



Child Protection and Safeguarding Policy

Beam County Primary School

Approved by:

Date:

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1. Policy Statement and Principals

At Beam County Primary we are committed to safeguarding children and we expect everyone who works in our school to share this commitment.

The governors and staff of Beam County Primary fully recognise the contribution they make to safeguarding children. We recognise that staff, including volunteers, have a full and active part to play in protecting our children from harm.

All school staff and governors have a responsibility to ensure that our school provides a caring, positive, safe and stimulating environment in which all children can learn; and in promoting the social, physical and moral development of the individual child.

Our core safeguarding principles are:

- safeguarding is everyone's responsibility
- the school's responsibility to safeguard and promote the welfare of children is of paramount importance. We will always act in the best interest of the child.
- safer children make more successful learners
- early help: our school has a role in identifying children who may benefit from support as soon as a problem emerges
- safeguarding policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.
- Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

1.1. Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the Local Safeguarding Children Board (LSCB).

1.2. Policy Principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

1.3. Policy Aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

2. Terminology

“Child” includes everyone under the age of 18.

“Child Protection” refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

“DSL” refers to the Designated Safeguarding Lead at the school.

“Parent” refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

“Staff” refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

“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 of safe and effective care; and
- taking action to enable all children to have the best outcomes..

3. Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance have been considered

- Section 175 of the Education Act 2002
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards
<https://www.gov.uk/government/publications/teachers-standards>Children published 2015; last updated February 2019
- Working Together to Safeguarding Children published 2015; last updated February 2019
- Keeping Children Safe in Education 2020
- What to do if you’re worried a child is being abused 2015 (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>)
- Protection of Children Act 1978
- Sexual Offences Act 2003

4. Roles and Responsibilities

4.1. Key Personnel

The **Designated Safeguarding Lead** is Gary Anderson.
Contact Email: ganderson@beam.bardaglea.org.uk
Contact Tel: 020 8270 4703

The **Deputy Designated Safeguarding Lead** is Mrs Deon McKenzie.
Contact Email: dmckenzie@beam.bardaglea.org.uk
Contact Tel: 020 8270 4700

The **Headteacher** is Tracey Whittington
Contact Email: twhittington@beam.bardaglea.org.uk

The **Early Help Safeguarding Team Member** is Diane Huskie (Parent Support Advisor)
Contact Email: dhuskie@beam.bardaglea.org.uk

The **Chair of Governors** is Miss Sevim Ekmekci
Contact Email: office@beam.bardaglea.org.uk

The **Nominated Child Protection and Safeguarding Governor** is Ms Pearl Kowlessar-Manoo
Contact Email: office@beam.bardaglea.org.uk

Note to parents and pupils: All of these people can be contacted by talking to someone in the school office. Contact Tel: 020 8270 4700

4.2. The Designated Safeguarding Lead (DSL)

The designated safeguarding lead (DSL) takes lead responsibility for safeguarding and child protection (including online safety) in the school. The DSL has the status and authority within the school to carry out the duties of the post, which include:

- ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and publically available
- advising and supporting staff on child protection and safeguarding matters
- encouraging a culture of vigilance and listening to children
- managing safeguarding referrals to children's social care, the police, or other agencies
- taking part in strategy discussions and inter-agency meetings
- liaising with the "case manager" and the designated officer(s) at the local authority where allegations are made against staff
- making staff aware of LSCB training courses and the latest local safeguarding arrangements
- transferring the child protection file to a child's new school
- undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

4.3. The Deputy Designated Safeguarding Lead

Is trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

5. Good Practice Guidelines and Staff Code of Conduct

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care

5.1. Abuse of Position of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a person under 18 with a connection to the school may be a criminal offence.

The school's Code of Conduct sets out our expectations and applies to **all** adults who work, volunteer or visit our school.

6. Children Who May be Particularly Vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled
- have special educational needs
- do not have English as a first language
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- Looked After by the Local Authority

- vulnerable to being bullied, or engaging in bullying
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism
- living away from home or in temporary accommodation

This list provides examples of additionally vulnerable groups and is not exhaustive.

6.1. Children with Special Educational Needs and Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

At Beam we identify pupils who might need more support to be kept safe or to keep themselves safe. The SENDCO (SEND co-ordinator) is a member of the weekly Safeguarding Team meeting which includes SEND in the agenda.

6.2. Looked After Children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL will have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Children who are looked after (LAC) have a personal education plan that is reviewed and updated every term in a planning meeting with the child, carers , (in some cases parents), social worker, other professionals supporting the child, Beam's designated teacher for Looked after children and The Virtual School's representative. The Designated LAC teacher is the DSL

6.3. Children with a Social Worker

When a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

Where Children have a Child Protection Plan in place or a Child in Need Plan the DSL or deputy is a member of the Core Group that regularly meets to implement each plan.

When Social workers are undertaking an assessment the DSL give all assistance that is requested by the Social Worker.

6.4. Children Missing Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, or mental health problems. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

7. Whistleblowing If You Have Concerns About a Colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head of School. Complaints about a headteacher should be reported to the Chair of Governors.

Whistleblowing helpline – the NSPCC whistleblowing helpline is for staff who feel unable to raise concerns about safeguarding practices or issues internally.

Whistleblowing Advice Line

Tel: 0800 028 0285

Email: help@nspcc.org.uk

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

8. Allegations Against Staff

Allegations against staff will be dealt with as set out in Section 4 of Keeping Children Safe in Education (DfE, 2018)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

Beam County Primary School follows the procedures for handling allegations in relation to professionals who work with children published by the Local Authority Designated Officer (**Mike Cullern** – Phone: 0208 227 3934). <http://newsite.bardag-lscb.co.uk/local-authority-designated-officer-lado-2>. The LADO referral form (December 2017, or later if updates are made) will be used.

Allegations against people, who work with children, whether in a paid or unpaid capacity, cover a wide range of circumstances.

The scope of this procedure is not limited to allegations involving significant harm or likelihood of suffering significant harm to a child and includes unsuitable and criminal

behaviour. Barking LADO procedures should be applied in all situations where it is alleged that a person who works with children 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; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In line with the London Child Protection Procedures 2018, a referral to the LADO is also required where there is an allegation that a person who works with children:

- Has behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include arrest for possession of a weapon or drug offences;
- As a parent or carer, has become subject to child protection procedures;
- Is closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to children for whom the member of staff is responsible in their employment / volunteering.

These procedures should be applied where a person's behaviour could constitute grooming or having a sexual relationship with a child under the age of 18, if in a 'position of trust' in respect of that child, even if consensual.

The allegations may relate to the person's behaviour at work, at home or in another setting.

9. Staff Training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and governors will receive a briefing during their induction, which includes The key training elements are:

- the child protection policy;
- the behaviour policy;
- the staff code of conduct;
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputy)

all staff must have read:

- Keeping Children Safe in Education (2020) [Part One]; and school leaders and staff that work directly with children should also read Annex A

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff will also receive safeguarding and child protection updates via email, website access and staff meetings throughout the year.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

10. Safer Recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2020) and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full.

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification legislation and their obligations to disclose relevant information to the school

The school obtains confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

10.1. Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised with children.

10.2. Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the schools day.

11. Site Security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children and remain in the Reception Area do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The Headteacher will exercise professional judgement in

determining whether any visitor should be escorted or supervised while on site. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures. Further details are in the Access and Egress Policy

12. Off-Site Arrangements

All off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where activities are provided and managed by the school our own child protection policy and procedures apply.

When our pupils attend off-site activities, including day and residential visits and work related activities, the trip leader will check that effective child protection arrangements are in place as part of the risk assessment.

13. Staff/Pupil Online Relationships

Staff may not communicate with pupils online (including accepting pupils as friends on social media sites) except through school systems and equipment. Staff are reminded that where their personal online activity or presence could be publicly available they are expected to maintain consistency with their professional status and influence. Staff found to be in breach of this may be subject to disciplinary action and/or child protection investigation.

13.1. Recording Devices including Mobile Phones

Staff or pupils may not record images of pupils except on school devices which may not leave the site unless it is part of an off-site visit and covered in the safeguarding aspect of the risk assessment. Mobile phones may not be used or visible in any part of the school where pupils have access to.

14. Child protection procedures

14.1. Recognising Abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2018) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

14.2. Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be

reported and will be managed through our tackling-bullying procedures which can be accessed on the school website.

14.3. Taking Action

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Sadly, we must think the unthinkable!

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL using CPOMS, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- seek support for yourself if you are distressed.

14.4. If You Are Concerned About a Pupil's Welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff must record concerns using CPOMS. If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

14.5. Early Intervention and Help

The school contributes to inter-agency working in line with statutory guidance This includes:

- providing a co-ordinated offer of early help when additional needs of children are identified and
- contributing to inter-agency plans to provide additional support to children subject to child protection plans, including sharing information to the Local Safeguarding Children's Board.

When a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible This involves identifying emerging problems; liaising with the designated safeguarding lead or other relevant colleagues; sharing information with other professionals to support early identification and recording concern using the CPOMS system.

Concerns recorded on CPOMS are automatically notified to the DSL and Deputy DSL who will consider the appropriate next step. Pupils identified as vulnerable and in need of Early Help will be routinely discussed at each week's safeguarding team meeting. Action will be taken in line with the individual's needs.

If appropriate support is not available within school's own resources, an Early Help Assessment (sometimes referred to as a 'CAF': common assessment framework) will be completed to identify the child's needs and enable additional support to be sought from other agencies

A Team Around the Child will be established where appropriate and a Lead Professional identified.

If Early Help is in place the situation will be kept under constant review through the Safeguarding Team Meetings and consideration given to additional referrals (e.g. to social care) if the child's situation does not appear to be improving

Early Help Assessments will follow the local safeguarding children board's model of using CAF (Common Assessment Framework)

When considering referrals to support agencies the school will act in accordance with local Safeguarding Children Board 'Thresholds for Intervention' guidance, which is consistent with the London-wide Continuum of Need thresholds. However, if at any point there is a risk of immediate serious harm to a child, a referral will be made to MASH.

Anybody can make a referral for consideration of "Early Help". If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration.

14.6. If a Pupil Discloses to You

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort

- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report to the DSL even if the child has promised to do it by themselves
- complete the **CPOMS entry** as soon as possible. If the adult does not have access to CPOMS a verbal report, followed by a written account must be made to the DSL.
- seek support if they feel distressed.

14.7. Notifying Parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will usually make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

15. Confidentiality and Sharing Information

Safeguarding and child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSL, Deputy DSL headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2020) emphasises that any member of staff can contact children's social care if they are concerned about a child.

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Safeguarding and Child Protection Information sharing decisions will be made in safeguarding team meetings and will be recorded.

Information will be recorded using the CPOMS system. When necessary written information will be stored in a locked facility. Electronic information is password protected and only made available to relevant individuals.

Child protection and safeguarding information will be stored separately from the pupil's school file in a secure cabinet in the DSL office. Electronic files are stored in a separate password protected section of the school server and on CPOMS.

Subject to professional judgement made on an individual basis, the DSL will prefer to obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may

share information without consent, and will record the reason for not obtaining consent.

If any member of staff (including the data protection officer) receives a request from a pupil or parent to see child protection records, they will refer the request to the DSL.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Confidentiality and information-sharing is covered in the following policies that are available to parents and pupils (copies can be provided on request through the school office to the Headteacher.) Electronic Information and Communications Policy; Data Retention Policy; Data Breach Policy.

Child protection records are exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the DSL.

16. Referral to Children's Social Care

When matters of concern arise the DSL will contact the Multi-Agency Safeguarding Hub (MASH – 020 8227 3811 Out of hours – 020 8594 8356) to discuss the matter and will act on advice or direction that is received.

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will usually be told that a referral has been made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

17. Reporting Directly to Child Protection Agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead, their deputy, the headteacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

18. Specific Issues

18.1. Peer on Peer Abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures and behaviour policy where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the school's policy

and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault
- **sexting**, including pressuring another person to send a sexual imagery or video content
- **relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.

- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of *Keeping Children Safe in Education (2020)*.

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include referral to counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been considered, the consequences for the harm caused or intended will be addressed.

18.2. Children with Sexually Harmful Behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying and behaviour procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a safeguarding response.

Children who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

18.3. Exploitation of Children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

Teaching staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL. Further detail is in Appendix 4

18.4. Honour-Based Abuse

So called 'Honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must inform the Designated Safeguarding Lead as a matter of urgency.

Note: that the correct phrase to use is so-called 'Honour-based' Abuse, not 'Honour-based' violence. This is because there are other kinds of 'Honour-based' abuse, not only violence.

18.5. FGM (Female Genital Mutilation)

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8 so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by girls about going on a long holiday during the summer holiday period.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

18.6. Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age, and well below the age of consent in England. School staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

18.7. Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Whilst Islamic extremism is

currently the most widely publicised form we recognise that we also need to remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

18.8. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. (See school or LSCB guidance for further information).

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

18.9. Online Safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has

become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

The school has an Online Safety Policy. We have ensure the appropriate filters and monitoring systems are in place to manage the content available to pupils, who can contact pupils and the personal conduct of our pupils online.

Our Online Safety Policy also considers how children are kept safe when they are accessing “online learning” whilst out-of-school.

18.10. Sexting

“Sexting” refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The UKCCIS advice document refers to this as ‘youth produced sexual imagery’.

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

18.10.1. Youth Produced Sexual Imagery

Under the Protection of Children Act 1978 it is illegal for anyone, including a child, to make, possess or share an indecent image of someone under 18 years of age.

This policy has the purpose of helping to keep children safe and this includes from the risk of sharing sexual imagery. If such behaviour comes to our awareness it will be dealt with as a safeguarding matter in line with this policy.

If needed, advice will be given by the DSL about removing sexual images from the internet using the 3-step tool developed by Childline and the IWF (International Watch Foundation).

It is always abusive and illegal for anyone to send or share a nude or nearly nude image of a person under the age of 18.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the pupils involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children’s social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will

investigate. This may include seizure of devices and interviews with the young people involved.

18.11. Domestic Abuse

The definition of Domestic Abuse is:

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

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

(See KCSIE (2020) page 86)

19. Teaching of Safeguarding

Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. This occurs overtly in PSHE and Computing curriculums as well as in Assemblies.

20. Contextual Safeguarding

The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils.

Practice and procedures related to this policy incorporate the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare. This is known as Contextual Safeguarding and is referred to in Working Together to Safeguard Children (2018); and in Keeping Children safe in Education (2020)

21 Wellbeing , Mental Health and Safeguarding

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

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead using the CPOMS system.

22 the PREVENT duty

The duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty') are considered in our separate policy. [Note there is no requirement to have a separate policy for the Prevent duty, but Beam is in higher risk area so has chosen to do so.]

Brief summary of Prevent.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

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 referral to the MASH team.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Appendix One

A.1 Four Categories of Abuse

A.1.1 Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

A.1.2 Emotional Abuse

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

A.1.3 Sexual Abuse

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

A.1.4 Neglect

Neglect 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

A.2 Indicators of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of all staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied

- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Appendix Two – Related Safeguarding Portfolio Policies

On website or available on request.

<http://beamcountyprimaryschool.org/policies>

Acceptable Use

Administering Medication and Intimate Care

Allegations against staff and volunteers (LBBD – LADO)

Anti-Bullying

Attendance

Behaviour

Code of Conduct

Complaints

Data Breach

Data Retention

Electronic Information and Communications

Health and Safety

Offsite educational visits

Online Safety

Parent Oppositional and Aggressive Behaviour

Positive handling

Prevent – see Anti-Radicalisation

Risk Assessment Policy

Safer Recruitment

Social Media

Volunteer

Wellbeing and Mental Health

Whistleblowing

Whistleblowing Advice Line

Call 0800 028 0285

Email help@nspcc.org.uk

Appendix Three – Coronavirus: Remote Learning and Online Safety

In reviewing this Policy we are aware that circumstances and guidance may change in response to the Coronavirus pandemic. Should this happen there will be addendums to this policy that implement such changes.

Our fundamental principles for any addendums are

The best interests of children continue to come first. The principles in [Keeping children safe in education 2020 \(KCSIE\)](#) and the School Policy will continue to apply.

In particular, we will continue to:

- Act immediately on any safeguarding concerns.
- Provide a safe environment
- Keep children safe including online.
- Follow our safer recruitment policy.
- Maintain Beam's culture of vigilance

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy with any Coronavirus Addendum that is issued. Where appropriate referrals will continue to be made to children's social care and the police.

Remote education – further safeguarding advice

The DfE provides guidance on safeguarding and remote education. This will be followed

Guidance from the UK Safer Internet Centre on safe remote learning includes detailed advice for real time online teaching and the London Grid for Learning safeguarding advice includes platform specific advice.

Teaching from home is different to teaching in the classroom. Find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, also consider what will be in the background.

Online safety

We will continue to consider the safety of our children when they are asked to work online. The same principles as set out in Beam's Code of Conduct must be followed. This policy includes acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. Our existing policies apply equally to any existing or new online and distance learning arrangements which are introduced.

Children who are being asked to work online will have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school we can also signpost children to age appropriate practical support :

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Contact with parents and carers should continue to be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school offer with support from online companies and in some cases individual tutors. We will not make recommendations but will emphasise the importance of only securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

We have signposted support for parents and carers to keep their children safe online in parent updates and on our website:

Appendix Four: Safeguarding against Child Exploitation

Child Sexual Exploitation (CSE)

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017)

The definition, which can be found on KCSIE (2020) page 84, is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in: <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Child Criminal Exploitation

The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;

- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

County Lines

‘County Lines’ is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.’

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2020) page 85.