be viewed at/on: The School Website

Appendix: 1 – 4 listed on the contents page (Page 2)

Reviewed and Evaluated by: Holly Davies, September 2022

Monitored by: Fred de Falbe, Bob Hammond and Pam Ripley (Safeguarding Governor)
September 2022

Implementation of the Policy: On going by ALL staff.

Next Review: September 2023

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Acronyms used in this policy:

- SEND – Special educational needs and disabilities.
- CME – Children Missing Education
- KCSIE – Keeping Children Safe in Education
- CSE – Child sexual exploitation
- CCE – Child Criminal exploitation
- CME – Children missing education
- FGM – Female genital mutilation
- HBV – Honour based violence
- HSB – Harmful sexual behaviour

1. Introduction

The safety and well-being of all our pupils is our highest priority. Staff are urged, through training and guidance, to make sure their approach to safeguarding is child-centred and are expected to exercise professional curiosity. Safeguarding at Beeston Hall is the responsibility of every member of staff.

Our professional curiosity is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. To that end all staff are required to follow this policy and to attend any training when required to do so.

2. Legislation, Guidance and Resources

The school's policy is based on and is in accordance with the following legislation and guidance:

- The Children Act 1989
- The Human Rights Act 1998
- The Equality Act 2010
- Education Act 2002
- Children and Social Work Act 2017
- Working Together to Safeguard Children 2018
- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 (updated September 2021)
- Keeping Children Safe in Education (KCSIE) 2022
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The Use of social media for on-line radicalisation (July 2015)
- The Statutory Framework for the Early Years Foundation Stage (September 2021)
- The Practice Guidance for the Early Years Foundation Stage
- The Safeguarding Vulnerable Groups Act 2006
- The Childcare (Disqualification) Regulation 2018
- Counter-Terrorism and Security Act 2015 and Prevent Duty Guidance for England and Wales 2015
- Children Missing Education: Statutory Guidance for Local Authorities 2016

This policy is applicable to all off-site activities undertaken by pupils whilst they are the responsibility of the school. It is to be used in conjunction with Part 1/Annex A and Annex B of KCSIE (2022), safer recruitment processes, IT (e-safety) and Prevent policies. See Appendix 1 for all school policies that are linked to safeguarding at Beeston Hall.

3. Key Safeguarding Personnel

The School's Designated Safeguarding Lead is Mrs Holly Davies.

The School's deputy DSLs are Mr Fred de Falbe, Headmaster and Mr Bob Hammond, Deputy Head Pastoral.

The safeguarding team meet 'officially' once a week to discuss current issues and topics however, discussion takes place on a near daily basis as and when situations arise.

The DSL maintains close links with Norfolk Children's Services and is responsible for the updating of the Safeguarding Policy in line with locally agreed inter-agency procedures. The DSL takes lead responsibility for safeguarding and child protection. Holly Davies also holds responsibility as the Early Years' Designated Safeguarding Lead. All concerns are directed through the Norfolk County Council Area Safeguarding Advisor (contact details can be found in Appendix 2 pages 23-24).

The Early Years' Designated Safeguarding Lead (EYDSL) is Mrs. Holly Davies. Mrs Rebecca Cowan has also been trained in specific early years safeguarding requirements.

As EYDSL and DSL, Mrs Davies is the first point of contact for safeguarding issues in the pre-prep school and provides assistance for EYFS safeguarding policy.

The DSL and Deputy DSLs attend formal update training meetings every two years. In addition, the DSL has a responsibility to review and update their knowledge of safeguarding developments on a regular basis. The Deputy DSL reports directly to the DSL who takes lead responsibility for safeguarding at Beeston Hall. At least one safeguarding lead will always be available in school during normal, term time school hours.

All school staff are issued with the updated *Keeping Children Safe in Education* (KCSIE) 2022 during the academic year and on 6th September 2022 all Beeston Hall staff attended safeguarding training delivered by Norfolk County Council. Staff are also required to read the Staff Code of Conduct, Staff Handbook and the school's IT acceptable use policies, as well as a host of other policies to help staff settle into the school and to remind current staff of the school's expectations of safeguarding.

Staff are required to read these documents annually and updates will be highlighted.

As part of their September inset (current staff) and induction (new staff) all members of staff are required to read the following documents (List 1) and (new staff) will be sent the documents listed in list 2. New staff will receive induction training with the DSL or one of the Deputy DSL's. A record of attendance is kept for all safeguarding meetings. All staff sign Annex A/Part 1 and Part B annually at the start of the academic year or when joining school staff along with the Acceptable use of mobile devices agreement.

List 1 (All Staff)	List 2 (New Staff)
Part 1/Annex A and Annex B (KCSIE Sept 2022)	Part 1/Annex A and Annexe B (KCSIE Sept 2022)
Acceptable Use of Mobile Devices	Staff Code of Conduct
KCSIE 2022	Staff Handbook
Whistleblowing Policy	Safeguarding Policy
Low Level Concerns Policy	Whistleblowing Policy
Staff Code of Conduct	Acceptable Use of Mobile Devices Agreement
Staff Handbook	Flexible Working Policy
Safeguarding Policy	Physical Restraint Policy
	Mental Health and Wellbeing Policy
	Pupil -Behaviour, Rewards and Sanctions Policy
	KCSIE 2022
	Bring Your Own Device Policy (BYOD)
	Low Level Concerns Policy
	Agreements and Disqualification declaration
	Health and Safety Policy

This above documents (list 2) are sent to all new staff with their contracts of employment.

On, or before, joining the school, all new members of staff are given a safeguarding briefing by the DSL or one of the DDSL's. This includes relevant information on how they should react if they have any safeguarding concerns, who they should talk to and the **role** of the DSL and DDSL's. The training emphasises that although referrals are usually managed by the DSL, anyone can refer a child to children's social care if necessary. When a referral to children's social care is not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

All staff are updated in procedures by the DSL or DDSL's on a regular, rolling cycle. All records of training are maintained in the Bursar's office.

The School Governor with responsibility for safeguarding is Dr Pam Ripley.

The School Governor with responsibility for safeguarding is responsible for liaising with the DSL over all matters regarding child protection issues. The role is strategic rather than operational and she will not be involved in concerns about individual pupils.

The School Governor with responsibility for safeguarding will liaise with the DSL to produce a termly report for the full governing body. The Safeguarding Policy is reviewed and tested annually by the full governing body to ensure that all procedures have been discharged with efficiency and to ensure swift remediation of any deficiency in policy or procedures.

The School Governor with responsibility for safeguarding and the DSL (and DDSL's) will meet regularly to review safeguarding in school and Dr Ripley will report to the Full Governing Board. All new governors receive training as part of their induction (including online) and when the DSL and safeguarding team meet with the Safeguarding Governor on-line safety and how the school's IT system are being used is discussed and minuted. The school's safeguarding filters are discussed, looked at and reviewed and any infringements (if significant) may be raised. The schools filtering systems are also reviewed regularly and; Bob Hammond, Holly Davies and Tim Cole all received specific training with 'Impero' in the Michaelmas Term 2022.

4. Aims of the Safeguarding Policy

The central aim of this policy is to ensure the safety and well-being of pupils in line with the above legislation. More specifically, the aims are:

- To educate pupils on how to keep safe and how to recognise behaviour that is not acceptable;
- To recognise and support any child who has been subject to abuse;
- To ensure that all staff employed at the school understand their responsibility to be alert to signs of child abuse and to refer any concerns. All staff should recognise the importance of communication and sharing information;
- All staff should be prepared to identify children who may benefit from early help and therefore should be aware of the school early help process. Training is given to all staff about the importance of early help;
- To ensure that new staff are only appointed when all the appropriate checks have been made (and new members of the full governing board are also, including a section 128 check);
- To deal appropriately with every suspicion or complaint of abuse;
- To design and operate procedures which promote this policy;
- To design and operate procedures, which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- To support children who have been abused in accordance with his/her agreed child protection plan;
- To be alert to the medical needs of children with medical conditions;
- To be alert to the increased vulnerability of children in residential settings or with special educational needs and disabilities (SEND). All staff must be aware and understand that there can be additional barriers to recognising abuse and neglect in children with special educational needs and looked after or previously looked after children. Regular staff

meetings mean that we always consider the need for extra pastoral support for children with SEND;

- To understand the concept of contextual safeguarding and the importance of making sure assessments of children (particularly adolescent age) consider all their social sphere, not only that at school;
- This policy recognises that safeguarding children involves the prevention of impairment to children's **mental** and physical health or development.
- To understand the potential for child on child abuse, the negative impact of peer pressure and the need to have procedures in place to minimise the risk;
- To take all practicable steps to ensure that school premises are as secure as circumstances permit;
- To assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- To identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
- To have regard to regulations and standards issued by the Secretary of State for Education (DfE) and sections 29 and 38 of the *Counter-Terrorism and Security Act 2015* and associated regulations.

These aims are achieved by the following means:

- Education: Through the curriculum (particularly, but not solely through Personal, Social, Health and Economic Education (PSHE) lessons) the school aims to teach pupils to understand what acceptable behaviour is and to speak up if they believe they or others are not being treated appropriately. The Relationship (Primary) and Relationship and Sex (Secondary) Education lessons are designed to teach the children about healthy relationships at school and at home and to support each other and use adult support if they can identify a vulnerable person in a relationship. The school's IT policy also provides clear guidance with regards to safeguarding. Online safety education starts with the early years and is developed across all age groups primarily through PSHE, but also across the curriculum.
- The DSL (supported by both Deputy Heads) takes lead responsibility for online safety education, with delivery of the content taking place largely through PSHE and Computing lessons, alongside a wider school culture of safer Internet use - overseen by the Head of PSHE Mrs Holly Davies. The result being online safety is embedded throughout the curriculum. The DSL will liaise with the Local Authority/relevant body and relevant staff (where appropriate) are made aware when particular issues around online safety arise,

for example in popular culture, the media or our particular school context as well as specific issues revealed by our incident logs. Holly Davies shares weekly (impero) capture logs with Bob Hammond (Deputy Head Pastoral); any issues are addressed and the incident logs and filtering/change control logs are reviewed. The DSL's also meet with the Safeguarding governor to discuss current issues, review incident logs and filtering/change control logs and evaluate the effectiveness of the system.

- Form Room Posters: These are on display in every form room and is a 'Helping Hand' poster which contains the names and telephone numbers of the school's Independent Listener, the Duty Officer at the Norfolk Schools Safeguarding Partnership and the Children's Commissioner for England as well as the number for Child Line.
- Staff Training: Safeguarding training for all academic and pastoral staff is undertaken regularly as advised by the Norfolk County Council Children's Services. Online safety training for staff is considered as part of the overarching safeguarding approach. For staff recruited between these training sessions, safeguarding forms part of the induction programme. All staff and volunteers are provided with induction training that includes safeguarding and related policies such as the staff Code of Conduct. Temporary staff and voluntary staff who work with our children are to be made aware of the school's arrangements.
- All staff receive regular, informal safeguarding updates, either by email or in INSET sessions. It is made clear to all staff that they have a statutory responsibility to have read and understood at least Part One or Annex A, plus Annex B (for school leaders and those who work directly with children) of KCSIE (2022).
- Mechanisms to assist staff in understanding KCSIE include ebulletins, quizzes, regular updates at meetings, leaflets and posters.
- The DSL and the EYDSL have been fully trained for the demands of this role in safeguarding and interagency working. The DSL and EYDSL attend updates and review training by the Norfolk County Council Children's Services annually.
- Records of all those who have attended training on safeguarding are kept centrally in HR.
- All appropriate members of staff have received Safer Recruitment training. The school has a policy on Safer Recruitment.
- Part of the training given to staff is guidance on how to ensure that their behaviour and actions do not place themselves at risk of allegations of abuse to a pupil. Advice is given about one-to-one tuition, one-to-one music lessons, sports coaching, conveying a pupil by car and engaging in inappropriate electronic communication with a pupil.

- In the EYFS Pre-Prep staff must ensure that all personal mobile telephones are not used and are kept in bags/cupboards during the school day. Staff in the rest of the school must take a common-sense approach and not place themselves at risk. All staff must follow the Code of Conduct in this regard.
- The school also has policies for Staff Code of Conduct, the Use of Force (Restraint Policy) to Control or Restrain Pupils, Missing Pupil Guidance, Low Levels Concerns Policy and Whistleblowing Policy which are all also relevant in this context.
- Staff Handbook: This contains a reference to the school's policy on countering bullying and the safeguarding procedures as well as the policies named above. It is given to all new members of staff.
- Disclosure and Barring Service (DBS) Checks: An enhanced DBS disclosure is required for all new appointments to the school (see Safer Recruitment Policy).
- The school is committed to reporting to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used, and the DBS referral criteria are met. All staff must be aware that their relationships and associations (including online) may have a safeguarding implication. All staff must self-declare they are not disqualified under the Child Care Act 2006.
- Other recruitment checks: these are carried out in line with the KCSIE document including running the checks on the Employer Access online service. All checks are carried out through the school's HR department. More detailed information may be found in the Safer Recruitment Policy. All records are kept in the Single Central Record (SCR), held and managed by the school HR department.
- Where pupils participate in activities where they are supervised by staff from another organisation, assurance is gained that the staff have been checked for suitability to supervise the school's pupils. When it is not possible to obtain this information, a member of the school's staff will remain with the pupils at all times.
- Where children move to another school, relevant safeguarding information is securely passed to the destination school. As a matter of course, when a student leaves the school the staff in the office send a CME form to the local authority contacting cme@norfolk.gov.uk. DSLs monitor the CME folder periodically. Guidance is given in the link below. Please refer to the separate CME policy.
<https://www.schools.norfolk.gov.uk/Behaviour-and-safety/Children-missing-education/index.htm>

5. **Safeguarding Practice at Beeston Hall**

Every member of staff, including volunteers, working with children at Beeston Hall are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to act, exercising professional curiosity.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period and are evidenced by building up a picture of harm; this is particularly true in cases of emotional abuse and neglect. In these circumstances it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without an accurate and timely record could lead to failure to protect.

Whilst the General Data Protection Regulation 2018 places a duty on an organisation to process information fairly and lawfully, it is not a barrier to sharing information where the failure to do so could result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote welfare and the safety of children.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Norfolk Children's Services. Anybody can make a referral to Norfolk Children's Services.

Staff should always follow the reporting procedures outlined in this policy, and the Low Level Concerns Policy, in the first instance. However, they may also share information directly with Norfolk Children's Services, or the police if:

- The situation is an emergency and the DSL, the deputy DSL's are all unavailable;
- They are convinced that a direct report is the only way to ensure the pupil's safety;
- Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy, should raise their concerns with the Headmaster or the joint Chairs of Governors;
- If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact Children's Services directly with their concerns;
- Staff wishing to raise concerns about safeguarding practices within the school should speak directly to the DSL or the Headmaster, or any other member of the Senior Management Team. Such concerns will be taken seriously; staff with concerns about the headmaster should take them to the joint Chairs of Governors.
- The NSPCC whistleblowing helpline is available for any staff who do not feel able to raise such concerns: 0800 028 0285 or help@nspcc.org.uk.

It is recognised that children need protection from:

- Physical harm
- Emotional abuse
- Sexual abuse
- Neglect
- Harmful material on the Internet

However, abuse is a complex issue and all staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

KCSIE also acknowledges the following as specific safeguarding issues:

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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, by reporting their concerns using the 'wellbeing manager' tab on the schools management system (ISAMS) to the DSL, Mr Hammond as the Head of Pastoral and Mrs Ionides as the lead for mental health support.

Advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools 2018](#) can be found here. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's](#)

[emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex B.

It should also be understood that CSE does not always involve physical contact and can happen online. The use of technology has become a significant component of many safeguarding issues. All staff should be aware of sexting. Sexting can be defined as an increasingly common activity among children and young people, where they share inappropriate or explicit images online. This can include sharing indecent images of themselves or others via mobile phones, webcams, social media and instant messaging. Although viewed by many young people as a normal activity and part of 'flirting', by sending an explicit image, a young person is at increased risk of blackmail, bullying, emotional distress and unwanted attention. Whilst it is usually more common with teenagers, sexting behaviour can impact on younger children, so all staff should be aware of the issue. All staff members should be aware that if a child discloses they have sent or received a 'sext' or 'nude selfie', then these images should not be printed, copied or forwarded.

County Lines is an initiative to address where CCE draws children into criminal activity through an imbalance of power, by exploiting the vulnerability of individuals. Staff should be aware of changes in patterns of behaviour which could indicate evidence of possible CCE. Individuals vulnerable to CCE can fall into the following criteria.

- children as young as 12 years old being exploited or moved by gangs to courier drugs out of their local area; 15-16 years is the most common age range

- both males and females being exploited
- White British children being targeted because gangs perceive they are more likely to evade police detection but a person of any ethnicity or nationality may be exploited
- the use of social media to make initial contact with children and young people
- class A drug users being targeted so that gangs can take over their homes (known as 'cuckooing').

We do know that county lines exploitation is widespread, with gangs from big cities including London, Manchester and Liverpool operating throughout England, Wales and Scotland. Gangs are known to target vulnerable children and adults; some of the factors that heighten a person's vulnerability include:

- having prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues;
- being in care (particularly those in residential care and those with interrupted care histories)

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and / or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault /unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being.

Female genital mutilation (FGM) and Honour Based Violence (HBV)

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 honour-based violence or FGM, or already having suffered FGM. If a teacher, during their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. 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. 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. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Information concerning HBV can be found in Appendix 4 on pages 27-35.

Radicalisation and the Prevent duty

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children, and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

- **Extremism:** "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"
- **Radicalisation:** "the process by which a person comes to support terrorism and forms of extremism leading to terrorism" There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act

proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance

Protecting vulnerable people from being drawn into terrorism (2015) notes the following: There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups);
- attempts to recruit others to the group/cause/ideology;
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others;
- plotting or conspiring with others.

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, neglect, sexual

exploitation), whether these come from within their family or are the product of outside influences. (See Appendix 4 for full details).

Safeguarding Culture

All members of staff at the school should understand safeguarding issues and should appreciate the importance of their vigilance. The school has a Whistleblowing Policy and a Low Levels Concern policy which is also referred to in the Staff Handbook and made available to all staff. Any concerns about safeguarding issues involving members of staff must be reported to the Designated Safeguarding Lead, without delay. If the concerns are about the DSL they should be reported directly to the Headmaster. If the allegations concern the Headmaster they must be reported immediately to the joint Chairs of Governors without informing the Headmaster.

The joint Chairs of Governors are Harry Hammond and Henrietta Lindsell. (Details can be found on the website).

The school recognises that it has a duty to protect children who have suffered or who are likely to suffer significant harm, and that it has a duty to provide support for those who need additional support from one or more agencies. Those in the first category will be reported to Children's Services immediately by the DSL, those in the second will lead to inter-agency assessment processes, including the use of Early Help Services to design Family Support Plans etc. All will be managed in school by the DSL who has lead responsibility for safeguarding. The DSL's will also be informed of any referrals to Children's Services.

If the child is deemed to be at risk of serious harm then the guidance for care as given by the Local Area Safeguarding Advisor, or other appropriate authority, will be followed. It is recognised that risks to children are not only those imposed by adults or other pupils, but also by issues such as self-harm, where expert advice may be needed.

Members of staff may suspect a case of abuse from a variety of sources:

- a pupil discloses to them personally;
- from behaviour of, or marks on, the pupil (e.g. bruises, welts, lacerations, abrasions);
- indications through schoolwork;
- a pupil informs them that he/she knows or suspects that another pupil is being abused;
- another third party informs them that he/she knows or suspects that a pupil is being abused.

Staff should be aware of the heightened vulnerability to safeguarding concerns and in need of early help for the following groups:

- Pupils with health conditions
- Pupils with mental health needs
- Pupils with a family member in prison or who are affected by parental offending
- Pupils at risk of honour-based abuse (such as female genital mutilation or forced marriage)
- Pupils who are persistently absent from school, including persistent absences for part of the school day

6. **Disclosure**

If a pupil starts to disclose, the following procedures are essential:

REASSURE the pupil that she/he is right to tell and is not to blame. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

CONFIDENTIALITY: DO NOT promise confidentiality, explain that you have to make sure that the pupil is safe and may need to ask other adults to help you to do this.

IT IS CRUCIAL THAT YOU DO NOT QUESTION THE PUPIL. Let the pupil tell you what she or he wants to and no more. The pupil may have to disclose to a specialist later and too much detail now may interfere with later investigations.

LISTEN CAREFULLY and repeat the pupil's words. When the pupil has finished, make sure that she/he feels secure; explain what you are going to do next.

FOLLOW UP by making arrangements with the pupil to speak to them later. They have chosen you as an adult they can trust.

REPORT: make notes, including the date and time of the interview and sign them. It is important to record as much as you can remember using the pupil's own words. Write facts and information only, taking care to avoid opinion. Notes need to be written up on the Wellbeing Manager on ISAMs within 24 hours but as early as possible. In the event that a member of staff does not have access to ISAMS a specific safeguarding incident/concern form is shown at Appendix 3 and further copies are available from the DSL. These can be collected at Reception or from the staffroom.

DO NOT ATTEMPT ANY EXAMINATION or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. The pupil should only be examined by an appropriate doctor or the school registered nurse.

WITHIN 24 HOURS inform the DSL of what has happened. Holly Davies as the school's DSL, will contact the Social Services Duty Officer for Children where appropriate, in accordance with Norfolk County Council Child Protection Procedures. This now involves a telephone call to the Norfolk Safeguarding Children Partnership (01603 223409) or nscb@norfolk.gov.uk. No member of the school staff shall investigate concerning child abuse. This will be done by Social Services and/or the police.

INFORM PARENTS Before a referral of a child is made to Children's Services the agreement of the child's parents should be obtained, providing this will not place the child at an increased risk of harm. Parental consent is not required when a child is or may be at risk of harm. Advice on this may be sought from the Local Area Safeguarding Advisor. The DSL will inform the parents.

7. Allegations of Abuse Made Against One or More Pupils – Child-on-Child Abuse

In most instances the conduct of pupils towards each other will be covered by the School Pastoral Strategy. However, some allegations might be of such a serious nature that they become safeguarding concerns. All staff must therefore be alert to the fact that children are capable of abusing their peers.

Abusive behaviour can happen to pupils by pupils in school and it is necessary to consider what this abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is recognised that it is more likely that girls will be victims and boys' perpetrators however, we take any child on child abuse very seriously and it will not be tolerated.

Children who suffer child on child abuse will be supported through the school pastoral system and the perpetrator will receive appropriate sanctions which will be recorded on the school management system.

Different forms of child on child abuse such as bullying (including cyberbullying), prejudice-based and discriminatory bullying are recognised along with abuse that may take place in intimate personal relationships between children.

Specific safeguarding issues against another pupil may include:

Physical abuse:

- Pre-planned violence
- Physical altercations, hitting, kicking, shaking, biting, hair pulling.
- Forcing others to carry out violence
- Forcing others to use drugs, alcohol or other substances

Risk factors that increase the likelihood of involvement in serious violence have been added:

- Being male
- Being frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending such as theft or robbery

Emotional abuse:

- Bullying including, prejudice-based and discriminatory bullying have been added as examples of types of bullying.
- Threats and Intimidation
- Blackmail/extortion
- Initiation/hazing type violence and rituals.

Sexual abuse:

Sexual assault

- Indecent exposure
- Indecent touching
- Showing pornography to others
- Forcing others to create/share/download indecent images
- Sexting, sharing of nudes, or semi-nudes also known as youth-produced sexual imagery

Sexual exploitation:

- Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
- Photographing or videoing other children performing indecent acts
- Sharing images through social media
- Abuse in intimate personal relationships between peers

- Causing someone to engage in sexual activity without their consent (for example, forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)
- Up skirting

Increased emphasis on online safety is required and staff should be aware that:

- Technology is a significant component in many safeguarding issues
- Abuse can happen online, offline, or both
- Children can also abuse their peers online. This can include:
 - Abusive, harassing or misogynistic/misandrist messages
 - Non-consensual sharing of indecent images (particularly in chat groups)
 - Sharing of abusive images and pornography to those who don't want to receive such content

We aim to minimise the risk of allegations against other pupils by:

1. Providing PHSE and RSE as part of the curriculum, which will help pupils develop their understanding of acceptable behaviours, healthy relationships including issues around consent and keeping themselves safe. The updated curriculum for RSE will address the need for the school to explain to the children the terms sexual harassment and sexual abuse and how this is manifested as shown above in section 3. The school will also deliver sessions which explain to the children that they should not be afraid to speak to an adult in the school about these issues and that we would take their concerns seriously and look after them.
2. Having effective systems within our school for pupils to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be investigated and addressed.
3. Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other pupils. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team (at Norfolk County Council) as required so that we ensure we are offering the right support to the child(ren).
4. Liaising with specialists to deliver appropriate targeted work to pupils identified as being at potential risk e.g. protective behaviours work for more vulnerable children. Support will depend on the circumstances of each case and the needs of the child, it may include

completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to The Harbour Centre, Sexual Assault Referral Centre (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Norfolk but the victim must live in Norfolk to access support. The SARC also has a 24/7 helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help and advice. Referral forms can be found on The Harbour Centre website, or email contact@theharbourcentre.co.uk

5. Children and staff will be made aware of a new NSPCC advice and helpline set up specifically for victims of sexual abuse in schools

Children can be vulnerable in residential settings and boarding staff should be particularly alert to pupil relationships and the potential for peer abuse. Boarding policies and procedures, including additional induction and refresher training provided to boarding staff, will make appropriate provision for responding to these issues. Record keeping, tracking and the sharing of information between key boarding and day staff is vital in this regard. It is hoped that all pupils (including LGBT pupils) feel they have a safe space to share any concerns.

The school recognises that pupils with Special Educational Needs or disabilities may also be more vulnerable to bullying or other kinds of abuse. We also recognise that such pupils may be more vulnerable to going missing from education as well as to being drawn into terrorism through radicalisation. To ensure that all our pupils receive equal protection, we will give special consideration and attention to any pupils who are disabled or have special educational needs, including those who do not have English as a first language. Monitoring is carried out through the pastoral systems of the school:

- the tutor system and meetings with the SENDCO and Deputy Head Pastoral
- Student Profiling, Wellbeing Manager and Rewards and Sanctions folders, on the school management information system
- daily staff updates, as well as the weekly pastoral updates.

However, if an allegation of abuse is made against one or more pupils, the DSL must be alerted with immediate consultation required with the Children's Advice and Duty Service. This consultation must take place prior to any form of investigation being undertaken by the school. There will be three possible types of investigation:

1. By Social Services and the Police under Section 47 of the Children Act 1989

2. By the Police under criminal law
3. By the school in line with its Pastoral Strategy

The initial consultation with the Local Area Designated Officer (LADO) will determine whether the allegation reaches the threshold of significant harm to justify a referral to Children's Services. If the consultation discussion determines that the allegation does meet the criteria for referral to Children's Services as a child protection concern, then a risk assessment will be considered at this time to protect all parties concerned. If the child (or the children) involved is a boarder, arrangements may have to be made for them to live elsewhere during the investigation process. If it is deemed that the allegation does not meet the threshold for a child protection referral to Social Services, then it will be investigated internally by the school in line with the school's Pastoral Strategy and the Policy and Procedures for Exclusion.

8. Allegations of Abuse Made Against a Member of Staff (including supply teachers, volunteers and contractors)

Any concerns about safeguarding issues involving members of staff must be reported to the Designated Safeguarding Lead without delay. If the concerns are about the DSL they should be reported directly to the Headmaster. If the allegations concern the Headmaster they must be reported immediately to the joint Chairs of Governors without informing the Headmaster.

If an allegation of abuse is made against a member of staff, immediate consultation is required with the Local Area Designated Officer (LADO). This consultation must take place prior to any form of investigation being undertaken by the school. At all stages of an investigation the Headmaster must be kept informed of the circumstances. The school must consider carefully the possibility of abuse if a member of staff has:

- behaved in a way that had harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved in a way that indicates he/she is unsuitable to work with children.

When a complaint of abuse is made against a member of staff on behalf of a child there should be immediate consideration of whether the child is at risk and in need of protection.

When a complaint is made against a member of the boarding staff who lives within a boarding house, alternative arrangements will be made for them to live elsewhere during the investigation process, and alongside this, alternative arrangements will be made for staffing the relevant boarding house.

Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure that the matter is reported to the DSL or the EYDSL. It is important that the member of staff reporting the concern acts quickly and, in the event that the DSL OR EYDSL are unavailable then the matter should be reported to the most senior person available at the time. An investigation may be impeded if a concern is reported late.

There will be three possible types of investigation:

- By Social Services and the Police under Section 47 of the Children Act 1989;
- By the Police under criminal law;
- By the school in line with staff disciplinary procedures.

If the consultation discussion with the LADO determines that the allegation does meet the criteria for referral to Children's Services as a child protection concern, the LADO will provide support to the school in making the referral and throughout the subsequent process as required.

The school undertakes to report to the Independent Safeguarding Authority (ISA) within one month of leaving the school any person whose services are no longer used because he or she is considered unsuitable to work with children. The school will also consider making a referral to the Teaching Regulation Agency where a teacher has been dismissed (or would have been dismissed had s/he not resigned) and where a prohibition order may be deemed appropriate.

Should it be determined in the consultation discussion that the Allegation does not meet the threshold for a child protection referral to social services, then the Local Area Safeguarding Advisor will advise on further action that may be taken by the school in investigating the matter internally in line with the staff disciplinary procedures.

9: Review

The safeguarding policy is submitted annually, or following any significant changes, to the Governors and signed off by the joint Chairs of the Full Board. The Governors will ensure that any faults are rectified, by the DSL and the Governor responsible for safeguarding following their review.

Appendix 1 - List of Policies linked to Safeguarding

- Countering Bullying
- Cyber Bullying
- Recruitment
- Whistleblowing
- Low Level Concerns
- Staff Code of Conduct
- Supervision Policy
- Children Missing from Education
- E Safety
- Safeguarding of Boarders.
- Access to Premises
- Behaviour, Rewards and Sanctions
- Restraint Policy
- Screening, Searching and Confiscation
- Health and Safety
- Fire Risk Assessment and Procedures
- First Aid
- Care for Boarders
- Administration of Medicines
- Educational Visits Co-ordinator and School Journey supervision
- After School care
- Un-collected Child
- Risk Assessment Policy
- Risky Areas
- Major Incidents
- Visiting Speaker Checklist and Risk Assessment
- Recruitment of Governors, Volunteers and Trustees.
- Acceptable use of mobile device
- Bring your own device (BYOD)
- Prevent
- Intimate Care Policy

Appendix 2 - Useful Contact Numbers and information

Beeston Hall School

Designated Safeguarding Lead (inc EYFS):	Holly Davies Tel: 01263 837324 Email: hd@beestonhall.co.uk
Deputy Designated Safeguarding Lead:	Bob Hammond Tel: 01263 837324 Email: bh@beestonhall.co.uk
Deputy Designated Safeguarding Lead:	Mr Fred de Falbe Tel: 01263 837324 Email: head@beestonhall.co.uk
Governor with responsibility for safeguarding:	Dr Pam Ripley Tel: 01263 837324

General

Norfolk County Council:	<u>Norfolk Children's Safeguarding Partnership</u> Room 60, Lower Ground Floor County Hall Martineau Lane Norwich NR1 2DH Tel: 01603 223409 Email: nscb@norfolk.gov.uk
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Norfolk Children's Advice & Duty Service (CADS) - Tel: 0344 8008021

LADO Services

Children's Services
1 Norwich Business Park
Whiting Road
Norwich NR4 6DJ
Email: LADO@norfolk.gov.uk
CsnorfolkLADOsecure@norfolk.gcsx.gov.uk

Independent Safeguarding Authority (ISA):	Tel: 01325 953 795 Address: PO Box 181, Darlington DL1 9FA
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Prevent

DfE helpline for non-emergency advice:	020 7340 7264 counter-terrorism@education.gsi.gov.uk
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UK Anti-Terrorist Hotline:

0800 789 321

FGM

FGM Helpline

0800 028 3550

fgmhelp@nspcc.org.uk

NSPCC

NSPCC Helpline for adults concerned about a child: 0800 028 0285

Childline:

0800 1111

NSPCC helpline for advice on sexual abuse
concerns

0800 136 663

help@nspcc.org.uk

SARC

Sexual Assault Referral Centre (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Norfolk but the victim must live in Norfolk to access support. The SARC also has a 24/7 helpline 01603 276381

Harmful Sexual Behaviour (HSB) Team

hsbproject@norfolk.gov.uk

Appendix 3

Safeguarding Record of Concern

<p>Pupil's details:</p> <p>Name:</p>	<p>Does the pupil know this form has been completed?</p>
<p>Why are you concerned about this pupil? (Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself).</p>	
<p>What have you observed and when? (This relates to anything you have personally witnessed).</p>	
<p>What have you been told and when? (Write here anything you have been told by the pupil or another person. Be clear about who has said what).</p>	

What have you heard and when? (This may be third-party information that is relevant yet unsubstantiated).

Do the pupil's parents know this form has been completed? (Parents should not be contacted by anyone in the school if this could place the pupil at risk).

Does the pupil have any visible injury, or have they told you they have been injured?

If yes, has medical advice been sought?

Date and time of this record:

Signature:

Full name:

Name and position this record was handed to:

Date and time the above person received this record:

This form must be returned to the DSL, with any notes attached. If you have concerns about completion of the form, please ask for guidance from the Deputy DSL or EYDSL. You should not seek guidance from other staff.

Appendix 4

Types of Abuse (A lot of this information is listed in section

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Child abuse can take many forms; however, it is a complex issue and all staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another

Physical injury

Physical abuse is 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.

Physical indicators include:

Unexplained bruises/welts/lacerations/abrasions:

- on face, lips, mouth or torso, back, buttocks, thighs, in various stages of healing
- clustering, forming regular patterns
- reflecting the shape of article used e.g. belt, buckle, electrical flex
- on several different surface areas bite marks or fingernail marks which regularly appear after absence e.g. after a weekend

Unexplained burns:

- cigar or cigarette burns, especially on soles, buttocks, palms or back
- immersion burns where hands, feet or body have been forcibly immersed in very hot water
- patterns like electrical burner, iron etc.
- rope burns on arms, legs, neck or torso

Unexplained fractures:

- to skull, nose, facial structure
- in various stages of healing

- multiple or spiral fractures

Behavioural indicators include:

- flinching when approached or touched
- reluctance to change clothes for P.E. lessons
- wary of adult contacts
- difficult to comfort
- apprehension when other children cry
- crying or irritability
- frightened of parents
- afraid to go home
- rebelliousness in adolescence
- behavioural extremes – aggressiveness, withdrawal, impulsiveness
- reports injury caused by parents
- apathy
- depression
- poor peer relationships
- panics in response to pain

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs and is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter; failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision; or failing to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs. Staff must also be aware that a child missing education¹ due to repeated or unexplained absence, or by leaving the school unexpectedly is a potential indicator of abuse or neglect, or where a family may need additional support.

Physical indicators of neglect include:

- consistent hunger
- inappropriate dress
- consistent lack of supervision, especially in dangerous activities for long periods
- unattended physical problems or medical needs
- abandonment

Behavioural indicators include:

- begging; stealing food
- constant fatigue, listlessness
- poor relationship with care-giver
- frequent delays in picking child up from school

Sexual abuse

Sexual abuse involves the forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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. See the guidance on child on child abuse.

Physical indicators include:

- difficulty in walking or sitting down
- stained or bloody underclothing; pain or itching in the genital area
- bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- vaginal discharge
- bed wetting

- excessive crying
- sickness

Behavioural indicators include:

- inappropriate sexual behaviour or knowledge for the child's age
- promiscuity
- sudden changes in behaviour
- running away from home
- wary of adults
- feeling different from other children
- unusual avoidance of touch
- reporting of assault
- substance abuse e.g. glue sniffing
- emotional withdrawal through lack of trust in adults
- over-compliance with requests of others
- frequent complaints of unexplained abdominal pains
- eating problems or sleeping disturbances
- poor peer relationships
- possessing money or 'gifts' that cannot be properly accounted for
- inappropriately sexually explicit drawings or stories
- enuresis or soiling, especially at the end of the school day
- frequent non-attendance at school
- avoidance of school medicals

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These

may include interactions that are beyond a child's developmental capability, as well as 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 cyber-bullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Physical indicators include:

- failure to thrive
- delays in physical development or progress

Behavioural indicators include:

- sucking, biting, rocking
- anti-social, destructive behaviour
- sleeping disorders, inhibition of play
- compliant, passive, aggressive, demanding, inappropriately adult or infant behaviour
- impairment of intellectual, emotional, social or behavioural development

In addition, as noted in the main body of the policy, all staff need to be mindful of the following:

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial;
- and emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

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) because 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 is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. It should also be understood that child sexual exploitation does not always involve physical contact and can happen online.

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. 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. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. From October 2015 every adult who is concerned about a child who may be at risk of FGM has an obligation to report this to the police.

Radicalisation and the Prevent duty

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is

committed to providing a safe space in which children, and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas" Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism".

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance

Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;

- possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups);
- attempts to recruit others to the group/cause/ideology;
- or communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or plotting or conspiring with others.
-

Honour-based violence:

<https://www.cps.gov.uk/legal-guidance/honour-based-violence-and-forced-marriage>

The CPS and Home Office adopt the following definition of Honour Based Violence(HBV): "Honour-based" violence is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community." There is no statutory definition of HBV. There is no specific offence of "honour-based" crime". It is an umbrella term to encompass various offences covered by existing legislation. HBV can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties and where duress is a factor. FM is a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014. Prior to the introduction of the offence, prosecutors dealt with FM cases using existing legislation such as false imprisonment, kidnapping and offences of violence where this is a feature of the offending. Other forms of HBV include practices performed by perpetrators on victims for cultural or socio-conventional motives which have harmful consequences. Some of these practices include (this list should not, however, be considered as complete): FGM; Breast Ironing; and dowry abuse. Further information for CPS prosecutors can be found on the Knowledge Hub. Breast ironing is a form of child abuse and whilst there is no specific offence it can still be prosecuted under UK law. Please refer to the CPS legal guidance on Child Abuse. Since 2010, the CPS identifies and flags all cases of HBV and FM. It is important that these cases are identified and flagged at the beginning so that issues are identified and the case is managed

properly. Therefore, this guidance must also be read in conjunction with the Guidance on Identifying and Flagging HBV and FM.

County Lines:

<http://www.nationalcrimeagency.gov.uk/publications/832-county-lines-violence-exploitation-and-drug-supply2017/file>

The main indicators are:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

Child-on-Child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Procedures to minimise the risk of child-on-child abuse

1. Provide appropriate and regularly updated staff training

Knowing what to look for is vital to early identification of child-on-child abuse and preventing it from escalating. Provide staff with regularly updated and appropriate safeguarding training that enables them to understand:

- How to identify the indicators of abuse
- What to do if they have a concern about a child
- How to respond to a report of abuse
- How to offer support to children
- Where to go if they need support

Staff should be aware that that some children are more vulnerable to child-on-child abuse, this includes children with SEN, children with disabilities and LGBT children

2. Challenge inappropriate behaviours
3. Provide a preventative curriculum programme
4. Consider your context and work with local partners
5. Seek specialist support

How allegations will be recorded, investigated and dealt with

Allegations will be recorded through the Wellbeing Manager on ISAMs and investigated initially by the DSL. DSL will keep accurate written records herein, including advice, communication with parents, referrals to external agencies, and any safeguarding/child protection arrangements. Children will be treated with the upmost respect and consideration and parents will be invited in to be present at interviews that relate to child-on-child abuse.

In the event of youth-produced sexual imagery, staff should be absolutely clear that they will not view any images, but will report immediately to the DSL

How victims, perpetrators and any other child affected by child-on-child abuse will be supported

Support for both victim and perpetrator will be required in the event of Child-on child abuse; key pastoral staff, DSL, and tutors will meet to make arrangements on an individual basis for reintegration to School with due regard to KCSIE (2022) advice, and with the specialist support, such as counselling, mental health practitioner support, or external specialist help as required.

Beeston School is a safe learning environment and abuse is viewed as abuse. 'Banter' will not be accepted as a reason for any child-on-child abuse. Child-on-child abuse can be boy

against girl, girl against boy or amongst single genders. All of which are not accepted and will be investigated as per the school's policy.