



BEACONSFIELD HIGH SCHOOL

CHILD PROTECTION POLICY

Beaconsfield High School

Child Protection Policy



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1. Contacts

1.1. School Contacts – Correct at September 2025

Headteacher	Tina Bond – 01494 673043 Bond-T@beaconsfieldhigh.school
Designated Safeguarding Lead (DSL) and teacher designated for Children Looked After	Thomas Griffiths - ext. 265 Griffiths-t@beaconsfieldhigh.school
Deputy Designated Safeguarding Lead(s)	Kate Cook (Safeguarding officer) - ext. 210 Cook-c@beaconsfieldhigh.school Kate Vaughan (Student Welfare) - ext. 234 Student-Welfare@beaconsfieldhigh.school Juliette Ganachaud - ext. 242 Ganachaud-j@beaconsfieldhigh.school Emma Pritchard - ext. 262 Pritchard-e@beaconsfieldhigh.school Harriet Watkins – ext. 212 Watkins-H@beaconsfieldhigh.school Sian Allen – ext 214 allen-s@beaconsfieldhigh.school
Nominated Safeguarding Trustee	John O'Rourke Orouke-j@beaconsfieldhigh.school
Chair of Trustees	ShreeRam G Ranganathan chairoftrustees@beaconsfieldhigh.school

1.2. Contacts in County – Correct at September 2025

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981
First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of Hours 0800 999 7677
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis.	01296 382070
Bucks Family Information Service	01296 383065

Information for families on a range of issues including childcare, finances, parenting and education.	
Buckinghamshire Council Equalities & School Improvement Manager	01296 382461
Buckinghamshire Council Prevent Co-ordinator	01296 674784
Channel helpline	020 7340 7264
Thames Valley Police	101 (999 in case of emergency)
Buckinghamshire Safeguarding Children Partnership - (BSCP) Procedures, policies and practice guidelines	
Schools Web - School bulletin, Safeguarding links, A-Z guide to information and services	

1.3. Other Contacts

NSPCC NSPCC	0800 800 5000
Childline Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 09:30 to 14:30) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fm@fco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	01494 785 552
CEOP (Child Exploitation and Online Protection)	

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying.
- Attendance.
- Behaviour for Learning.
- Children Looked After (in CP policy).
- Procedure.

- Equality Information and Objectives.
- Equality Statement.
- Lettings.
- SEND.
- Health & Safety statement of intent.
- Supporting Students with Medical Conditions.
- Photographic Images.
- E-Safety (see Behaviour for Learning, Acceptable Use and Remote Learning policies).
- Staff Code of Conduct.
- RSE.
- Whistleblowing.
- Safer Recruitment
- Mobile Phone (see Behaviour for Learning and Acceptable Use policies).

1.4. Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Neglect is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA - Buckinghamshire).
- A clinical commissioning group for an area within the LA.
- The chief officer of police for a police area in the LA area.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

2. Introduction

Beaconsfield High School aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding Staff are properly training in recognising and reporting safeguarding issues.

The aim of this policy is to provide staff, supply staff, trustees and volunteers with the framework they need to keep children in Beaconsfield High School safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), the [Maintained Schools Governance Guide](#) and [Academy Trust Governance Guide](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners

Additionally, this policy has been developed in accordance with:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our trustees and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- This policy also complies with our funding agreement and articles of association.

Whilst the legal definition of a child covers students up to the age of 18, as the School may also have students in Year 14, this will also cover those beyond school leaving age to ensure they are covered by our Child Protection policy, Staff Code of Conduct, Staff Discipline policy, Equality Statement and Objectives and any other relevant policies or procedures.

We believe clear governance and leadership is central to embedding a safeguarding culture. The Board of trustees takes its responsibility seriously under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or whom may be at risk of harm.

Trustees will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe A of Keeping Children Safe in Education, Sept 2025**.

All staff are required to read and adhere to the Staff Code of Conduct.

The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks.

2.1. The aims of this policy are:

- To provide an environment in which children feel safe, secure, valued and respected.
- Children feel confident that they can talk to adults within school to share any concerns that they may have.
- To ensure all teaching staff, non-teaching staff, supply staff, trustees and volunteers:
 - are aware of the need to safeguard and promote the wellbeing of children,
 - identify the need for early support,
 - promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need,
 - are trained to recognise signs and indicators of abuse.
- For all staff to recognise that safeguarding and promoting the welfare of children is defined as:
 - Protecting children from maltreatment.
 - Preventing impairment of children's mental and physical health or development.
 - Ensuring that children grow up in circumstances consistent with the provision and effective care.
 - Taking action to enable all children to have the best outcomes.
- To provide systematic means of monitoring children known to be, or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.
- To ensure Beaconsfield High School has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.
- To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns.
- To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.
- To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.
- To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.
- This policy is published on our website and hard copies are available from the school office.
- <https://www.beaconsfieldhigh.bucks.sch.uk/Safeguarding/>

3. Equalities Statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

4. Responsibilities

All staff, supply staff, volunteers, visitors, trustees and contractors understand Safeguarding children is **everyone's responsibility** and that they must be diligent to help secure children's safety and wellbeing. This policy applies to all staff, volunteers and trustees in the School and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The School plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality

- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All Staff

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with families. This includes making families aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for students who are LGBT to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this Child Protection and Safeguarding Policy, the staff Behaviour for Learning Policy, the role and identity of the designated safeguarding lead (DSL) and Deputy DSLs and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to Thomas Griffiths (Designated Safeguarding Lead; DSL)/ Catherine Cook (Safeguarding and Welfare Officer) or, in their absence, to Tina Bond, Juliette Ganachaud, Emma Pritchard, Harriet Watkins, Sian Allen, Kate Vaughan or Emma Glenville (Deputy DSLs). In the absence of any of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity. The DSLs will ensure that incidents and actions have been logged on CPOMS in all cases.

Staff must maintain a good working knowledge of the [Buckinghamshire Continuum of Need The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk) and any updates and how it should be used to inform decision making regarding a referral to First Response.

Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

Staff understand vulnerability and that barriers exist when recognising abuse and neglect for children. Consider the following groups who may have increased vulnerability:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children whose parents/carers suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, radicalisation and gang involvement
- Look after children and previously look after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Violence, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ group or who are exploring gender identification
- Children who are at risk of discrimination due to faith and belief, race or ethnicity

The Board of Trustees understands and fulfils its safeguarding responsibilities. It must:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Ensure that the Headteacher (Tina Bond) and (when not the Headteacher) the DSL create and maintain a strong, positive culture of safeguarding within the school.
- Ensure that this policy reflects the unique features of the community we serve and the needs of the students attending our provision. This policy will be reviewed at least annually.
- Regularly monitor and evaluate the effectiveness of this Child Protection Policy and ensure it complies with the law
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.
- Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The Headteacher has overall responsibility for safeguarding within the school. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions; Thomas Griffiths has a specific responsibility for dealing with issues related to child-on-child abuse.
- Ensure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
 - The DSL is also the school Prevent lead and will make sure staff have appropriate Prevent training and induction.
 - Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals,

at least annually. Please refer to KCSIE 2025 Annexe C for further information on the role of the DSL.

- Ensure measures are in place for the board of trustees to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.
- Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHCE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children understand to keep themselves safe.
- Ensure that school is following the statutory RSE guidance – <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Ensure safe and effective recruitment policies and disciplinary procedures are in place.
- Ensure resources are allocated to meet the needs of children requiring child protection or early intervention.
- Ensure the DSL completes an Annual Safeguarding Report for Trustees demonstrating how we are meeting our statutory responsibilities for safeguarding and promoting the welfare of children. Ensure a copy of this report is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council within the specified time frame.
- It is the duty of the Chair of Trustees to liaise with relevant agencies if any allegations are made against the Headteacher and act as the 'case manager'. If there are concerns that issues are not being progressed in an expedient manner, staff/students/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.
- The Board of trustees must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, trustees, volunteers, visitors or contractors where they could pose a risk of harm to children. The guidance in Part four of Keeping Children Safe in Education 2025 must be followed if there were any such concerns. [Keeping Children Safe in Education 2025](#)
- The Board of trustees must ensure that a named teacher is designated for Children Looked After (Tom Griffiths) and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.
- The board of trustees has a statutory duty to appoint a Nominated Trustee for safeguarding. The Nominated Trustee must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Trustee must:

- Work with the DSL to produce the Child Protection Policy annually.
- Undertake appropriate safeguarding training, to include Prevent training.
- Ensure child protection is regularly discussed at Board of trustees meetings
- Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record.
- Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:
 - <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>
 - [Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework-eif)
- All trustees must complete safeguarding training on appointment, to also include Prevent training.
- The board of trustees must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child. This includes:
 - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
 - Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
 - Not providing students' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt, schools should seek independent legal advice. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

We have a Designated Safeguarding Lead (DSL) who is a member of the senior leadership team. Our DSL is Tom Griffiths (Senior Deputy Headteacher). The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online. The DSL is responsible for:

- Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.
- Ensuring children receive the right help at the right time using the Buckinghamshire Threshold Document to inform plans for support or protection (see Appendix for definitions of the categories of abuse).
- Ensuring referrals to partner agencies are followed up in writing, including referrals to First Response within the specified timeframe.
- Ensuring safeguarding records, legislation and guidance are up to date and are maintained in accordance with data protection separately from students' educational records. Ensuring records are stored safely and securely and remain confidential.
- The DSL must share information, both internally and externally, on a 'need to know' basis only, being able to justify the reason for sharing and in accordance with the confidentiality policy.
- All child protection files are held separately from pupil educational records.
- Maintaining the record for staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website. Ensuring that Beaconsfield High School's most up to date **Child Protection Policy** is widely available (on the website), publishing the **Safeguarding Statement** and other relevant information on the school website.
- Being the designated point of contact for staff to be able to discuss and share their concerns.
- Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term- time during working hours.
- During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
- Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together. This could include:
 - participating in Strategy discussions;
 - attending Child Protection Case Conferences;
 - submitting reports to the conference, which must be shared in advance with the families/carers;
 - contributing effectively and taking shared responsibility for core group meetings with all other agencies involved;
 - engaging fully, as requested, in any other multi-agency planning meetings;
 - contributing to the Framework for Assessments process;
 - ensuring coverage is available at all times during the year.
- Providing the Headteacher (if the Headteacher is not the DSL), with an annual report for the Board of trustees, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school.
- The Board of trustees will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.

- Meeting regularly (at least once a term) with the Nominated Trustee to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure.
- Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- Referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Referring immediately to the Police, using the guidance, [When to call the police](#), for any cases where a criminal offence may have been committed or risk of harm is imminent.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.
- Be aware and have a good understanding of the filtering and monitoring systems and processes in place at our school.

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the School and via the School website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of students with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

5. Procedures

Our school procedures for all staff, supply staff, trustees, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, “**Working Together to Safeguard Children 2023**” [Working Together to Safeguard Children 2023](#), “[Keeping Children Safe in Education 2025](#)” and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#).

We will ensure:

- We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role of DSL, as recommended by the BSCP. Our Designated Safeguarding Lead (DSL) will be required to update their training in accordance with the Learning Pathway agreed by the BSCP.
- We have members of staff (Deputy Safeguarding Leads) who will act in the DSL’s absence and who have also received training for the role of DSL. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.
- All adults (including supply teachers, volunteers and contractors) new to our school are made aware of the school’s policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under “[Keeping Children Safe in Education 2025](#)” and the booklet “**What to do if You’re Worried a Child is Being Abused**” [Stat guidance template \(publishing.service.gov.uk\)](#). They will have these explained, as part of their induction into the school.

Visitors must be:

- Clearly identified with visitor/contractor passes.
- Met and directed by school staff/representatives.
- Signed in and out of the school by school staff.
- Given a safeguarding leaflet to read or directed to a poster informing them of how to report a concern
- Directed to safeguarding information on their lanyard informing them of how to report a concern
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative as required.
- Given access to children restricted to the purpose of their visit.
- All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year.
- All parents/carers must be made aware of the school’s responsibilities in regard to child protection procedures through this policy.

All staff, including supply staff, must follow the reporting procedures as follows when reporting any child protection concerns:

- Staff must ensure the child is in a safe place and in receipt of support;

- Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;
- Staff must make a written report using the school record keeping process on CPOMS as soon as is practicable;
- All concern/incident forms are located on CPOMS
- Staff must ensure the time and date of the incident is recorded;
- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
- Use a body map on CPOMS to record any injuries seen or reported by the child:
- CPOMS will automatically date the report giving details of their role within school;
- The DSL will then have a record of when the report was passed to them and what action was taken alongside any outcomes achieved; all of this is stored on CPOMS and then reports and chronologies can easily be produced
- The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.

Through our Attendance Policy, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising. All unaccounted for absences are followed up on the first morning. The attendance Policy can be found in the Policies section of the school website.

- All children attending our school are required to have a minimum of two identified emergency contacts.
- Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**:
- <https://www.bucksc.gov.uk/services/education/education-support/children-missing-education/>
- Any absence, of a student who is currently subject to a child protection or child in need plan is immediately referred to their social worker.
- Parents/carers must inform school if there are any changes to a student's living arrangement. Beaconsfield High School has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, carer, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.
- All staff, parents/carers and children are made aware of the school's escalation process, which can be activated in the event of concerns not being resolved after the first point of contact. This is done via staff briefings and the Head's update, and can be activated in the event of concerns not being resolved after the first point of contact.
- We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

- Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up to date **Child Protection Policy** of any organisation hiring the school's facilities.
- The school operates Safer Recruitment practices.
- Allegations against members of staff, supply staff, trustees, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).

Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

6. Record-Keeping and Retention of Records

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the rationale for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If you are in any doubt about whether to record something, discuss it with the DSL.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

There is a statutory requirement for our school to pass any child protection records to the student's next school. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method. If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

The last statutory school maintains child protection files until a student reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the student reaches their 25th birthday.

We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.

7. Confidentiality

We recognise that all matters relating to child protection are confidential. We note:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.

The Headteacher or Designated Safeguarding Lead must only disclose personal information about a student to other members of staff on a need to know basis.

Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.

All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response and/or ESAS on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns in line with **'Working Together' (2023)**

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

8. Dealing with a Disclosure

In the event of a child disclosing abuse staff must:

- Listen to the child, allowing the child to tell what has happened in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.
- Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**
- Tell the DSL as soon as possible if you make a referral directly.
- Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.
- Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.
- Make an accurate record of what they have seen/heard using the school's record keeping processes on CPOMS, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible.
- Staff must not substitute anatomically correct names for body part names used by the child.
- Reassure the child that they did the right thing in telling someone.

- Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.
- In the unlikely event the DSL and deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff.
- If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.
- The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

Following a report of concerns the DSL/DDSL must:

- Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, When to call the police, rationale for this decision should be recorded by the DSL.
- School should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.
- If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the [Multi Agency Referral Form \(MARF\)](#). The MARF will make clear:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family
 - If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.
 - If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.
- Bear in mind that some children may:
 - Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
 - Not recognise their experiences as harmful
 - Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

If you discover that FGM has taken place or a student is at risk of FGM:

- Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in appendix 4 of this policy.

Any teacher/responsible adult who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.
- **Must** immediately report this to the police, personally. This is a mandatory statutory duty, and teachers/responsible adults will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children’s social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **student under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

If you have concerns about extremism:

- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children’s social care. Make a referral to local authority children’s social care directly, if appropriate (see ‘Referral’ above). Inform the DSL or deputy as soon as practically possible after the referral.
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children’s social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and trustees can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

If you have a mental health concern

- 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.
- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps as described in this policy.
- If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

9. Multi-Agency Working

Beaconsfield High School knows what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

When named as a relevant agency and involved in safeguarding arrangements, Beaconsfield High School will cooperate alongside other agencies with the published arrangements.

Beaconsfield High School will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

Beaconsfield High School will allow access for and work with children's social care to conduct or consider whether to conduct as Section 17 or Section 47 assessment.

10. Supporting Staff

We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, the Student Counsellor, accessing Health Assured online (healthassured.eap.co.uk), Occupational Health, and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate.

In consultation with all staff, we have adopted a **Code of Conduct** for staff working in our School. This forms part of staff induction and is in the staff handbook. All staff know how to access the **Code of Conduct** to refer to it.

All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff **Code of Conduct**.

11. Allegations Against Staff, Supply Staff, Volunteers and Contractors (Including Trustees)

Here at Beaconsfield High School we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors.

KCSIE 2025- Part four contains comprehensive guidance covering the two levels of allegations/concern:

- Allegations that may meet the harms threshold.
- Allegations/concerns that do not meet the harms threshold- referred to for the purpose of this guidance as 'low level concerns'.

All school staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

We understand that a student may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. If the allegation is made against the Headteacher, the Chair of Trustees must be informed.

At Beaconsfield High School we recognise that an allegation may be made if a member of staff, a member of supply staff, a volunteer or a contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

The Headteacher/most senior teacher available, such as the Deputy Headteacher, in school on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The Headteacher/Senior Teacher must:

- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, volunteers and contractors within the workplace.
- Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
- Ensure feedback is provided to the LADO about the outcome of any internal investigations.
- If the allegation made to a member of staff (including supply staff, volunteer or contractor), concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Trustees who will consult the LADO without notifying the Headteacher first.
- The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, volunteers and contractors, a copy of which can be found in our 'Allegations Against Staff and Volunteers' policy.
- If the allegation is made against a member of staff supplied by an external agency, the agency will be fully kept fully informed and involved in any enquiries from the LADO.
- Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.
- If a suspension is made, restrictions will apply to all staff, supply staff, volunteers and contractors regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and X (formerly Twitter).
- Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.
- Should an individual staff member, supply staff member, trustee, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Headteacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

12. Whistleblowing

We have a **Whistleblowing Policy**, which can be found in the Staff policies folder on the desktop and the Policies section of the school's website. Staff are required to familiarise themselves with this document during their induction period.

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Acting Headteacher or Chair of Trustees.

13. Physical Intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out below and as part of **our Behaviour for Learning Policy**. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, and Advice for Headteachers, Staff and Governing Bodies' (July 2013). This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

We acknowledge that staff should only ever use physical intervention as a last resort if a student is endangering themselves or others, and that such intervention must apply the minimal force necessary to prevent injury to another person. Any such events should be recorded and signed by a witness. The parent/carer will be informed of the incident.

The school also understands that physical intervention of a nature, which causes injury or distress to a student, could be considered under child protection or disciplinary procedures.

This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

Headteachers and delegated staff can use such force as is reasonable the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Any use of force or restraint will be recorded and signed by a witness. The parent/carer will be informed of the incident.

Staff who are likely to need to use physical intervention must be appropriately trained.

We understand that physical intervention of a nature, which causes injury or unnecessary distress to a child, may be considered under child protection or disciplinary procedures.

14. Anti-Bullying

Anti-Bullying is referenced within the **Anti-Bullying Policy** and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

15. Discriminatory Incidents

In line with the **Equalities Act 2010**, our **Equalities Policy** addresses all forms of discriminatory incidents.

Anti-Bullying is referenced within the **Anti-bullying Policy** and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

16. Health and Safety

We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. Where possible, there is a member of the Leadership Team on bus duty to ensure students arriving are safe; our Reception area is staffed until 5pm each evening if there are any issues after school.

Students in Years 7-11 who leave the site during the school day do so only with the written permission of a parent/carer and are collected from Reception by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task if it is not them. Students who are late sign in at Student Reception. 6th form students sign in and out via an electronic system.

In the event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, we will then make contact with the student's parents/carers and inform the police.

17. Prevent Duty

We are aware of the Prevent Duty **under Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.

All school staff and trustees have completed Prevent training.

We have in place and monitor appropriate web filtering systems.

Staff understand the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are at risk of radicalisation.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who

might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral.

The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Revised_Prevent_duty_guidance_for_England_and_Wales.pdf).

18. Online Safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and trustees
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’)
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk:

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

All staff are aware of the school policy for **Acceptable Use for ICT Systems and the Internet**, which sets out our expectations relating to:

- Creating a safer online learning environment,
- Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
- Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.

- Use of camera equipment, including smart phones.
- What steps to take if there are concerns and where to go for help.
- Staff use of social media as set out in the **Staff Code of Conduct**.

Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Parents/carers will be made aware of their responsibilities regarding their role in ensuring that their children only access age appropriate social media platforms.

School are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

Students, staff and parents/carers are supported to understand the risks posed by:

- the content accessed by pupils
- their conduct on-line
- who they have contact within the digital world
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Beaconsfield High School has robust online filtering and monitoring systems in place to ensure the safety of children, staff, volunteers and trustees and that they are safeguarded from potentially harmful online material. The school also takes steps to educate the whole school community on safe and appropriate online use including that of mobile/smart technology, for example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present
 - Staff will not take pictures or recordings of students on their personal phones or cameras.

School will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely. For example:

- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

We have separate Acceptable Use and Behaviour for Learning policies which set out the acceptable use of mobile/smart technologies by students whilst onsite. This includes clear processes, guidelines and sanctions which will be applied when these boundaries are not adhered to.

It is respectfully insisted that visitors to our school turn all mobile devices off.

Staff use of mobile technology whilst on site is set out in the Acceptable Use policy.

All staff receive awareness training in order to understand the risks children are exposed to.

Where children are being asked to learn online at home – for example remote learning during a local or national lockdown - the Department of Education has provided advice to support schools and colleges do so safely; notice should also be given to the school's COVID-19 Addendum: https://www.beaconsfieldhigh.bucks.sch.uk/docs/Policies_2020-21/Child_Protection_and_Safeguarding_COVID19_Addendum_January_2021.pdf

18.1. Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

BHS recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

BHS will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour for learning and anti-bullying policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's

requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

19. Sending Nude or Semi-Nude Images

Sending nude images or semi-nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link: [Sharing nudes and semi-nudes](#)

Staff, students and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of students themselves if they are under the age of 18.

Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people> produced by the UK Council for Internet Safety.

If staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately.

Staff must **not**:

- View, copy, print, share, store or save the imagery, or ask a student to share or download it (if staff have already viewed the imagery by accident, it must be reported to the DSL)
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

20. If an Incident occurs

20.1. Initial Review Meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the images or videos is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

20.2. Further Review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the student/s involved (if appropriate).

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

20.3. Informing Parents/Carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

20.4. Referring to the Police

If it is necessary to refer an incident to the police, this will be done through the appropriate channels e.g. our safer schools officer, a police community support officer, local neighbourhood police, dialing 101.

20.5. Recording Incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in this policy also apply to recording these incidents.

20.6. Curriculum Coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our RSE and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation.

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images
- This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

21. Allegations of abuse made against other pupils

Beaconsfield High School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other students. We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our School's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

All staff operate a zero-tolerance policy to peer on peer abuse and will not pass off incidents as 'banter' or 'just growing up'.

All staff recognise that peer on peer issues may include, but may not be limited to:

- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & non-consensual)
- Upskirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate students
- Any concerns about the intentions of the alleged perpetrator.

Procedures for dealing with allegations of child-on-child abuse If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

In order to minimise the risk of child on child abuse taking place, school must:

- Deliver PPE/RSE/PSHCE to include teaching students about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that students know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns
- Develop robust risk assessments if appropriate
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour and consent
- Ensure students are able to easily and confidently report abuse using our reporting systems (as described in this policy)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our Academy from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children’s social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing
- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and the **Anti Bullying Policy**.

We recognise that ‘Upskirting’ involves taking a photograph under an individual’s clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that ‘Upskirting’ is a criminal offence and must promptly report any such incidents to the Headteacher, DSL or most senior member of staff.

Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education 24** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101311/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges.pdf)

22. Sexual Violence & Sexual Harassment

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE 2022, all staff maintain an attitude of **‘it could happen here’** and it is never acceptable.

All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

23. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our students and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.

Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

24. So-Called ‘Honour’ Based Abuse

Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called ‘Honour’ Based Abuse to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/614212/mandatory-reporting-of-female-genital-mutilation-procedural-information.pdf)

Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children’s rights. We recognise some students, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. Beaconsfield High School staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fm@fco.gov.uk

We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](https://www.nspcc.org.uk/keeping-children-safe/child-protection/child-abuse/sexual-abuse/female-genital-mutilation/)

We recognise both male and female students may be subject to honour-based abuse.

We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

25. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer-children relationships.

At Beaconsfield High School, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

26. Serious Violence

All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These 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 significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

At Beaconsfield High School we are aware of the range risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate

measures to manage any situations arising. [Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61424/preventing_youth_violence_and_gang_involvement_-_practical_advice_for_schools_and_colleges.pdf).

27. Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, can suffer long lasting emotional and psychological effects. Staff must report any concerns using the school's safeguarding procedures.

Beaconsfield High School recognises that some groups of children are potentially at greater risk of harm.

We are informed of any instances of domestic abuse by the police via their secure information service, Operation Encompass; this information is logged securely on CPOMS and the DSL decides whether other members of staff will be informed – the place advice is always to maintain a watch over the student but not to intervene unless necessary.

28. Students with Special Educational Needs, Disabilities or Health Issues

We recognise that students with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges We offer extra pastoral support for these students.

Any abuse involving students with SEND will require close liaison with the DSL (or deputy) and the SENCO.

29. Children who need a Social Worker

Staff recognise that children may have a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.

Beaconsfield High School will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.

Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and academies to safeguard and promote the welfare of children

29.1. Looked after and previously looked after children:

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads.

We have appointed a designated teacher, Tom Griffiths who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

30. Pupils who are lesbian, gay, bisexual or gender questioning

The section of KCSIE 2025 on gender questioning children remains under review, pending the publication of revised guidance.

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL or the Wellbeing Team.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

31. Mental Health

At Beaconsfield High School, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.

Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.

Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

The school will access a range of advice to help identify children in need of extra mental health support, including working with external agencies. It participated in the national rollout of the

Link Programme and ensured the appointment of a Designated Lead for Mental Health (as of September 2025, this is Tom Griffiths). More information can be found in the government’s mental health and behaviour guidance at the end of this section.

Where there are concerns for a child’s mental health, Beaconsfield High School will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem. [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100272/mental-health-and-behaviour-in-schools.pdf).

32. Use of Photography

We will often use photographs and film to capture achievements, monitor a child’s development and help promote successes within our school. We like to have a record of all the remarkable activities our pupils take part in, guidelines for the use of photography in Beaconsfield High School is set out in our Photographic Use Policy.

Due consideration will be given to the appropriate nature of clothing and posture, and details such as a child’s name or age will not be shared unless integral to the use of the image (such as the acceptance of an award) in particular when additional identifiers (i.e. an academy or uniform logo) are being shared.

33. Policy Review

The Board of trustees of our school is responsible for ensuring the annual review of this policy. The date the next review is due is on the front cover of this policy.

Date last reviewed:	September 2025
Next review date:	September 2026
For review by:	FGB

Appendix 1 - Abuse

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them. The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm. The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people 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. Children may be abused by an adult or adults, or another child or children.

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and 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 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, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child 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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

Exploitation is a form of child abuse and may take a number of forms.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Taken from – *“Keeping Children Safe in Education 2022”*.

[Home Office – Serious Violence Strategy, April 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Keeping-Children-Safe-in-Education-2022.pdf)

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required.

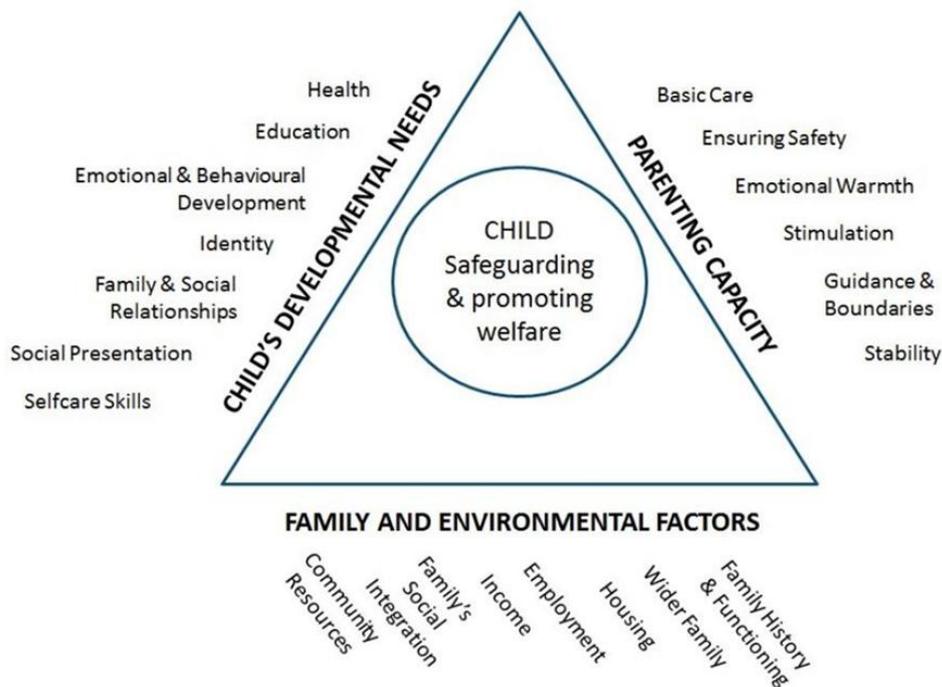
Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Taken from – ***“Keeping Children Safe in Education 2022”***.

Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Assessment Framework

(from Working Together to Safeguard Children, July 2018)



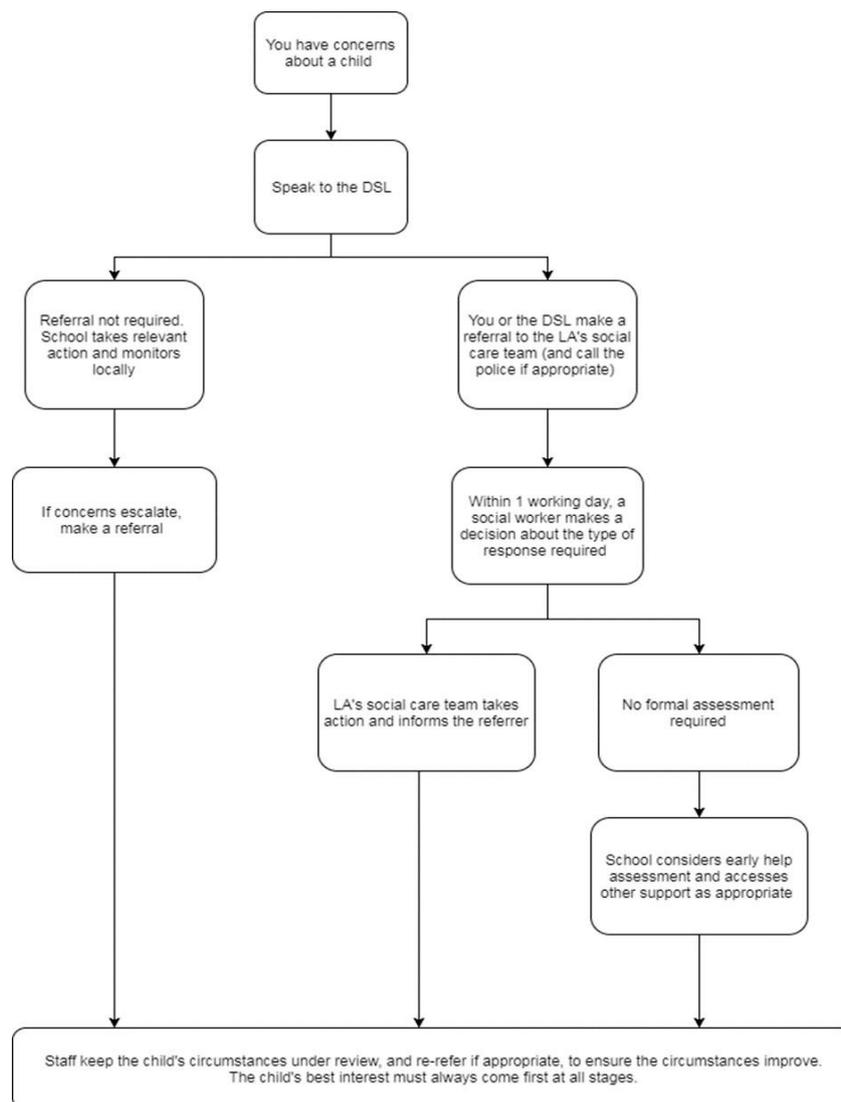
Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children’s social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

Procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)



Appendix 2 - Safer Recruitment and DBS Checks – Policy and Procedures

Recruitment and Selection Process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account.

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity).

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true.

Seeking References and Checking Employment History

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references, we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the Headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed.

Interview and Selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made.

Pre-Appointment Vetting Checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6

months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken

- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:
 - For all staff, including teaching positions: criminal records checks for overseas applicants
 - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked.
- Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state.

** Management positions are most likely to include, but are not limited to, Headteacher's, principals and deputy/assistant Headteacher's.*

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children;
- or Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff.

These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more.
- We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
 - We believe the individual has engaged in [relevant conduct](#); or
 - We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

- We believe the ‘harm test’ is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and Third-Party Staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children. We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances. We will check the identity of all contractors and their staff on arrival at the school.

Trainee/Student Teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.

Trustees and Members

All **Trustees** and members will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local trustees and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK. All trustees will also have the following checks:
 - Identity
 - Right to work in the UK
 - Other checks deemed necessary if they have lived or worked outside the UK.

Staff Working in Alternative Provision Settings

Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who Supervise Students on Work Experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Students Staying with Host Families

Where the School makes arrangements for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the School is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

