

The New Beacon

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SAFEGUARDING POLICY

APPLICABLE TO WHOLE SCHOOL, INCLUDING EYFS AND BOARDERS

The New Beacon
Brittains Lane
Sevenoaks
Kent TN13 2PB

THE NEW BEACON

Safeguarding Policy

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1 Statement of Intent

The safety, well-being and protection of all our pupils at New Beacon is our highest priority.

We strive to provide a secure and caring environment and to know our pupils well.

All staff are required to adhere to the School's Safeguarding Policy, which is written in accordance with:

- Working Together to Safeguard Children (DfE revised 2018)
- Kent Safeguarding Children Board procedures
- 'Keeping children safe in education' including Annex A, (KCSIE) (DfE September 2018, revised September 2019)
- Boarding Schools' National Minimum Standards (NMS) (2018)
- Prevent Duty Guidance (Revised July 2015)
- Disqualification under the Childcare Act 2006 June 2016
- EYFS Statutory Framework 2018
- Children Missing in Education September 2016
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges, DfE Dec 2017
- Teaching Online Safety in School, DfE 2019

The New Beacon safeguarding policy is applicable to the whole School, including EYFS. It works and should be read in conjunction with the School's Anti-Bullying Policy, the Policy for Behaviour, Rewards and Sanctions, the Code of Conduct for Staff, the Whistleblowing Policy, the Policy for Safer Recruitment, the Induction Policy, the Missing Child Policy and Procedures, the Responsible Internet Use Policy, the Educational Visits Policy, the Health and Safety Policy, and National Minimum Standards.

All adults at New Beacon have a responsibility and a duty to safeguard our pupils' welfare, and must therefore familiarise themselves and comply at all times with this policy.

This includes a duty both to children in need and to children at risk of harm. All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the DSL.

All staff must read at least Part One of KCSIE 2019 and Annex A.

All staff should be aware that child protection incidents can happen at any time and anywhere. All staff must understand that they have a role to play in identifying concerns, sharing information and taking prompt action.

The DSL is required to ensure that mechanisms are in place to assist staff to understand and carry out their role and responsibilities as set out in Part One of KCSIE and Annex A.

The School works in partnership with the new Kent children's safeguarding partnership arrangements, known as the Kent Safeguarding Children Multi-Agency Partnership (KSCMP). The three partners in this group are KCC, Kent Clinical Commissioning Groups and Kent Police. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children.

The New Beacon fosters the spiritual, moral, social and cultural development of its pupils and promotes an awareness of issues relating to health, safety and well-being through:

- the curriculum
- the pastoral systems
- assemblies
- the house system (companies)
- CPSHE

- Chapel services
- form periods
- the sanctions and rewards systems
- the Private Eye (worry box)
- the B-line (pastoral concerns record/blog on school network)
- daily staff meetings
- a thorough knowledge of our pupils
- the pastoral, education and child protection committees

Primary responsibility for the care and protection of children rests with their parents. However, the safety and protection of children is also of paramount importance to all school staff.

Children can develop a special and close relationship with school staff and view them as significant and trustworthy adults. School staff, particularly form teachers, are in a unique position to notice any change in demeanour or circumstances. If children have been abused, it is quite possible that they may confide in or disclose to a teacher or other member of staff.

2 Curriculum and pupil awareness

The New Beacon has an excellent system and ethos of open and effective communication between staff and pupils, and excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in CPSHE, form time, and assemblies, for discussion and for developing in pupils the confidence which they require to recognise abuse and to stay safe.

All pupils know that there are systems in place to help them if they are worried. At the start of the academic year, there is an assembly to promote the Private Eye (worry box), and the Anti-Bullying Policy. All boys know that there are many people they can turn to if they are worried; their families, seniors or prefects, their form teacher, the head of school, the chaplain, the headmaster, matron etc

- All boarding pupils have access to a telephone helpline, enabling them to call for support in private.
- Every child in the Middle and Senior School has a copy of the school's Anti-Bullying policy in their planner, which includes guidance on where to turn if pupils are worried
- The boarding house displays advice on where pupils can seek external help.

This School has a commitment to safeguarding children and equipping them for example with the skills to understand their rights, appropriate forms of punishment and chastisement and the difference between good and bad touching. Sessions such as PSHE and Circle time are used to assist our young pupils in developing such skills.

3 E-Safety and related issues

The School is committed to internet safety. It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside school. The School follows the government guidance Teaching Online Safety in School, DfE 2019

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

New Beacon provides a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively, and supports parents and staff in awareness of the need to keep children safe online. The use of technology has become a significant component of many safeguarding issues. Technology often provides the platform that facilitates harm, for example in child sexual exploitation, and radicalisation.

There are 3 areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material
- Contact: being subjected to harmful online interaction with other users
- Conduct: personal online behaviour that increases the likelihood of, or causes harm.

The School has a robust filter and monitoring system (Impero) in place to keep children safe online. Impero blocks inappropriate content and filters out social media. Anything inappropriate is flagged up by Impero, and the ICT Department are notified. The ICT staff will alert senior staff where there are

concerns. These systems aim to reduce the risk of children being exposed to the above areas of risk. Staff are equipped with the knowledge to safeguard children online by attending regular online safety training. Strategies have been put in place to protect pupils and staff. These include:

- Biennial talks for parents, pupils and staff, given by professional experts in E-Safety and other relevant issues
- Regular updates / guidance / advice for parents in the 'E-Wise Beacon' on the school website and via the E-bulletin
- Robust internet safety policies
- A Responsible Computer/Internet Use Policy signed by pupils and parents
- An internet use agreement pop-up every time a pupil logs on
- Regular guidance in ICT lessons regarding safe internet use
- Regular assemblies on issues surrounding internet safety
- Clear written information and guidance for parents
- An excellent system (Impero) which monitors pupils' computer use effectively, and prevents them from accessing anything inappropriate
- Direct supervision of pupil internet use
- Prohibition of pupils' mobile phones in school
- A new App, 'Safer Schools', for parents, pupils and staff which provides up to date guidance, advice, help on current internet issues related to safeguarding

Other related issues covered in the School's curriculum include Relationships Education and Sex Education.

4 Transparency

The School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the School. Open communications are essential. Copies of this policy, together with our other policies relating to issues of child protection, are on our website, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will treat all such matters very seriously. If the School has reason to believe a child is being abused, we have a legal duty to inform Social Services of our concerns. In some cases the School can talk to the family first, but in certain circumstances the school is required to contact Social Services, not the family.

5 The Designated Safeguarding Lead and Deputies

The DSL is the Deputy Head, Mrs Yolande Buchanan-Dunlop. The Deputy DSLs are Mrs Theresa Ells (Admin), and Mr Gordon Braidwood (for EYFS). The person to contact in their absence is: The Headmaster, Mr M Piercy. The DSL and Deputy DSLs should have a complete safeguarding picture and are the most appropriate staff members to advise on the School's response to any safeguarding concerns. All child protection concerns should be raised with YBD. Child protection concerns in EYFS should be raised with GB, who will liaise with YBD. All staff, including potential employees, are aware of the identities of the DSLs. All new staff are required to have an induction in Safeguarding when they arrive at the School.

6 Role of the Designated Safeguarding Leads

- Undertake Child Protection training for DSLs at least every two years, their knowledge and skills should be updated through for example e-bulletins, meeting other DSLs, and reading safeguarding developments regularly, for example Interagency, and Local Safeguarding Children Board, and Prevent Duty.
- Keep up to date with all government guidance and policies relating to Child Protection, and also KSCB (known as KSCMP – see above) Child Protection Procedures and newsletters
- Receive training in online-safety
- Have overall responsibility for online safety

- Ensure that the Safeguarding policy is updated regularly, (at least annually), in line with any relevant, new legislation, guidance and procedures.
- Ensure that all staff have read and understood the school's Safeguarding policy and procedures, and all other related policies. Ensure that all staff have read and understood part one of KCSIE and Annex A. Ensure that all staff are regularly updated on safeguarding matters, including whistleblowing, and receive regular CP training (at least every year). Ensure that staff will receive training on managing a report of child sexual violence. Ensure that staff will receive training in online-safety and pupil behaviour, and that they will read the relevant school policy. Ensure that staff will pupil behaviour, and that policies on The latest KCSIE Part 1, including Annex A, September 2019, has been issued to all staff and governors.
- Hold evidence of the above point
- Communicate with the Area Children's Adviser in any case of suspicion / allegation or disclosure of abuse. In the case of borderline cases or doubts, this may be done tentatively at first, without giving names initially.
- Manage referrals of pupils who have suffered or likely to suffer significant harm, and liaise with relevant agencies for pupils who need support through the Common Assessment Framework (CAF) and Team Around the Child (TAC) or the Channel guidance.
- Refer concerns of radicalisation to the Channel programme, and support any colleagues who make such referrals
- Refer all cases of suspected abuse to the local authority and:
 - i) The LADO (Local Authority Designated Officer) for child protection concerns.
 - ii) The TRA (cases where a person is dismissed or left due to risk/harm to a child).
 - iii) Police (cases where a crime may have been committed).
- Liaise, support, advise colleagues
- Liaise with the Head regarding any CP issues
- Ensure that all new staff and volunteers are given an induction in child protection, including the name and location of the DSL, the School's Safeguarding Policy, the Code of Conduct for Staff, the Whistleblowing Policy, Part 1 of KCSIE and Annex A, and obtain signed confirmation that the policies have been received and read.
- Ensure that all staff have been fully briefed in Prevent Duty
- Ensure that all governors have acknowledged receipt of, and read, the New Beacon Safeguarding Policy and KCSIE Part 1 and Annex A.
- Keep secure records of child protection concerns and referrals
- Ensure that child protection files are transferred for future schools of children leaving New Beacon, and receive confirmation of receipt, and consider whether it would be appropriate to share any information with the new school in advance of the pupil leaving.
- Ensure that the Safeguarding policy is on the school website, and in relevant manuals
- Ensure that the governing body undertakes an annual review of the school's child protection policies and procedures, and of the efficiency with which the related duties have been discharged
- Avoid delegation
- Be available at all time to staff during school hours to discuss any safeguarding / CP concerns, and have arrangements in place for out of hours and school holidays
- Be responsible for supporting the transition of a Looked After Child into the school, and for promoting his education
- Be responsible for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from the state care outside England and Wales

7 Categories of Child Abuse

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

Abuse may take place wholly online.

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

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Abuse by one or more pupils against another pupil: See section 20

'Honour-based violence' and FGM (Female Genital Mutilation):

So-called HBV is abuse committed in the context of preserving 'honour' and often involves a wider network of family or community pressure, and can include multiple perpetrators. HBV can include forced marriage and Female Genital Mutilation ('FGM'). Despite this being a School for boys, staff need to be alert to the possibility of a girl (e.g. a sibling) being at risk of FGM, or already having suffered FGM. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, this must be reported to the police by the teacher. See Annex A for further details. Staff may hear boys refer to the aforementioned, or discuss events or 'special ceremonies' that may be in relation to a female relative or friend. Guidance on the warning signs of HBV can be found on pages 38-41 of the Multi-agency statutory guidance of FGM (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>).

Child sexual exploitation (CSE):

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. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- 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;
- children who regularly miss school or education or do not take part in education.

Where a possible CSE concern has been identified, a CSE Intelligence form should be used to provide intelligence to the police in order to obtain a better understanding of local CSE concerns and issues.

Link to the CSE intelligence form and to KCSB's (to be known as local safeguarding partnership arrangements) latest guidance on CSE:

<http://www.kscb.org.uk/guidance/sexual-abuse-and-exploitation>

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

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

- psychological;
- physical;
- sexual;
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

Sexting

When an incident involving youth produced sexual imagery comes to the school's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should 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 should be made to children's social care and/or the police immediately.

The initial review meeting should consider the initial evidence and aim to establish whether there is an immediate risk to a young person or young people, if a referral should be made to the police and/or children's social care, if it is necessary to view the imagery in order to safeguard the young person, (in most cases, imagery should not be viewed), what further information is required to decide on the best response, whether the imagery 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 from devices or online services, any relevant facts about the young people 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 pupils involved (in most cases parents should be involved).

An immediate referral to police and/or children's social care should be made if at this initial stage:

1. The incident involves an adult
2. 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 special educational needs)
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13
5. You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above apply then the School may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

Up-skirting The Voyeurism (offences) Act 2019 criminalises 'up-skirting'. Up-skirting is taking a photo underneath a person's clothing (e.g. under a skirt / kilt / dress / trousers) to take a voyeuristic photograph without the person's permission.

The departmental advice: What to do if you are worried a child is being abused - Advice for Practitioners (<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>) should be referred to to identify the signs of child abuse. The NSPCC website (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>) also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to.

All staff should be alert to these signs of abuse:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a watchful attitude, sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self-inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts. It is not the role of the teacher to investigate whether an injury is accidental or non-accidental.

8b Contextual Safeguarding

Children are vulnerable to abuse in a range of social contexts. All staff, but especially the DSL, will consider the context within which any safeguarding issues or child protection concerns arise. Environmental factors that may be a threat to a child's welfare or safety will be taken into consideration. The School recognises that children can experience harm beyond their families, e.g. relationships in the neighbourhood, at school, online can feature violence and abuse. Parents have little influence over these contexts. The School may need to consider interventions to change the systems or social conditions of the environments in which abuse has occurred. When completing social care assessments, the School will consider wider environmental factors and will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

9 Child's Wishes

Where there is a safeguarding concern, the School will, as far as possible, ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The School will operate processes with the best interests of the pupil at their heart. The welfare of the child is of paramount consideration.

10 Children with additional Educational Needs

Staff must recognise that children with additional needs may be more vulnerable to safeguarding issues than others and may need more sensitive encouragement to share information and seek help.

The School is aware that extra pastoral support is needed for children with SEN and disabilities, and is able to provide this through various means, including form teacher, SENCO, lay chaplain, matrons etc.

Reasons why children with AEN may more vulnerable:

- increased likelihood of being socially isolated, fewer friends than other children
- dependency on adults can increase risk of exposure to abusive behaviour
- impaired capacity to resist or avoid abuse
- may have communication difficulties, hence unable to tell others what is happening
- less access to someone they can trust
- vulnerable to bullying and intimidation
- barriers to understanding teaching and personal safety

The relationship between such children and their form teacher is of paramount importance in meeting their emotional and welfare needs.

11 Looked After Children and Care Leavers

Looked after Children: A looked after child is a child who is being looked after by the local authority. He might be living with foster parents, or at home with his parents under the supervision of social services. The DSL is responsible for supporting the transition of a looked after child into the school, and for promoting his education. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, all agencies must work together and take prompt action on concerns regarding these children, who are a particularly vulnerable group.

Care Leavers: Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. The DSL should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

12 Child in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services. The local authority is required to provide services for children in need for the purposes of safeguarding and promoting their welfare. The Kent Inter-Agency Threshold Criteria is used to assess if a child falls under the Child in Need category.

http://www.kscb.org.uk/_data/assets/pdf_file/0009/79515/Kent-Threshold-Criteria-for-Children-and-Young-People-V12-December-2016.pdf

13 Early Help and Prevention

Early Help is taking action to support a child or their family early in the life of a problem, as soon as it emerges. Early Help requires that agencies should work together as soon as a problem or need is identified. The Kent Family Support Framework is used to support families whose needs are defined as intensive in the KCSB (to be known as KSCMP) . (<http://www.kelsi.org.uk/support-for-children-and-young-people/early-help-and-preventative-services/kent-family-support-framework>). The DSL leads when early help is appropriate.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has SEN
- is a young carer
- is a privately fostered child
- is showing signs of being drawn into anti-social or criminal behaviour

- is frequently missing
- is misusing/using drugs or alcohol
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised
- is showing early signs of abuse and/or neglect

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

14 Missing children / unexplained absences

A child going missing from an education setting is a potential indicator of abuse and neglect. Staff and matrons are meticulous in recording children's absences and the reasons for them. If a child is absent without explanation, one of the Matrons will make a 'phone call to the home to seek an explanation. The school holds several contact numbers for each pupil's parents, including mobile numbers, landline number, work numbers, and an additional emergency contact. If a child is absent without explanation on three occasions, the Headmaster will contact the parents.

The School will report the following to the Local Authority:

- ten days of unauthorised absence (other than for reasons of sickness or leave of absence)
- failure to attend regularly
- deletion from the school register when the next school is not known.

The LA will also be informed by the School if a pupil's name is to be deleted from the admission register on certain grounds:

- a child being removed from the School to be home-educated
- the family moving away without information about the next school
- a child being certified as medically unfit to attend
- a child being in custody for more than four months
- a child being permanently excluded

15 When a pupil on the Child Protection Register transfers to another school

When a pupil on the child protection register transfers to another school, the DSL will ensure that his child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt. The child protection file will be transferred separately from the main pupil file. If appropriate, the DSL might also consider sharing any information with the new school in advance of the child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

16 Extremism, Radicalisation and Prevent Duty

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. Extremists often target the vulnerable, including the young, by seeking to sow divisions between communities on the basis of race, faith or denomination, justifying discrimination towards women and girls, seeking to persuade others that minorities are inferior, or arguing against the primacy of democracy and the rule of law in our society. Since July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as Prevent Duty. <https://www.gov.uk/government/publications/prevent-duty-guidance>

Prevent should be seen as part of the School's safeguarding policy, ensuring the well-being and safety of all pupils.

Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation and may need help or protection. However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care.

The School promotes fundamental British values in every aspect of school life. The School provides a safe place for pupils to be able to debate controversial issues, and to develop the knowledge and skills to be able to challenge extremist arguments.

The UK's counter-terrorism strategy (CONTEST) aims to reduce the risk with four areas: Prevent, Pursue, Protect, Prepare. Channel is a key element of Prevent – the aim of Prevent is to safeguard individuals by assessing their vulnerability of being drawn into terrorism.

Individuals who may be vulnerable to being drawn into terrorism can be any age, any ethnicity, from any faith, from any background. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection.

Factors which may be associated with a person who becomes vulnerable to being drawn into terrorism:

- Peer pressure
- Influence from other people
- Crime and anti-social behaviour
- Family tensions
- Race or hate crime
- The Internet
- Bullying
- Lack of self-esteem or identity
- Personal or political grievances
- Isolation

Engagement factors:

- Feelings of grievance and injustice
- Feeling under threat
- Susceptibility to indoctrination
- Being at a transitional time of life
- Need for identity, meaning and belonging
- Desire for status
- Desire for excitement and adventure
- A need to dominate and control others
- A desire for political or moral change
- Opportunistic involvement
- Being influenced by family or friends involved in extremism
- Mental health issues

Staff should use their professional judgement in identifying a person who is vulnerable to being drawn into terrorism. Any concern should be shared with the DSL, who will refer it to the Channel Police Practitioner. If the member of staff prefers, he/she may make the referral him/herself. Any observations should be recorded so that Channel specialists can assess.

Terrorism is a very real threat to all our communities, and terrorists may try to exploit those who are most vulnerable to being radicalised. Channel is about working together and raising awareness.

The School, in recognition that pupils may be at risk of being drawn into terrorism, ensures the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

The School ensures that all teaching staff undertake the online Prevent Duty training:

<https://www.elearning.prevent.homeoffice.gov.uk/>

17 Boarding

As a boarding school there are additional factors to consider with regards to safeguarding set out in the National Minimum Standards. The School should be alert to inappropriate pupil relationships, initiation type behaviours and the potential for peer on peer abuse.

The ratio of boarding staff to boarders is approximately 1 : 4.

Boarding staff should be vigilant, and should ensure that boarders are closely supervised at all times.

This Safeguarding policy is applicable to the boarding house.

An Independent Listener is available to boarders. Her name is Miss Gillian Reid. She visits once a fortnight on a different day each time so that all boarders are afforded an opportunity to see her.

In the case of suspension of a member of boarding staff for child protection reasons, arrangements will be made to accommodate the person away from the boarders pending investigation.

Please refer to the Boarding House Handbook for boarding related policies.

18 Response in School to Child Protection Concerns

If staff have concerns about a child's welfare, they should act immediately and should talk to the DSL. ALL staff should be aware of the process for making referrals to the local authority. Wherever possible, there should be a conversation with the DSL, who will usually be best placed to make a referral, and will pursue the referral if it does not appear to be followed up.

Options may include:

- managing any support for the child internally via the School's pastoral support system
- an Early Help assessment
- a referral to the local authority, for example if the child is likely to suffer harm.

The local authority should make a decision within one day of a referral being made about the type of response that is required, and should let the referrer know the outcome.

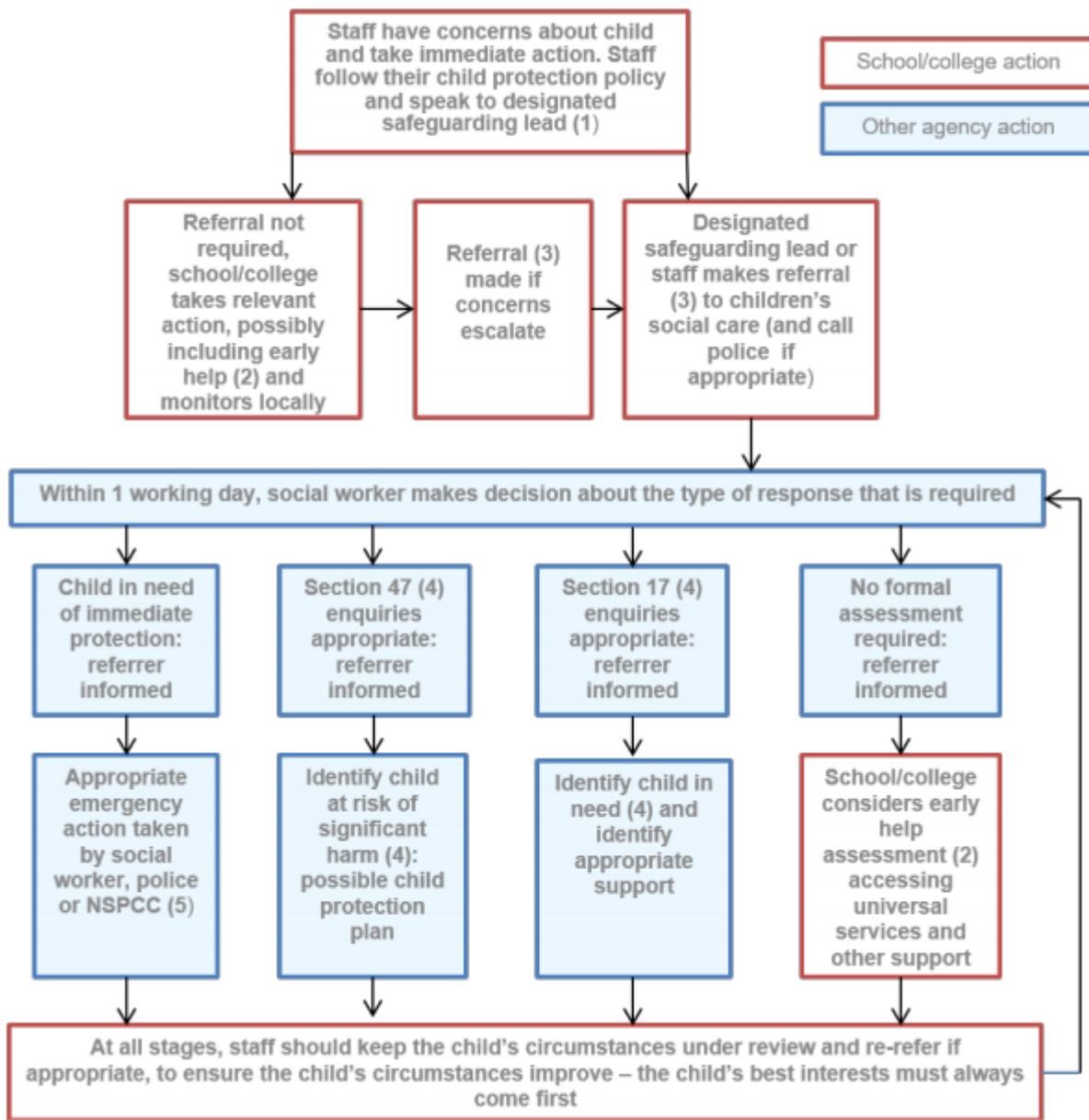
Concerns for a child may come to the attention of staff in a variety of ways, for example through observation of behaviour or injuries or disclosure. Any concern must be raised with the DSL (YBD, or GB for EYFS) as soon as practically possible. If the DSLs are not available, this should not delay appropriate action being taken, and concerns should be raised with the Headmaster. Staff may, if they prefer, make a direct referral to the Local Authority (see 'contact details'). All allegations must be reported by the DSL to the LADO (Local Authority Designated Officer) as soon as possible, and within one working day at the latest. It is vital that information be shared quickly; pupils we are concerned about should receive the right help at the right time. Any potential risks should be addressed, and issues should be prevented from escalating. Early signs of abuse / neglect should receive swift action. Clear records should be kept. If situations do not improve, concerns should be reassessed. Any inaction should be challenged.

Children who have suffered or are at risk of suffering significant harm should be reported to social services immediately. Neither parental nor pupil consent is required for a referral to statutory agencies where there are concerns about the child's safety. Children who are in need of additional support from one or more agencies according to the Common Assessment Framework, will be referred for inter-agency assessment following Kent Family Support Framework procedures.

Serious Violence

All staff are alert to indicators which might signal that children are at risk from, or are involved in 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 a significant change in wellbeing, or signs of assault or unexplained injuries. 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.

Actions where there are concerns about a child



19 Immediate response to the child in the case of a disclosure

Important! It is not our role to investigate. We must not ask leading questions, and we must not ask for detail.

It is vital that our actions do not abuse the child further or prejudice further enquiries.

- Listen to the pupil, if you are shocked by what is being said try not to show it
- Keep an open mind, and try not to judge whether the abuse has taken place or not
- It is OK to observe bruises but not to ask a child to remove or adjust their clothing to observe them
- If a disclosure is made the pace should be dictated by the pupil without them being pressed for detail by being asked such questions as "what did they do next?" or "where did they touch you?". It is our role to listen not to investigate. Use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?" Do not use leading questions.
- Accept what the pupil says. Be careful not to burden them with guilt by asking questions such as "why didn't you tell me before?"
- Do acknowledge how hard it was for them to tell you this
- Don't criticise the perpetrator, this may be someone they love

- Don't promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (DSL) and why. It is important that you don't make promises that you cannot keep such as "I'll stay with you all the time" or "it will be alright now".

Staff should only involve those who need to know when a child makes a disclosure of abuse.

20a Peer-on-Peer Abuse Policy

All who work at New Beacon in any capacity are committed to the prevention, early identification and management of peer-on-peer abuse, both within and beyond the School.

Peer on Peer Abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children. It can take various forms, including bullying, cyber-bullying, relationship abuse, gender abuse, child sexual exploitation, up-skirting (taking a picture under a person's clothing without them knowing), and violence. Bullying, cyber-bullying, physical abuse, sexual violence and sexual harassment, sexting and initiation type violence and rituals rarely take place in isolation and often indicate wider safeguarding concerns. They can be linked to other things that are happening in their lives.

The School adopts a Contextual Safeguarding approach which means it takes into consideration external contexts (home, out and about, online) within prevention, identification, assessment and intervention.

Sexual behaviours

The table below is a guide to help distinguish between problematic and abusive sexual behaviour.

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected •Socially acceptable •Consensual, mutual, reciprocal •Shared decision making	Single instances of inappropriate sexual behaviour •Socially acceptable behaviour within peer group •Context for behaviour may be inappropriate •Generally consensual and reciprocal	Problematic and concerning behaviour •Developmentally unusual and socially unexpected •No overt elements of victimisation •Consent issues may be unclear •May lack reciprocity or equal power •May include levels of compulsivity	Victimising intent or outcome •Includes misuse of power •Coercion and force to ensure compliance •Intrusive •Informed consent lacking or not able to be freely given •May include elements of expressive violence	Physically violent sexual abuse •Highly intrusive •Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour •Sadism

How can a child who is being abused by their peers be identified?

All staff should be alert to the well-being of the pupils, and to signs of abuse. They should try to determine whether the signs are caused by peer-on-peer abuse.

These signs may include:

- Failing to attend school, disengaging from classes, struggling to carry out tasks to the normal standard expected
- Physical injuries
- Experiencing mental health or emotional wellbeing issues
- Becoming withdrawn, experiencing headaches or stomach aches, anxiety or panic attacks, nightmares or lack of sleep or sleeping too much
- Changes in behaviour

- Changes in appearance
- Abusive towards others

Abuse affects children very differently. The above list is by no means exhaustive, and the presence of one or more of these signs does not necessarily indicate abuse.

Signs that a child may be suffering from peer-on-peer abuse may also be signs of other types of abuse.

Staff need to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents so that the cause(s) of their behaviour can be investigated.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will not be tolerated and is not to be viewed as an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh', or 'boys being boys'
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms / genitalia. Dismissing or tolerating such behaviours risks normalising them.

Some children may be more vulnerable to abusing or being abused by their peers.

Factors which make them more vulnerable:

- Strength of peer influence
- Peer group dynamics
- Children who are questioning their own sexuality
- Children with special SEND

A whole school approach to minimise the risk of peer on peer abuse

The school actively seeks to raise awareness and prevent all forms of peer on peer abuse by:

- Having an established ethos of respect, friendship, courtesy and kindness
- Having an established behaviour policy and high expectations of behaviour
- Having relevant policies in place and ensuring that all who work at New Beacon are versant with these policies, and receive regular training and updates on Safeguarding
- Educating children about acceptable and unacceptable behaviour in forums such as CPSHE, assemblies, form time
- Ensuring that all peer-on-peer abuse concerns are fed back to the DSL so that he/she can spot and address any concerning trends and identify pupils who may be in need of additional support
- Daily meetings to discuss the welfare of pupils
- Creating an environment where pupils can have healthy and safe relationships
- Creating a culture in which pupils feel able to share concerns openly
- Making available a 'worry box' where pupils can share concerns in private and choose an option for action
- Responding to cases of peer-on-peer abuse promptly and appropriately
- Embedding best practice
- Evaluating factors such as existing protective procedures, the School's physical environment and safety / security / supervision, the contribution of societal attitudes, staff training, trends, lessons to be learnt, underlying issues, need to work with certain children to build confidence, opportunities to intervene earlier or differently

Multi-agency working

The School follows the guidance of the Kent Children's Safeguarding Board (KCSB) (to be known as local safeguarding partnership arrangements) in relation to peer on peer abuse. This helps the school to prevent, identify early and appropriately handle cases of peer on peer abuse, and to develop a good awareness and understanding of the different referral pathways that operate in the area, as well as the preventative and support services available. The School will refer serious concerns or allegations of peer on peer abuse to KCSB.

Contextual Safeguarding

Children are vulnerable to abuse in a range of social contexts. All staff, but especially the DSL, will consider the context within which any safeguarding issues or child protection concerns arise. Environmental factors that may be a threat to a child's welfare or safety will be taken into consideration. The School recognises that children can experience harm beyond their families, e.g. relationships in the neighbourhood, at school, online can feature violence and abuse. Parents have little influence over these contexts. The School may need to consider interventions to change the systems or social conditions of the environments in which abuse has occurred. When completing social care assessments, the School will consider wider environmental factors and will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Responding to concerns or allegations of peer-on-peer abuse

It is essential that all concerns /allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly.

If staff have a concern about a child, or a child makes a report to them, they should speak to the DSL.

The DSL will discuss the concerns or allegations with the member of staff who has reported them, and will then inform the Head. If necessary, steps will be taken to ensure the safety of the child/ren affected.

The Head and DSL will:

- Consider the following carefully: the nature of the alleged incidents, whether a crime may have been committed, the ages of the children involved, the developmental stages of the children involved, additional factors such as power imbalance and learning difficulties, frequency of the incidents, other related issues and wider context.
- Consider the wishes of the victim in terms of how they want to proceed
- Assess whether the incident is abuse, or an isolated instance of bullying or 'experimentation', in which case this will be handled in the normal framework for discipline. (See Code of Conduct, Sanctions and Rewards policy)
- Determine the frequency, nature and severity of the incident
- Assess if the victim has suffered significant harm
- Ascertain if the victim was coerced by physical force, fear or by a pupil or pupils significantly older than himself/herself or with power or authority over him
- Ascertain whether the incident involved a potentially criminal act

The DSL or persons who deal with the victim will:

- Reassure a victim that he/is being taken seriously and will be supported and kept safe.
- Not promise confidentiality as it is likely a concern will have to be shared further. The report should only be shared with those people who are necessary in order to progress it.
- Listen carefully to the child, be non-judgemental, not ask leading questions. Prompt the child where necessary with open questions, e.g. where, when
- Inform the victim what the next steps will be and who the report will be passed to.
- Make a record of the report using the words of the child.
- Include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred

- Treat all children involved as being at potential risk. The child who is allegedly responsible for the abuse may pose a risk of harm to other children, but equally he may also be at risk himself, or have issues that need addressing. The School should ensure a safeguarding response for the child who has allegedly experienced the abuse, AND for the child who has allegedly been responsible for it
- Take into account that the abuse may have wider safeguarding concerns for any of the children involved, and should consider contexts such as the peer group, the family, the environment
- Take into account the potential complexity of peer-on-peer abuse and of children's experiences
- Take into account the views of the children affected.
- The DSL should discuss the proposed action with the child/children and their parents, and obtain consent to any referral in advance, unless it is considered unsafe to do so.
- The School should manage the children's expectations and information sharing, and keep them and their parents informed of developments where appropriate, and if safe to do so.

Risk Assessment. What to do if you suspect either that a child might be at risk of abusing or being abused

In the case of a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. If a pupil is in immediate danger, or at risk of significant harm, a referral should be made to Kent LADO and/or the Police. Anyone can make a referral. Where a referral has not been made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

If a member of staff suspects that a child might be at risk of or experiencing peer-on-peer abuse, he/she should discuss the concern with the DSL without delay so that a course of action can be agreed.

If a child speaks to a member of staff about peer on peer abuse that they have witnessed or are a part of, the member of staff should follow the guidance in the School's Safeguarding Policy (see section 19 'Immediate response to the child in the case of a disclosure').

Managing the report

The School will consider every report on a case-by-case basis. All concerns, discussions, decisions and reasons for decisions will be recorded.

Internal management of the report: In some cases of sexual harassment the children concerned may not be in need of intervention, and the School can handle the incident internally, using behaviour and anti-bullying policies, and providing pastoral support. Disciplinary action may be used to ensure that the children take responsibility for and realise the seriousness of their behaviour, to demonstrate to the school community that peer-on-peer abuse can never be tolerated, and to ensure the safety and wellbeing of other children.

Early Help: The School may decide that the children involved may benefit from early help. Early help may be useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referrals to children's social care: Where a child has been harmed, is at risk of harm, or is in immediate danger, consideration of safeguarding the victim, alleged perpetrator, and any other children involved will be immediate. The School will make a referral to the local authority children's social care. Usually the School will inform the parents, unless there is a compelling reason not to. The children's social care will determine whether any of the children involved are in need of protection or other services. The DSL will work collaboratively with the lead social worker.

Reporting to the Police: Any report to the police will be in parallel with a referral to children's social care.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is to report this to the Police, irrespective of the age of the child. The School will inform the parents unless there are compelling reasons not to. The School will consult the police and agree what information can be disclosed

to other staff, the alleged perpetrator and his parents. In some cases the Police will take no further action. The School will continue to engage with specialist support for the victim. In the case of delays in a case being progressed, the School must not wait for an outcome before protecting the victim, alleged perpetrator and other children involved.

Safeguarding and supporting the victim

The School will take all factors in the report into consideration. The needs and wishes of the victim will be paramount. Wherever possible, the victim should be able to continue in his normal routine if he wishes. The victim must never be made to feel he is a problem or ashamed because he made the report. Support will be tailored on a case-by-case basis. An open dialogue will be encouraged. The victim may choose to have a designated trusted adult to talk about his needs.

The School will do everything it reasonably can do to protect the victim from bullying and harassment as a result of the report he has made.

The victim will be given all the necessary support to remain at New Beacon, but if ultimately he is unable to do this, the victim may request a move to another school. The DSL must make the new school aware of any ongoing support or needs, as well as transferring the child protection file.

Safeguarding and supporting the alleged perpetrator

The School will endeavour to balance the need to safeguard the victim and to provide the alleged perpetrator with an education, safeguarding support and any necessary disciplinary sanctions.

The School will take into consideration the developmental stage of the alleged perpetrator and nature of the allegations, and the reactions by his peers to the allegations.

Support and sanctions will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be a symptom of their own abuse.

If the alleged perpetrator moves to another school, the DSL will make the school aware of any ongoing support or needs where appropriate.

20b Bullying and anti-bullying

A bullying incident should be addressed as a child protection concern under the Children Act 1989, when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. In such a case, the concerns should be discussed with the DSL, and reported to the Kent Children's Services.

21 Recording Information and preserving evidence

Recording of incidents, events, relevant conversations, complaints, and safeguarding concerns is essential. Make some brief notes at the time or immediately afterwards; record the date, time, place and context of the disclosure or concern, recording facts but not giving your own interpretation.

Notes must be signed and dated.

Observed injuries and bruises are to be recorded on the Body Map. Notwithstanding this diagram, only parts of the child's body which are normally visible should be viewed.

Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms").

It is important to keep these original notes, signed and dated, and pass them to the designated teacher.

Any evidence (e.g. mobile phones, laptops, scribbled notes) must be preserved. However, these should not be investigated by staff.

Under no circumstances should indecent images be downloaded or forwarded. This would constitute an offence.

If cyber-bullying is reported, e-mails/texts should not be investigated unless the pupil voluntarily gives the information.

All referrals to Social Services of concerns of allegations of risk and harm must be followed up within 24 hrs in writing.

To avoid a potential escalation of an incident, the DSLs should follow up the referral to check that the matter is being dealt with. Any concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Retention of information that may be relevant to the IICSA (Independent Inquiry into Child Sexual Abuse)

Any records made in connection with child sexual abuse must be preserved so that they remain available for as long as necessary for inspection by the Inquiry. This would not contravene the Data Protection Act 1998 provided that such information is restricted to that necessary to fulfil any potential legal duties that the School may have in relation to the Inquiry. <https://www.iicsa.org.uk/sites/default/files/retention-instructions-and-data-protection-requirements.pdf>

22 Support

Pupils and families

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk.

This school will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- The implementation of school behaviour management policies
- A consistent approach, which recognises and separates the cause of the behaviour from that which the pupil displays.
- Regular liaison with other professionals and agencies who support pupils and their families
- A commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

Parents play an important role in protecting their children from abuse. The school is required to consider the safety of the pupil and should a concern arise professional advice will be sought prior to contacting parents.

The school will work with parents to support the needs of their child.

The school aims to help parents understand that the school has a responsibility for the welfare of all pupils and has a duty to refer cases to the Social Services in the interests of the child.

Staff

Receiving a disclosure or observing signs of abuse can be very distressing. Staff can discuss with the designated teacher or other senior member of staff. If staff are upset by issues raised and would welcome support or counselling, this will be provided by the School.

Incidents of a child protection nature can affect staff not directly involved. Meetings should be used to support staff in this situation. The DSLs can facilitate such meetings if requested.

23 Confidentiality

Staff have the professional responsibility to share relevant information about the protection of children with other professionals particularly investigating agencies. If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer for the child's own sake. Within that context, the child should, however be reassured that the matter will be disclosed only to the people who need to know about it. Staff who receive the information about children and families in the course of their work should

have the information only within professional context. Child protection records should be kept securely locked.

Personal information about all pupils and their families is regarded by those who work in this school as confidential. All staff will aim to maintain this confidentiality, all records relating to child protection incidents will be maintained by the designated teacher and only shared as is consistent with the protection of children.

24 Case conferences and core group meetings

If there is a Child Protection Case Conference involving a New Beacon pupil, it is generally the duty of the DSL to attend.

If a child's name is placed on the Child Protection register a core group will be agreed.

All core group members meet regularly (at least monthly) to monitor and progress the Child Protection Plan and Core Assessment. Attendance at these meetings will be given priority.

Where no registration has taken place, the school may be asked to monitor.

25 Code of conduct for staff

The School aims to maintain happy, respectful and professional relationships between pupils and staff. Staff are expected to follow legal and procedural guidance at all times. It is a criminal offence for any member of staff to engage in any form of sexual activity with a pupil. The following guidelines are common sense, they require staff to maintain a proper professional detachment from pupils, and are intended to assist staff to protect themselves from accusations of malpractice or allegations of abuse. Staff should be alert to potential risks in one-on-one situations.

- Treat all pupils with respect
- Be professional, and maintain the highest standards of behaviour at all times
- If you need to be alone with a child, be aware of situations which may be misconstrued or manipulated by others. For example, if a teacher is alone with a child in the classroom or elsewhere, he/she is open to the possibility of allegations about his/her behaviour.
- Where you have to be alone with a child, it is good practice to ensure that others are within sight or earshot
- Where possible, a gap or barrier should be maintained between teacher and child at all times
- Any physical contact should be the minimum required for care, instruction or restraint. Be aware that physically touching a child can be misconstrued by an observer or even by the child. It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force (see Physical Restraint), with a pupil is proper and necessary, for example:
 - Holding the hand of a pre-prep child at the front/back of the line when going to assembly or when walking together around the school
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching
 - To give first aid.
- On no account invite boys into staff private accommodation, especially bedrooms. On tours/trips away from home, exercise care and judgement if a child's room is being visited at any time. Ideally the door will always be left open.
- Do not appear to favour or show interest in one child more than another
- At games time staff must not be present when boys are showering, unless they are responsible for supervising changing.
- Avoid taking one pupil on his own in a car. If it is essential to transport pupils in a member of staff's car, regulations regarding insurance must be adhered to, and written permission from parents must be sought. If it is a case of emergency, a senior member of staff should be informed, and verification of the time of departure and return should be recorded.
- Do not invite children to your home, unless with their parents
- Any photographs of pupils taken on a privately owned camera should be downloaded and stored securely on the school network, and then deleted from the camera before it is taken off site.
- Do not use your mobile phone to take pictures of pupils.

- Ensure your mobile phone / computer / tablet does not hold any inappropriate or illegal content.
- Do not give personal mobile phone numbers to pupils.
- Do not communicate with pupils via text messages, websites (e.g. Facebook) or e-mail.
- E-mails to pupils should only be used for work-related situations. E-mails should be sent to and from school e-mail accounts, e.g. a teacher sending homework from his/her New Beacon e-mail account. Ideally members of staff will e-mail a pupil to his school e-mail address. If the communication needs to reach the pupil at home, it should be sent via his parent's e-mail address. If a teacher e-mails a pupil directly to his personal e-mail address, (e.g. when marking a scholarship candidate's work in the Easter holidays) the pupil's parent should always be copied in.
- Websites and materials accessed in school must be appropriate to work in school. Staff accessing pornographic or unsuitable websites will be regarded as having committed gross professional misconduct which may lead to dismissal.
- Do not swear or use sexual innuendo.
- Staff should not be under the influence of drink, drug or any substance.
- Staff who are on medication which might affect their well-being or ability to teach, should seek a doctor's advice regarding their suitability for teaching.
- Staff who need to bring their personal medication on to the school premises should ensure that it is placed in a secure place, and is not accessible to pupils.
- Staff must never hit or otherwise physically abuse or physically assault children.
- Staff must not subject boys to ridicule, humiliation or verbal bullying.
- Staff should have a basic knowledge of the signs of child abuse.
- Staff must be provided with a proper form of training in detecting the signs of child abuse. Such training must be updated at regular intervals.

For boarding staff:

- doors should be propped open if visiting pupils in their rooms
- privacy in showers, toilets and changing rooms should be respected
- avoid being alone with an individual pupil

26 Use of mobile phones and cameras

The Mobile Phone and Digital Camera Policy is applicable to the whole school, including EYFS.

The School's parent contract requires parents to say whether or not they give consent for photographs of their children to be taken or published in School media (e.g. prospectus, website). A list of pupils who should not be photographed is in a file in the staff common room. The information is also listed in 'Special Circumstances'.

Any image published by the School will not give a boy's full name.

Staff are not permitted to use their mobiles for personal purposes while in a supervisory / teaching capacity. At such times, mobile phones should be kept on silent and stored securely and out of sight. The personal use of mobile phones is restricted to staff's own free time, e.g. lunch/break times and free periods. Staff should only make personal calls in private, and out of the sight and hearing of others.

It is recognised that for safety reasons it is useful for staff to have their mobile on their person at certain times, e.g. on duty, during coaching sessions and matches, so that Matron or emergency services may be contacted immediately should an injury occur.

On school trips staff should ensure they have a school mobile phone with them if possible. They may take their personal mobile phone on the trip as an extra emergency precaution. The school must be kept informed of their current mobile phone contact number.

Mobile phones should be passcode protected in case they accidentally come in to the wrong hands.

All members of staff are responsible for ensuring that their mobile phone does not hold inappropriate or illegal content and this includes any photographs and / or videos of New Beacon pupils.

Their phone must not contain material that:

- Displays images of violence, death or injury
- Is pornographic in nature or abusive
- Promotes intolerance/ and or discrimination on the grounds of race, sex, disability, sexual orientation, religious faith or age
- Relates to any form of criminal activity
- May generate a risk to the school or cause offence.

Where possible, staff employed by The New Beacon (other than peripatetic staff – see below) should only use school ‘phones to contact parents. They should not use their personal mobile phone to contact a parent except in an emergency.

Where possible, peripatetic staff should use a school landline to make contact with parents. However, because of the nature of their job, they may need use their personal mobile phones to contact parents. They should never divulge their number to, or contact a pupil on their personal mobile, including text messages.

Staff should never phone or text a pupil on their personal mobile.

Staff should not give out their mobile phone number to a pupil unless there is a legitimate reason to do so and permission has been given by the Headmaster.

Staff should not use their phones to communicate with pupils in any medium, including social networking sites.

Where parents are acting as volunteer helpers (e.g. on school trips), they should be informed not to make contact with other parents (e.g. calls, texts, social networking) while they are acting as a volunteer. Under no circumstances may they use their phone to take photographs or videos of children.

When driving a school minibus all personal mobiles must be on silent.

Staff are responsible for their own belongings and should make sure that their mobile phone /digital camera etc are insured. The New Beacon will not accept liability for loss or damage.

Inappropriate use of a mobile phone/ camera will result in disciplinary action.

Digital Cameras

To protect children we have the following safeguards in place with regard to the use of digital cameras.

- Staff must ensure that we have the consent of a parent/ carer for photographs to be taken or published (e.g. on the website, prospectus, magazine and other publications which includes News Beacon) before publishing a photograph.
Details of boys who have opted out of photographs are available from any of the school secretaries, the DSL, and PASS.
- Staff must ensure a boy’s full name will never be used with any image
- Staff must ensure that children are appropriately dressed before taking a photo
- School cameras are available for staff use in school.
- Staff are permitted to use their own digital camera for school photographs, including photographs of pupils, with the proviso that any images taken by a member of staff on his/her own digital camera must be downloaded in full to the school network, and then deleted from the camera, before the camera is taken off site
- Staff are strongly advised to avoid use of their personal mobile phones for photographing or videoing pupils. If an occasion arises when there is no alternative, then the photo / video must be sent / downloaded on the school network the same day, and deleted from the mobile (and any cloud back up) before the end of the school day.

- Staff must ensure all digital cameras used are open for scrutiny.
- Any concerns about inappropriate or intrusive photographs should be reported to the Headmaster or the SMT immediately.

Volunteers, Visitors, Governors and Contractors

All volunteers, visitors, governors and contractors are expected to follow our mobile phone policy whilst on the premises. On arrival, such visitors will be informed of our expectations around the use of mobile phones

Visitors will be briefed on entry about the appropriate use of mobile phones. They will be asked to use mobile phones sparingly and only when deemed necessary. No visitor is to use a mobile phone to take photographs or make videos of pupils.

Parents

Parents taking pictures or recordings of their own children for their own personal use is lawful and is permitted at New Beacon.

However, in photographing / filming events such as plays, matches etc, it is likely that other children will be photographed/filmed at the same time.

Parents must be made aware that they may not under any circumstances post photos/videos containing photos of children other than their own on social media.

While we would prefer parents not to use their mobile phones while at school, we recognise that this would be impossible to regulate and that many parents see their phones as essential means of communication at all times.

We therefore ask that parents' usage of mobile phones, whilst on the school site is *courteous* and *appropriate* to the school environment.

27 Physical Restraint

New Beacon follows the DfE advice in Use of Reasonable Force March 2014.

Physical restraint is permissible

- to prevent pupils from hurting themselves or others
- to prevent pupils from damaging property
- to prevent pupils from causing disorder

Any instance of physical restraint must be reported and recorded.

All staff, or adults who have been placed in charge have children, have a legal right to use reasonable force, i.e. to control or restrain, using no more force than is needed.

Force may be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil from behaving in a way that disrupts a school event, trip or visit
- prevent a pupil from attacking a member of staff or another pupil
- restrain a pupil from harming himself

Force cannot be used as a punishment. It is unlawful.

28 Whistleblowing Policy and Procedure

Introduction

New Beacon is committed to the highest possible standards of openness, honesty and accountability.

New Beacon employees are encouraged to raise any concerns they may have.

The New Beacon Whistleblowing Procedure is designed to deal with disclosure of information by an employee, which relates to certain types of wrongdoing in the workplace, e.g. danger, bribery, corruption, fraud or any other unlawful or unethical conduct. Employment legislation protects employees who blow

the whistle on bad practice from being subjected to any detriment or from being unfairly dismissed as a result. Employees can raise concerns at any time about an incident that happened in the past, is happening now, or an incident they believe will happen in the future. All types of wrongdoing are included, whether they are acts committed by fellow employees, faults in school procedures or oversights which should be rectified.

Aim

This procedure aims to ensure individuals are:

- encouraged to feel confident in raising serious concerns and to question and act upon concerns about practice
- provided with avenues to raise concerns and receive feedback on any action taken
- given a response to their concerns and are aware of how to pursue them if not satisfied
- reassured that they will be protected from reprisals or victimisation if they have a reasonable belief any disclosure has been made in good faith

Complaints that count as whistleblowing

- a criminal offence, e.g. fraud
- someone's health and safety is in danger
- risk or actual damage to the environment
- a miscarriage of justice
- procedures which break the law
- someone covering up wrongdoing
-

Complaints that don't count as whistleblowing

- personal grievances (e.g. bullying, harassment, discrimination) are not covered by the whistleblowing law, unless the particular case is in the public interest

Wrongdoing at work

Staff must always comply with their statutory obligations in accordance with KCSIE 2018 and Annex A. In particular:

- **Safeguarding policy:** Staff should raise any initial safeguarding concerns about a child with the Designated Safeguarding Lead in accordance with the School's Safeguarding Policy and Procedures.
- **Safeguarding – member of staff:** Staff should raise any concerns about another staff member with the Headmaster, or if the concern is about the Headmaster, with the Chair of Governors (without first notifying the Headmaster) in accordance with the school's Safeguarding Policy and procedures.
- **Whistleblowing Policy:** Staff should follow this procedure to raise concerns about poor or unsafe safeguarding practices at the school or potential failures by the school or staff to properly safeguard the welfare of pupils if they are concerned that the school's Safeguarding Policy and procedures are not being followed correctly.
- **Grievances:** This procedure should not however be used where staff have a complaint relating to their personal circumstances in the workplace. The Grievance Procedure Policy should be used in such cases.
- **Detriment:** Provided that this procedure is used appropriately and correctly, staff will not suffer any detriment as a result of reporting the wrongdoing. A failure to follow this procedure may however make the disclosure unreasonable and the protection given to staff by this procedure may be lost.

Procedure for whistleblowing:

Stage One

The member of staff with the concern should disclose the suspected wrongdoing to the Headmaster. In the Headmaster's absence, he/she should disclose the suspected wrongdoing to the Deputy Head. In the

event that Headmaster is involved in the suspected wrongdoing, he/she shall be entitled to proceed directly to Stage Two of this procedure.

Response: The member of staff can expect a response detailing to whom the disclosure has been notified or any action taken within 7 days of the Headmaster becoming aware of the disclosure.

Stage Two

If no response is forthcoming after seven days or if the Headmaster is involved in the suspected wrongdoing the member of staff can notify the Chairman of Governors of the disclosure.

Response: The member of staff can expect a response detailing any action taken within seven days of the Chairman of Governors becoming aware of the disclosure.

Stage Three

Outside body: If the member of staff does not receive a response within seven days he/she shall be entitled to notify a relevant and appropriate body outside the School which may include:

the Local Authority Designated Officer;

- Children's Social Care;
- the Health and Safety Executive;
- the Environment Agency;
- the Information Commissioner;
- the Department for Education (DfE);
- the Department for Business, Enterprise and Regulatory Reform;
- the Police;
- the Charity Commission;
- the Independent Schools Inspectorate (ISI);
- the Office for Standards in Education, Children's Services and Skills (Ofsted)

The NSPCC's 'What you can do to report abuse' dedicated whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Tel: 0800 028 0285, 8 a.m. – 8 p.m. Mon-Fri. E-mail: help@nspcc.org.uk

External procedures:

Where all internal procedures have been exhausted, a member of staff has a right of access to the Chair of Governors. It should be noted that under the Public Interest Disclosure Act 1998, there are circumstances where a member of staff may be entitled to raise a concern directly with an external body where the staff member reasonably believes :- a) that exceptionally serious circumstances justify it; b) that the School would conceal or destroy the relevant evidence; c) where they believe they would be victimised by the School; or, d) where the Secretary of State has ordered it.

Extreme circumstances:

The school will consider extreme circumstances exist where the member of staff has reason to believe that the school will subject him/her to detriment if he/she makes a disclosure to the relevant parties cited above, or if a cover-up is being mounted by the School, or if a disclosure made previously to the Deputy Head or the Headmaster or the Chairman of Governors in accordance with the stages above has not prompted a satisfactory response.

The media:

Even where extreme circumstances are thought to exist, the member of staff should under no circumstances approach a commercial body or the media with details of the suspected wrongdoing.

Allegations against staff

If any adult working in the School has a suspicion that a pupil has been abused by another adult working or volunteering in the School, he/she should report it to the Headmaster.

The Chairman of Governors will be informed.

Should the suspicion regard the Headmaster, this should be reported to Chairman of Governors, Mr James Thorne. Mr Thorne will inform the LADO, without disclosing the matter to the Headmaster.

Should the allegation be that the adult has behaved in a way that has/may have harmed a child, or committed /may have committed a criminal offence against or related to a child, or behaved towards a child in a way that indicates he/she would pose a risk of harm, then the Headmaster should report the allegation to the LADO the same day that the allegation is received. (see Role of the LADO below)

If an allegation is made against a member of staff or volunteer, suspension pending investigation would not be automatic. A decision would be made in each individual case.

If a member of boarding staff were suspended, alternative arrangements for their accommodation would be made.

Every attempt must be made to maintain confidentiality and guard against unwanted publicity.

The school should follow the latest statutory guidance

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289327/Dealing_with_allegations_of_abuse_against_teachers_and_other_staff.pdf)

Allegations found to be malicious would be removed from personnel records.

Disciplinary action against pupil(s) making malicious allegations would be considered.

Records of all other allegations should be kept but any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

Role of the LADO

The School will make contact with the LADO for North Kent if there is a concern that a member of staff, volunteer, casual worker, agency or self-employed worker, or any adult in a position of trust has behaved in a way that has harmed, or may have harmed, a child.

It is the LADO's role to manage and oversee allegations against adults working with children. Any allegation or concern about staff conduct should be discussed with the LADO who will provide the necessary advice on threshold decisions for a referral to police, social services and subsequent follow up in all cases. The LADO will be involved from the initial phase of the allegation through to the conclusion of the case, whether or not a police investigation continues. The LADO will help to co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible

Reporting to the authorities those unsuitable to work with children

If any person employed or contracted by New Beacon has harmed, or poses a risk of harm to a child, the School has a legal duty to refer the person to the DBS. If the person was involved with Early Years children, this should also be reported to Ofsted. The legal duty to refer applies equally in circumstances where an individual is deployed to another area of work that is not regulated activity, or indeed if they are suspended. Referrals should be made as soon as possible after the resignation / removal / redeployment of the individual.

The DBS will consider whether to bar the person.

Under the DBS it is an offence to knowingly employ someone who is barred. It is also an offence not to refer to the DBS details of anyone who is removed from regulated activity.

Where a teacher's employer (including an agency) dismisses or ceases to use the services of a teacher because of serious misconduct, or would have done had they not left first, the employer must consider whether to refer the case to the TRA.

29 Role of Governors

The School's governing body is responsible for ensuring there is an effective Safeguarding Policy in place and that it is implemented. It is the role of the governing body to ensure that the School meets its statutory duties with regard to safeguarding, including preventing radicalisation. KSIE 2018 states that in order for Governing Body to utilise 'the experiences and expertise of their staff when shaping safeguarding policies', they should provide 'opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy.' All governors will have a copy of this policy and will have the opportunity to consider and discuss its contents prior to approval by the governing body. The governing body receives an annual report to review safeguarding within the school.

The governing body will ensure that the DSL is properly supported in the role with time and resources. All governors are required to undergo DBS checks, to read KCSIE Part One and Annex A, and to read every update of the Safeguarding Policy. Governors are required to undergo a section 128 check, because a person who is subject to one is disqualified from being a governor.

Associate members of the governing body to serve on a governing body committee are not required to undergo enhanced DBS checks.

The designated governor with responsibility for Child Protection issues is:

Miss Theresa Homewood (email address: tmh@sevenoaksschool.org).

The Headmaster must inform the Chairman of Governors of any allegations of child abuse made against employees of the School. In addition he must keep the Chairman of Governors informed of all communication with outside agencies including Social Services. In the event of an allegation of child abuse being made against the Headmaster, the Chairman of Governors will be informed, and the designated governor for Safeguarding will take responsibility for following the School's Safeguarding Policy.

The Governors must read and comply with KCSIE including Annex A, and ensure all staff read at least Part 1 and Annex A. They should ensure that mechanisms are in place to assist all staff to understand and discharge their role and responsibilities as set out in Part One of KCSIE and Annex A. Governors must ensure that the Safeguarding Policy is effective and that the Staff Code of Conduct covers, amongst other things, acceptable use of technologies, staff/pupil relationships and communications including the use of social media. Governors must ensure that the ICT filters are appropriate and that pupils are taught about safeguarding through the curriculum. The Pastoral and Education Committee reviews internet safety, and the Deputy Head /DSL reports at annually to Governors on Safeguarding.

30 Safer Recruitment Policy

This policy should be read in conjunction with the Safeguarding Policy, the Code of Conduct for Staff, the Equal Opportunities Policy, the Previous Criminal Convictions Policy, and the Disclosure Policy.

The New Beacon has a culture of safer recruitment, and follows robust procedures that help deter, reject or identify people who might abuse children.

The School follows the DfE guidance, Keeping Children Safe in Education 2018, and the Independent School Standards Regulations, for the safer recruitment and employment of staff who work with children, volunteers, staff of contractors, supply staff, and other individuals that are not school staff, e.g. visiting activity leaders, parent helpers.

Mrs Theresa Ells (DSL and i/c single central register), and Mrs Alison Harrison (registrar), have overall responsibility for safer recruitment. They, the Headmaster, and the Deputy Head/DSL, Mrs Y Buchanan-Dunlop, are all trained in safer recruitment.

Checks are made, using the TRA (Teaching Regulation Agency) Teacher Services, to ensure that anyone employed in teaching work is not subject to a prohibition order. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are also checked with the TRA Teacher Services, and the Disclosure and Barring Service (DBS) before starting work. All staff engaging in regulated activity will require an enhanced DBS certificate and a barred list check.

All Governors, volunteer helpers, contractors working regularly during term-time, such as contract catering staff, and adult members of the families of members of staff who live on site, are also vetted according to ISI and KCSIE regulations and will require an enhanced DBS certificate.

For applicants for management positions, checks will be made for the existence of directions made by the Secretary of State under s.128 of the Education and Skills Act 2008, barring individuals from taking part in the management of an independent school. The s.128 directions will show up in the checks made with the DBS and the TRA (Teaching Regulation Agency) Teacher Services.

Checks for individuals who have been overseas: Individuals who have lived or worked outside the UK undergo the same checks. In addition a further check is made for information about any teacher sanction or restriction that an European Economic Area professional regulating authority has imposed, using the TRA Teacher Services system. An overseas criminal record certificate is required from any country where the applicant has worked for 12 months or more in the 10 years prior to their application. The School uses the certificate obtained in the immigration process to satisfy the KCSIE 2018 requirement to make any further checks they think appropriate on individuals who have lived or worked outside the UK so that any relevant events that occurred outside the UK can be considered.

Procedure for appointment of new staff, governors and volunteers

Job Advertisements

Job advertisements include the wording *'The New Beacon is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check, and a check through the TRA (Teaching Regulation Agency) Teacher Services.'*

Job Applications

Applicants will receive the job specification, the pro-forma application form, and the School's Safeguarding Policy, the Staff Code of Conduct, the Equal Opportunities Policy, the Previous Criminal Convictions Policy, and the Disclosure Policy.

Applicants must complete the New Beacon application form for sake of uniformity. They may also provide a CV if they wish.

Pro-Forma Job Application Form

The pro-forma job application form requires the following details:

- Full identifying details of the applicant including current and former names, date of birth, current address, and National Insurance Number
- A statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which s/he is applying with details of the awarding body and date of award
- A full history in chronological order since leaving secondary education, including periods of any post-secondary education or training, and part-time and voluntary work as well as full-time employment, with start and end dates, explanations for periods not in employment, education or training, and reasons for leaving employment
- A statement of the personal qualities and experience that the applicant believes are relevant to his or her suitability for the post advertised and how s/he meets the person specification.

The application form is also to include an explanation that the post is exempt from the Rehabilitation of Offenders Act 1974 and therefore that all unspent convictions, cautions and bindovers must be declared. It also requires a signed statement that the person is not disqualified from working with children, or subject to sanctions imposed by a regulatory body, e.g. TRA (Teacher Regulation Agency), and either has no unspent convictions, cautions, or bindovers, or has attached details of their record in a sealed envelope marked confidential.

References

A pro-forma reference form is sent to 3 referees in advance of the interview date.

Referees should be senior people with appropriate authority. References will not be accepted from relatives or from people writing solely in the capacity of friends.

One referee should be the applicant's current or most recent employer, who will be asked to provide the dates of employment, which will be checked against the information provided by the candidate.

If there is no current employer, verification of the most recent period of employment and reasons for leaving will be obtained.

Where an applicant who is not currently working with children has done so in the past, a reference will be obtained from the employer by whom the person was most recently employed in work with children. Referees are required to state whether applicants are suitable to work with children. Referees may send an accompanying letter in addition to the pro forma form, but not instead. The previous employer is contacted by telephone to facilitate an opportunity to give information that would not be given in writing. Additional phone calls are made to other referees or previous employees if there is any doubt, e.g. if vague or insufficient information is provided. References should not include cases in which an allegation was proven to be false, unsubstantiated or malicious. The references will be scrutinised and any concerns resolved satisfactorily before an appointment is made. This includes internal candidates. Checks will be made by the School to verify that any electronic references originate from a legitimate source.

Procedure in School

- All applications are scrutinised to ensure that they are fully and properly completed; that the information provided is consistent and does not contain any discrepancies; and to identify any gaps in employment. Incomplete applications, or applications not made on the pro-forma form, are not accepted and are returned for completion. As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment without any clear career or salary progression, or a mid-career move from a permanent post to supply teaching or temporary work, will be explored and verified. All candidates are assessed equally against the criteria contained in the person specification without exception or variation.
- The DfE requires the school to retain copies of documentation of identity / right to work / qualifications. Copies of DBS certificates should not be retained for longer than 6 months.

Interview

- Candidates are interviewed by at least two persons (together), in the case of applicants for teaching posts, usually the Headmaster and the Deputy Head, who has completed safer recruitment training. The candidate will also be invited to teach and their lesson and attitude towards children will be assessed.
- Gaps in the CV are investigated at interview by the Head and SMT members. Reasons for leaving jobs must be given satisfactory explanations.

Pre-appointment checks

- An offer of appointment is conditional on satisfactory completion of pre-employment checks:
- Verification of identity
- An enhanced DBS certificate (including barred list information for those in regulated activity)
- A separate barred list check if an individual will start work in regulated activity before the DBS certificate arrives
- Verification that the candidate is not subject to a prohibition order issued by the Secretary of State (or by the GTCE before 2012)
- Verification of the candidate's mental and physical fitness to carry out their work and responsibilities (relevant questions to be asked at interview)
- Verification of the person's right to work in the UK
- Further checks for a person who has lived or worked outside the UK (see checks for individuals who have worked overseas, above)
- Verification of professional qualifications
- Verification that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State
- Confirmation of having read the Safeguarding Policy, the Code of Conduct for Staff, and the Responsible Computer and Internet Use Policy.

A contract will be offered on condition of successful completion of the above. These procedures apply

to everyone joining New Beacon in any capacity, including teachers, volunteers, coaches, assistants etc.

These procedures also apply to internal candidates who apply for management positions.

If the DBS disclosure is delayed, the School may allow the member of staff can begin to work in regulated

activity but should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

Records of the latter will be stored on the Single Central Register.

Any member of staff who will be working in the boarding house may not begin work (other than under direct supervision by the boarding staff) until the DBS disclosure is received by the School.

- After accepting the post, candidates must bring to the Registrar:
 - i) *documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc).*
 - ii) *full birth certificate*
 - iii) *passport*
 - iv) *current driving licence*
 - v) *change of name documentation, if applicable*
 - vi) *details of any addresses other than the current, lived in within the last five years*
 - vii) *current (within 3 months) financial statement or utilities bill to confirm applicant's address*
 - viii) *proof of entitlement to work and reside in UK (where the candidate is not a citizen of a country within the European Economic Area or Switzerland)*

New employees

- Before arrival at New Beacon, the successful candidate will complete a form to confirm knowledge and understanding of KCSIE part 1 and Annex A, the School's safeguarding policy, and the School's full safeguarding training powerpoint.
- All teachers new to the school follow a carefully monitored programme of Induction and Mentoring. This is administered by Assistant Head (admin) for teachers in the Middle and Senior School, and by the Head of Junior School for teachers in the Pre-Prep and Junior School.
- All new staff are required to sign a Contract of Employment and are required to complete a probationary period. For teaching staff this is one year. For support staff this is 3 months.
- If the probationary period is completed satisfactorily, the employee's appointment will be confirmed in writing by the Headmaster.

Existing staff

If the School has concerns about an existing staff member's suitability to work with children, the School will carry out all relevant checks as if the person were a new member of staff. If a person moves from a non-regulated activity post to a regulated activity post, the relevant checks listed above will be carried out, including all required pre-appointment checks.

Supply Teachers

Checks are made with the supply agency that the above required checks have been carried out.

The supply agency must provide written notification that all appropriate safeguarding checks have been made before a supplied person can commence work at The New Beacon. The single central register must show that all these checks have been carried out and, in addition, that the school has carried out its own identity checks. The school must also receive a copy of the DBS disclosure in cases where it contains information. The DBS disclosure must have been made less than 3 months prior to the commencement of employment at the school.

Public Sector Staff

Individuals such as psychologists, nurses, dentists and other public sector staff will have been checked by their employing organisation. It is not necessary for the School to see their DBS disclosure as appropriate checks will have been carried out.

The School will check the person's identity when the individual arrives at the School and signs in.

Staff and volunteers not in regulated activity

It is not a requirement for the School to see visitors' DBS certificates. Ofsted advise the following: For visiting staff who do have unsupervised regular access to children and young people – such as educational psychologists, social workers, supply teachers, trainee teachers, nurses, sports coaches, MOD personnel and inspectors – their 'providing' organisation (for example, the supply agency, the university, primary care trust, local authority and so on) should request the check. It is sufficient for the School to seek written confirmation that appropriate checks, including DBS checks have been carried out and by whom, and to confirm the identity of these visitors.'

Many professionals are unlikely to carry their DBS certificates with them to the school but should have photo identity badges to evidence who they are.

- A risk-assessed decision about whether to obtain enhanced DBS checks for volunteers who are not in regulated activity will be made by the School, and the School will make a record of the risk assessment and the decision. Factors to take into consideration include the nature of work with the children, and what the School knows about the volunteer.
- A volunteer in respect of whom no checks have been obtained will not be left unsupervised or allowed to work in regulated activity.
- Staff who come onto the school site on an infrequent or one-off basis, such as competition judges or visiting speakers, do not meet the definition of regulated activity. Such staff are supervised and constantly accompanied by suitably checked school staff, therefore the full range of checks is not required.
- Visitors to the school report and sign in at reception and wear a visitor's badge. They are escorted by a member of the School staff. This also extends to secondary school pupils who are on work placements or similar.

Gap Year Students

Enhanced DBS checks are completed on gap students in accordance with the specialist direction issued by the DfE, which includes checking the evidence available from the applicant's country of origin and evidence of their country's Police checks.

Children on work experience

Children on work experience are supervised at all times, and are always former pupils and therefore known to the School. Work experience children may observe regulated activity and provide assistance to the teacher in charge where appropriate. A child on work experience receives an induction session before beginning work experience.

Contractors

The Headmaster and the School Business Manager ensure that any contractor, or any employee of the contractor, who is to work at the school, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) is required.

Contractors for whom no checks have been obtained will not be allowed to work unsupervised or engage in regulated activity.

If a contractor working at a school is self-employed, the school may make a DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

The School always checks the identity of contractors and their staff on arrival at the school.

Visiting Speakers

The pupils at New Beacon enjoy regular visits of outside speakers, e.g. visiting author, Shakespeare Company, speakers in chapel, charity representatives, magistrates, police etc. All requests for visiting speakers are discussed with the Headmaster. The visitor is booked at least one month (usually one term) prior to visiting the school. The Registrar will send the visitor 'Guidelines for Visiting Speakers', and the visitor will be required to complete a 'Visiting Speaker Self-Declaration Form.' The visitor will sign in upon arrival, and will be required to wear a visitor's badge. The organiser will accompany the visitor at all times, or will delegate this responsibility to a suitable colleague where this is not possible. Staff will be present during the visit. The organiser will ensure that the content aligns with the values and ethos of the School, and British values. In the unlikely event that the content does not meet this requirement, immediate action will be taken.

Other organisations working with New Beacon pupils on another site

Where New Beacon pupils go off-site, e.g. on an official school visit, they are always accompanied by New Beacon staff. In such events, the ratio of New Beacon staff to pupils is always sufficient for direct supervision at all times. The organiser of the trip is required to make a preliminary site visit where possible, and provide a detailed risk assessment, to include a check for suitability of adults from an outside organisation to supervise pupils.

Children staying with host families / private fostering

New Beacon pupils do not stay with host families.

Private fostering (where a child is looked after by someone other than their parent/guardian for over 28 days) should be referred to the local authority to check that the arrangement is suitable and safe for the child.

Disqualification

The School takes steps to gather sufficient and accurate information. An evidence trail is maintained by Mrs Harrison, the Registrar, who keeps records, including the date disqualification checks were completed.

Who is disqualified?

- Someone who has been cautioned for, or convicted of certain violent or sexual criminal offences against adults and any offences against children;
- Someone who is the subject of an Order, direction or similar in respect of childcare, including orders made in respect of their own children'
- Someone who had registration refused or cancelled in relation to childcare of children's homes or have been disqualified from private fostering;

Action following disclosures

If it comes to the attention of a school that they have a member of staff who may be disqualified, the person may apply to Ofsted for a waiver of disqualification. Pending the processing of the waiver, the member of staff cannot do or manage the work from which they are disqualified and if necessary the school should seek the advice of the LADO and employment professionals in relation to continued deployment.

Referring to the DBS / TRA or the Secretary of State

The School has a legal duty to refer to the DBS / TRA anyone who has harmed, or poses a risk of harm, to a child, anyone who has received a caution or conviction for a relevant offence, anyone who has been removed from working in regulated activity, or would have been removed if they had not left. The legal duty applies also where an individual is deployed to another area of work, or where the individual is suspended. Referrals must be made as soon as possible after the resignation, removal or redeployment of the individual.

If the School dismisses a teacher because of serious misconduct, the School will consider whether to refer the case to the Secretary of State, who may investigate the case with a view to the possibility of a prohibition order.

Disqualification self-declaration

All employees have an obligation to inform the School within 24 hours if :

- they are being investigated by any agency or organisation in relation to concerns about their behaviour towards children or young people
- they become the subject of any disciplinary investigation and/or sanction by any organisation due to concerns about their behaviour towards children
- they are convicted of any offences that are listed in the 2018 Disqualification regulations in the Childcare Act.

Full details can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741597/APPENDICES-Disqualification_under_the_childcare_act_statguidance_4_.pdf

31 Contact details

<u>DSL</u>	Mrs Y M Buchanan-Dunlop Work: 01732 452131 office ext 238 Mobile: 07585 907523
<u>Deputy DSL</u>	Mrs Theresa Ells, school office
<u>DSL for EYFS</u>	Mr Gordon Braidwood ext 253 (pre-prep office)
<u>Headmaster</u>	Mr M Piercy ext 228
<u>Designated Governor</u>	Dr N Perry (contact details available from school secretaries)
<u>Chairman of Governors</u>	Mr J Thorne (contact details available from school secretaries)

Area Safeguarding Advisor (Education) for North Kent:

Anup Kandola is the Area Safeguarding Advisor.
North Kent Families and Social Care
Worrall House (Dartford, Gravesham, Sevenoaks)
30 Kings Hill Avenue, West Malling, ME19 4AE
Office: 03000 412445

Linda Funnell, Safeguarding Admin Support (PA to Area Safeguarding Advisor, part-time)

Office: 03000 411995

Rachel Unsworth: 03000 412706

linda.funnell@theeducationpeople.org

LADO (Area Designated Officers for Child Protection)

The LADO team deal with allegations against staff .

LADO team contact number : 03000 410 888

Email : kentchildrenslado@kent.gov.uk

All new referrals to the LADO service should be made using the referral form on the KCSB (to be known as KSCMP) website

Integrated Front Door: (if a child may be at risk of imminent harm)

03000 41 1111

Or call the Police - 999

03000 41 9191 (for out of hours)

Early Help and Preventative Services : 03000 419222
earlyhelp@kent.gov.uk or 03000 419222

Education Safeguarding Adviser – Online Protections
Rebecca Avery
Office : 03000 415797
Mobile : 07789 968705
rebecca.avery@kent.gov.uk
esafetyofficer@kent.gov.uk (for general enquiries)

Social Services:

The Willows
Hilda May Avenue
Swanley BR8 7BY
Tel: 01322 611 0000
Social Services 24/7: 0300 333 5433

Child in need/child protection, Kent Child Protection Committee: www.kcpc.org.uk.

Independent Schools Inspectorate

CAP House
9-12 Long Lane
London
EC1A 9HA

DfE Helpline (Counter Extremism):

020 7340 7264
counter.extremism@education.gsi.gov.uk

Police: Kent 01622 690690 or 101

Author, Approval, Review

Author:	Yolande Buchanan-Dunlop (Deputy Head)
Date:	September 2019
Approval:	Mike Piercy (Headmaster)
Approval:	Mr James Thorne (Chairman of Governors)
Approval:	Dr N Perry (Gov i/c Safeguarding)
Date for Review:	September 2020 (or earlier if further changes to regulations)

Appendix A

NEW BEACON SCHOOL STAFF DISQUALIFICATION DECLARATION
To be completed by new employees

Name:	Dept:
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Please circle one answer for each question

Section 1 – Orders or other restrictions	
Have you been cautioned for, convicted of or charged with violent or sexual criminal offences against children or adults, at home or abroad?	YES / NO
Have any cautions, charges or convictions related to childcare been made against you?	YES / NO
Have any orders or other determinations been made against you which prevent you from being registered in relation to child care, children’s homes or fostering?	YES / NO
Are you barred from working with children by the Disclosure and Barring Service (DBS)?	YES / NO
Are you prohibited from teaching by the TRA (Teaching Regulation Agency) Teacher Services?	YES / NO

Section 2 – Provision of Information	
If you have answered YES to any of the questions , please provide details below. You may supply this information separately.	YES / NO

Details of the order, restriction, conviction, caution etc. including dates and relevant bodies:

Section 3 – Declaration

I confirm that to the best of my knowledge, I am not living with a person who has been disqualified from working with children.

- I understand my responsibilities to safeguard children.
- I understand that I must notify the Headmaster of anything that affects, or might affect, my suitability to work in the School, including any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children under the Childcare (Disqualification) Regulations 2009.

Signed:

Date:

Print Full Name: