

Beyond Books

Safeguarding and Child Protection Policy

Online & In person

Due for review during Sept 2024

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Key Contacts

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Emergency Duty Team	+44 (0) 20 7641 2388 (24 hours)
Westminster Local Safeguarding Children Partnership	+44 (0) 7739 315388
Allegations Manager/LADO	+44 (0) 20 7641 7668
Prevent Team	+44 (0) 7817 054759
National Contacts	
Crimestoppers	0800 555 111
NSPCC Childline 0800 1111	0800 800 500
National Domestic Abuse Helpline	0808 2000 247
Samaritans	0845 790 9090
OFSTED	0300 123 4666
NSPCC Whistleblowing Helpline	0800 028 0285 help@nspcc.org.uk
Children's Commissioner for England	Anne Longfield 0800 5280731 advice.team@childrenscommissioners.gsi.gov.uk

Introduction

Beyond Books recognises that it has a duty to ensure that safeguarding permeates all activities and functions. The company expects all members of staff, volunteers and third parties to share its commitment to safeguarding and promoting the welfare of pupils. The company prohibits the use of corporal punishment.

This policy is addressed to all members of staff and volunteers. It is available to all parents on request and is available on the Beyond Books website. It applies to all staff and volunteers who work with pupils from the company, even where this is away from the company's premises. Safeguarding and promoting the welfare of children is **everyone's** responsibility and all staff have a responsibility to provide a safe environment in which children can learn. The term 'children' includes everyone under the age of 18 years. However, the company's duty is to promote the welfare and health and safety of all pupils in its care, whether they are under or over the age

of 18 years.

This policy should be read in conjunction with the following policies/documents at Beyond Books.

- Safer Recruitment policy
- Code of Conduct
- Acceptable Use of IT policy for staff & pupils
- Behaviour, Management and Discipline policy
- Whistleblowing policy

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

A *Child at Risk* is where a child is identified as suffering, or being at risk of suffering, significant harm. If the child is in immediate danger the police should be called as well as children's social care and the Designated Safeguard Leads informed.

A *Child in Need* is when a child is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a Local Authority. Equally, a child is in need if their health or development is likely to be significantly impaired or further impaired, without the provision of such services, or if they are disabled.

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

Aims and Objectives

All staff are aware of the obligation laid upon them by the 1989 Children Act and subsequent legislation which is invoked when it is considered that a child is at risk of significant harm. However, this policy also outlines our expectations and responsibilities regarding the wider agenda of safeguarding and promoting the welfare of children working with the company in response to our statutory obligations under the Education Act 2002 (Section 175/157). This policy is updated in line with Working Together to Safeguard Children (2020), The Children Act 2004, The Education Act 2011, London Child Protection Procedures (2021) and the latest

guidance on managing allegations, preventing and tackling bullying, use of reasonable force, screening searching and confiscation and managing pupil behaviour (2018), and Keeping Children Safe in Education (Statutory guidance for schools and colleges September 2021). All staff, volunteers, have been issued with a copy of 'Keeping Children Safe in Education'.

Beyond Books fully recognises its respective responsibilities for safeguarding and child protection. The company adopts a whole school approach to safeguarding. This means ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. The safety and welfare of children is embedded in all of the company's processes and procedures, and consequently enshrined in its ethos.

Our policy applies to all staff and volunteers working in the company. There are five main elements to our policy:

- ensuring that we practise safer recruitment procedures in checking the suitability of staff and volunteers to work with pupils, including obtaining assurance that appropriate checks and procedures apply to any staff employed by another organisation, and ensuring all staff have read the policy and understood the chain of command and their responsibility;
- raising awareness of child protection and safeguarding issues and equipping pupils with the skills needed to keep themselves safe;
- developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- supporting any pupil who has been abused
- establishing a safe environment in which pupils can learn and develop.

We recognise that, because of the day to day contact with pupils, staff are well placed to observe the outward signs of abuse. The company will therefore:

- establish and maintain an environment where pupils feel secure, are encouraged to talk, and are listened to;
- ensure that pupils know that there are adults in the company whom they can approach if they are worried; including, but not exclusively, through the system of tutors and DSL.

Role of the Designated Safeguarding Leads (DSLs)

The Designated Safeguarding Leads are responsible for matters relating to child protection and safeguarding. Staff should speak to the Designated Safeguarding Lead if they have a concern about a child's welfare and parents are welcome to approach the respective DSL if they have any concerns, whether they relate to their own child or any other. In accordance with KCSIE 2021, the main responsibilities of the DSLs are:

Managing referrals

- to take lead responsibility for promptly referring all cases of suspected abuse of any pupil at the company to Children's Social Care Services; to have a working knowledge of the Westminster Local Safeguarding Children Partnership (LSCB) procedures; to develop effective links with relevant and statutory and voluntary agencies including Westminster Local Safeguarding Children Partnership;
- to work together with the three safeguarding partners (the Local Authority; a clinical commissioning group for an area within the Local Authority; and the chief officer of police for an area (any part of which falls within a Local Authority area)) to safeguard and promote the welfare of children;
- to take lead responsibility for making referrals promptly to the police where a crime may have been committed which involves a child;
- to act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Raising awareness

- to ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Council regarding this;
- to ensure this policy is publicly available;
- to ensure that parents are aware that referrals about suspected abuse or neglect may be made to Children's Social Care Services and the company's role in this;
- to maintain links with the local authority and to ensure staff are aware of training opportunities and the local policies on safeguarding;
- where children leave Beyond Books, to ensure that any concerns about the safety and welfare of the children are shared with their school or college, whether this is when problems are first emerging, or where a child is already known to the Local Authority Children's Social Care Services.

The Designated Safeguarding Leads will:

- advise and act upon all suspicion, belief and evidence of abuse reported to them;
- liaise with Children's Social Care Services and other agencies on behalf of Beyond Books.
- promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and the leadership team within Beyond Books.

Training

The DSLs for child protection and safeguarding attend training courses every two years. The DSL also, as a minimum, has accessed Prevent Awareness training. The DSLs also receive LSCP advice in relation to Prevent and online safety and receive informal updates from other agencies.

The DSLs are trained to understand the unique risks associated with online safety and be confident that they have the relevant and up to date capability required to keep children safe whilst they are online and working with Beyond Books. In person, the DSLs are supported by the local authority and the Deputy Safeguarding Leads.

At the start of each academic year, child protection and safeguarding updates will be made available for all staff. New staff who join the company at other points in the year see the DSLs for training. The DSLs ensure that Part 1 KCSIE 2021 is read by all staff and those that work directly with the children.

As a minimum, the annual safeguarding training covers the following topics:¹

- Safeguarding and Child Protection policy *
- Online safety
- Company policy -role of and identity of the DSLs and Deputy DSLs
- KCISE 2021 -part one (all staff)*
- Staff code of conduct (including whistleblowing and acceptable use of IT, staff/ pupil relationships and communications including the use of social media)*

Child Protection Procedures

If a member of staff is concerned about a child or suspects that a child is the victim of abuse, whether physical, emotional, sexual or as a result of neglect or being exposed to

domestic violence, s/he should inform the DSL. In this instance it is Miss Phoebe James .

They are responsible for liaising with Children's Social Care Services and the Local Safeguarding Children Board (LSCB). **If, however, a child is in immediate danger or is at risk of harm a referral should be made to Children's Social Care Services and/or the police immediately.** Anyone can make a referral and, if a referral is not made by the DSL, then the DSL should be informed as soon as possible that a referral has been made. Referrals should be made to the Children's Social Care Services in the Borough in which the pupil lives. The online tool <https://www.gov.uk/report-child-abuse-to-local-council> directs to the relevant Children's Social Care Services contact number. If the danger to the child is not immediate, the DSL should make the referral within 24 hours of the disclosure.

The DSLs can be contacted during standard working hours and on their mobiles. The Deputy DSL can also be contacted on their mobiles out of hours. Other numbers, including those that are manned 24 hours a day, can be found on the first page of this document.

The DSL will usually decide, whether to make a referral to Children's Social Care Services, but it is important to note that any staff member can refer their concerns to Children's Social Care Services directly. Referrals to statutory agencies do not require parental consent.

Recognising Abuse

Types of abuse and neglect (*Taken from Keeping Children Safe in Education, September 2021*)

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.

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.

Domestic abuse: whilst the Government identifies four main types of abuse (outlined above) there is also the need to recognise domestic abuse. The cross-Governmental definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to, psychological, physical, sexual, financial, and emotional. In April 2021 the Domestic Abuse Act introduced the first ever statutory definitions of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experiences the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic 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 to leave the family home as a result.

Operation Encompass operates in the Borough of Westminster and helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL) in the company before the child or children arrive at school the following day. This ensures that the company has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

The National Domestic Abuse Helpline also provides support and guidance for victims of domestic abuse and can be called free of charge and in confidence. See contact details on page

Indicators of Abuse

The identification of physical signs of abuse is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell.' It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that members of staff are also aware of the range of behavioural indicators of abuse and reports any concerns to the DSL. It is the responsibility of all staff to report any and all niggling worries or concerns over safeguarding and welfare. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- be reckless with regard to their own safety;
- self-harm;
- show signs of not wanting to go home;
- display a change in behaviour -from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;

- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol; or
- display sexual knowledge or behaviour that normally exceeds that expected for their age;
- have 'tummy pains' with no medical reason; and
- be dirty, smelly, poorly clothed or who appear underfed.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is therefore essential that staff report any concerns that they have.

Mental Health

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

Contextual Safeguarding

Safeguarding incidents and/or behaviour can be associated with factors outside of the company and can occur between children outside of care within Beyond Books. All staff, and especially the DSLs, should consider the context in which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means that any assessment of a child should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. All staff, but especially the DSL (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of forms and children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, online abuse, teenage relationship abuse and serious youth violence. Children's Social Care Services assessment should consider such factors and so it is important that the company is in a position to provide as much information as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

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

CSE 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 years 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. CSE can affect any child or young person (male or female) under the age of 18 years old, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity that 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).

CCE is similar to CSE in that it describes a situation where an individual or group take advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (rather than specifically sexual activity). CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (see county lines below), forced to shoplift

or pickpocket, or to threaten other young people.

Both CSE and CCE are forms of abuse. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

County Lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations.

Sexting/ Youth Produced Sexual Imagery (YPSI)

Sexting, also known as Youth Produced Sexual Imagery (YPSI) is an increasingly common activity among young people where they share inappropriate or explicit images online or through mobile phones. In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as ‘the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18 years.’ It includes nude or nearly nude images and/or sexual acts. Sexting does not include the sharing of sexual photos and videos of under 18 year olds with or by adults; this is a form of child sexual abuse and must be referred to the police. Regrettably, there is a national concern related to young people (under the age of 18 years of age) engaging in sending/sharing inappropriate/indecent photographs of themselves or of other children via texts, SnapChat messages, Facebook Messenger, Instagram, WhatsApp etc.

The Law

The sharing of sexual videos and pictures of children under the age of 18 years, even if the child/young person shares an image of themselves, is a criminal offence. Specifically, crimes involving indecent photographs of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation, it is a crime to: take an indecent photograph or allow an indecent photograph to be taken; make an indecent photograph (this includes downloading or opening an image that has been sent via email/text/Snap Chat etc.); distribute or show such an image; possess with the intention of distributing images; advertise and possess such images. Young people may also call it:

- cybersex;
- sending a nude; or
- trading nudes/ 'Dirties'.

Sexting is often seen as flirting by children and young people who feel that it is a part of normal life and relationships. Laws were created long before the widespread use of the internet and, therefore, the company should always take a measured approach and seek to avoid criminalising children and young people where possible. Consensual image sharing, especially between older children of the same age, may not be abusive and should not always be treated as such. Even so, children still need to know it is illegal.

Dealing with sexting/ YPSI incidents

When an incident involving YPSI comes to the company's attention the incident should be referred to the DSL as soon as possible. The DSL will apply their professional judgement to each incident and consider the following:

- whether there is a significant age difference between the sender/receiver involved;
- whether there is any external coercion involved or encouragement beyond the sender/receiver;
- whether the child is recognised as more vulnerable than is usual (i.e. at risk);
- whether the image is of a severe or extreme nature;
- whether the situation is not isolated and the image has been more widely distributed;

- whether this is not the first time children have been involved in a sexting act;
- whether other knowledge of either the sender/recipient may add cause for concern (i.e. difficult home circumstances);
- that sexting among children can be a common occurrence; where they often describe these incidents as 'mundane'; and
- children, involved in sexting incidents, will be dealt with (by the police) as victims as opposed to perpetrators (unless there are mitigating circumstances).

All incidents of sexting should be recorded, including any action taken by the member of staff who found out about the incident.

Initial response

The DSL should hold an initial review meeting with appropriate staff. There should be subsequent interviews with the children involved (if appropriate) and 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 child at risk of harm. At any point in the process, if there is a concern that a child has been harmed or is at risk of harm, a referral should be made to Children's Social Care Services and/or the police immediately. An immediate referral to police and/or Children's Social Care Services should be made if at this initial stage:

- the incident involves an adult;
- there is reason to believe that a child has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs);
- the imagery suggests the content depicts sexual acts which are unusual for the child's developmental stage, or are violent;
- the imagery involves sexual acts and any student in the imagery is under 13 years; or
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example, the child is presenting as suicidal or self-harming.

If none of the above apply, then the company may decide to respond to the incident without involving the police or Children's Social Care Services duty team. The company can choose to escalate the incident at any time, if further information or concerns become known).

The DSL should always use their professional judgement in conjunction with those of

their colleagues to assess incidents. Adults should not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible, responses to incidents should be based on what the DSLs have been told about the content of the imagery. The decision to view imagery should be based on the professional judgement of the DSL and in line with the company Safeguarding and Child Protection policy.

If the DSL is satisfied that no other agency needs to be involved in dealing with the case, consideration should be given to deleting the images. The child should do this under supervision. Images should never be copied printed or shared with others; this is illegal. If any devices need to be seized and passed onto the police, the device(s) should be confiscated, and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to):

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sharing nudes (also known as sexting or youth produced sexual imagery);
- initiation/hazing type violence and rituals; or
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

There is often a gendered nature to peer on peer abuse and it is more likely that girls will be victims and boys perpetrators. Whilst Queen's College is an all-girls' school, staff will never become complacent about peer on peer abuse, and all staff will recognise that children of both genders are capable of abusing their peers.

Peer on peer abuse should be treated as a child protection and safeguarding concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. Abuse of this nature should **never** be tolerated or passed off as 'banter'; 'just having a laugh'; or 'part of growing up'.

Strategies to minimise the risk of peer on peer abuse

The company aims to prevent peer on peer abuse (which can include bullying) from becoming established. This is achieved by establishing a culture in which peer on peer abuse is not tolerated and where it is seen as the responsibility of all members of the Beyond Books community to report any instances of peer on peer abuse. All staff understand how important it is to challenge inappropriate behaviour between peers. The company promotes a culture that minimises the risk of peer on peer abuse by promoting an open environment where pupils feel safe and where they feel that they are listened to. The company operates an open-door policy where pupils are encouraged to discuss concerns and worries with any member of staff.

Procedures to deal with peer on peer abuse

Peer on peer abuse may be identified in several ways:

- disclosure to a member of staff by the individual being abused;
- disclosure to another pupil by the individual being abused;
- witnesses to specific incidents; or
- suspicion of peer on peer abuse based upon the indicating factors.

When a disclosure or allegation is made by a pupil against another, members of staff should treat it as a safeguarding concern. Staff should inform the DSL. The DSL will gather information from the pupil making the allegation and consider whether they are at risk of significant harm. The child's wishes and feelings will be taken into account when determining what action to take and what services to provide, although the safety of the child will be the overriding priority.

If the DSL believes that the child has been harmed or is in risk of harm, they will make a referral to Children's Social Care Services. If the allegation indicates that a potential criminal offence has taken place, the DSL will inform the police. Once advice has been taken from Children's Social Care Services and/or the police, the company will begin its investigation. The DSL or member of staff designated by the DSL will speak separately to the pupils involved to gain a statement of facts from them, using consistent language and open questions for each account. Any written evidence or images will be gathered. Parents, of both the alleged perpetrator and the alleged victim will be informed at an early stage and kept updated. If the police/Children's Social Care Services are involved, the company will wait for their agreement before informing parents.

If the allegation highlights a potential risk to the company and the pupil, the company will follow the company's behaviour policy and procedures and take appropriate action. If there is a criminal investigation ongoing, the company may consider that the pupil is unable to be educated on site until the investigation is concluded. In such cases, the pupil will be provided with appropriate support and education whilst they are off site.

Support for the victim and perpetrator

The support that the victim requires will depend upon the individual, but the company can offer support to the victim in a number of ways:

- a support plan, naming someone to whom they can talk and listing support strategies for managing issues;
- the victim can speak to a trusted adult of their choosing within the company;
- the company may consider a referral to outside agencies including CAMHS (Child and Adolescent Mental Health Services)

It is important to find out why the perpetrator has behaved in such a way. It may be that they may have been harmed themselves in a similar way or may be experiencing their own difficulties. The company acknowledges its responsibility to offer support and will consider the following:

- a support plan, including support strategies for managing issues;
- the perpetrator can speak to a trusted adult of their choosing in the company;
- the company may complete a CAF to ensure that outside services are made available to the perpetrator;
- a referral to outside agencies, including CAMHS or the CSE exploitation team, may be a requirement in the case of sexually harmful behaviour support plan, including support strategies for managing issues; and
- such other action as may appear appropriate to contact the Assistant Head,

Deputy Head Pastoral or Principal/ Headmistress of the children's school.

Child on Child Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur both online and offline (both physically and verbally) and are never acceptable.

Sexual violence and sexual harassment should never be accepted. It is **never** acceptable to dismiss it as "banter", "part of growing up", or "just having a laugh." The company will take all allegations of sexual violence and sexual harassment seriously. Any pupil making such a disclosure will be reassured that they have done the right thing in coming forward and that they will be supported and kept safe. Any disclosures of this nature will be passed immediately to the DSL

Forced Marriage

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the prospective spouses. Forced marriages are recognised in the UK as an abuse of human rights and a form of domestic abuse and where it affects children and young people, child abuse.

In addition to the above, there are also specific safeguarding issues of which staff should be aware and any member of staff who has a concern about any of the issues listed below should discuss this with the DSL immediately:

- child missing from home or care;
- bullying including cyberbullying;
- domestic violence;
- drug

Sexual violence

Sexual violence can be defined as rape, sexual assault or assault by penetration without consent. The legal age of consent in the UK is 16 years and no child under 13 years can ever give consent.

Sexual harassment

Sexual harassment can be defined as ‘unwanted conduct of a sexual nature’ that can occur online and offline.’ Sexual harassment is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment may include:

- sexual comments such as telling sexual stories and making lewd comments;
- making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting, sexual violence and sexual harassment;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes;
- upskirting;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; and
- Initiation/ hazing type violence and rituals

Online sexual harassment may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including on social media;
- sexual exploitation; and
- coercion and threats.

Any allegations of sexual violence or harassment that are made must be reported to the DSL immediately. The DSL will follow the procedure as outlined in the investigation, referral and reporting section of this policy. In addition, if an incident of sexual violence has been reported, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a written risk assessment should be considered on an individual basis. This will consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, senior pupils over the age of 18,

Prevent 2015

The Prevent Duty is the duty in the Counter-Terrorism and Security Act 2015 where all schools are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

The Terrorism Act (2000) defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat may be designed to influence the Government or to intimidate the public and is typically made for the purpose of advancing a political, religious or ideological cause.

The Government has defined extremism as the vocal or active opposition to British fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Section 26 of the Counter-Terrorism and Security Act which came into force on 1 July 2015, places a duty on schools to have 'due regard to the need to prevent people from being drawn into terrorism'. This guidance is issued under Section 29 of the Act. The 'Prevent Duty Guidance for England and Wales', 2015, states that 'Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent Duty guidance is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid indoctrination and secure a balanced presentation of political issues.'

Different people display various signs of radicalisation. Some people are able to hide it so well that they are indistinguishable from anybody else, making it hard to identify them as radicalised and understand what their intentions are or could be.

The following are some signs that could mean somebody could be at risk of radicalisation or is going through a radicalisation process:

Physical changes

- sudden or gradual change in physical appearance;
- sudden or unexpectedly wearing religious attire;
- getting tattoos displaying various messages;
- possesses unexplained gifts and clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person);

Social changes

- cuts ties with their friends, family or community;
- starts to become socially withdrawn; becoming dependent on social media and the internet;
- begins to associate with others who hold radical views;
- bullies or demonises other people freely;
- begins to attend rallies and demonstrations for extremist causes;
- associates with known radicals;
- visits extremist websites, networks and blogs;

Emotional and verbal changes

- begins to complain, often with anger, about governmental policies, especially foreign policy;
- advocates violence or criminal behaviour;
- begins to believe in government conspiracies;
- exhibits erratic behaviour such as paranoia and delusion;
- speaks about seeking revenge;
- starts to exhibit extreme religious intolerance;
- demonstrates sympathy to radical groups; or
- displays hatred or intolerance of other people or communities because they are different.

Members of staff, who have concerns about a pupil, must make these concerns known to the DSL at the earliest opportunity. The DSL will then make a judgement as to whether or not it is appropriate to make a referral to the Channel Programme, through the Local Authority in which the pupil resides.

Children who may be particularly vulnerable

Some pupils may be at an increased risk of abuse. It is important to understand this increase in risk is more likely due to societal attitudes and assumptions, and failures to acknowledge pupils' diverse circumstances, rather than the individual's personality, impairment or circumstances.

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that pupils at the company receive equal protection, special consideration will be given to pupils who are:

- disabled or have special educational needs;
- young carers at home;
- living in a domestic abuse situation;
- affected by parental substance misuse;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living transient lives;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- involved directly or indirectly in sexual exploitation; or who
- do not have English as their first language.

This list provides examples of particularly vulnerable groups, but is not exhaustive.

Children who need a social worker

Local Authorities should share the fact that a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both Local Authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children who require mental health support

The company has an important role to play in supporting the mental health and wellbeing of their pupils. All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff in the company are well placed to observe children and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. The company effectively uses data so that changes in pupil's patterns of attainment, attendance or behaviour are noticed and acted upon. The company's effective pastoral system means that every pupil is well known to at least one member of staff and that staff are able to identify poor or unusual behaviour that may have a root cause that needs addressing. Support includes assessments to establish an analysis of the pupil's needs; a plan on how the pupil will be supported and action to provide that support alongside regular reviews. The reviews enable the effectiveness of the provision to be assessed and to lead to changes where necessary, for example if more long term counselling is required. Staff understand that only appropriately trained staff should attempt to make a diagnosis of a mental health problem.

If a member of staff has concerns that a child's mental health might be suffering because the child is being abused or at risk of suffering abuse, they should treat it as a safeguarding issue and immediately speak to the DSL.

Children with Special Educational Needs and Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff must be aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

To address these challenges, the company offers additional support, including one to one and small group sessions, where appropriate, for children with SEN and disabilities.

Female Genital Mutilation (FGM) and Honour Based Violence (HBV)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but, if there are two or more indicators present, this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that pupils at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in Annex B of the Government's April 2018 'Multi-agency statutory guidance on female genital mutilation'. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-

agency liaison with police and Children's Social Care Services.

A mandatory reporting duty commenced in October 2015, whereby teachers must report to the police cases where they discover that an act of FGM in young people who are under 18 years has occurred. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve Children's Social Care Services as appropriate.

Honour Based Violence is a crime which has, or may have been, committed to protect or defend the honour of the family and/or community. HBV has the potential to be a child abuse concern. Any member of staff who has concerns about HBV must report them to the DSL at the earliest opportunity. The DSL will then make a judgement as to whether or not it is appropriate to make a safeguarding referral.

Staff interaction with pupils

Full details of required behaviour from staff towards pupils are given in the Code of Conduct.

The current climate of suspicion with regard to child abuse poses a real dilemma for caring adults. In order to protect pupils from abuse, and staff from suspicion of abuse, the natural inclination to comfort and reassure pupils through physical contact has to be curbed, and this impulse restrained, by a considered assessment of the situation. This does not mean that physical contact is never permissible, but adults touching pupils must operate within understood limits. Contact beyond those limits must be a considered response which must be justified if necessary. Rigid rules about what is and is not permissible/acceptable are difficult to implement. See the additional specific guidelines for peripatetic teachers (below).

The simplest advice is to try, as far as is possible, to avoid being alone with a pupil. Where one-to-one contact does happen, e.g. in music lessons and guidance interviews, it should be arranged with others, where possible, within ear shot or vision.

(i) Physical contact and the use of reasonable force

This may be for the purpose of:

- care;
- instruction; or
- restraint.

Staff should always be able to justify resorting to any physical contact. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of contact to control or restrain children. Reasonable in these circumstances means 'using no more force than is needed.' The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Should physical contact appear necessary, staff should, if at all possible, summon a colleague to assist. Any incidents where reasonable force is used must be reported to the DSL immediately after the incident.

As adults in positions of trust, and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all staff will adhere to the company's expectations regarding professional conduct and should familiarise

themselves with the 2013 DfE guidance regarding reasonable force, called 'Use of Reasonable Force'.

Handling a disclosure

(i) Remarks

Salacious or demeaning remarks should never be made to or in the presence of, pupils. Remarks about a pupil's physical characteristics or development, or suggestive or derogatory comments could fall into this category.

(ii) Attachments

Staff are strongly advised to share your concerns with the appropriate DSL if:

- they suspect a pupil is becoming inappropriately attached to you or another member of staff; or
- their relationship with, or feelings towards, a child or young person is placing them at risk of unprofessional behaviour.

If a pupil discloses directly, it is important to remember that this may become the basis of evidence in a criminal or civil court. Listen carefully to what is said. **Ask only open questions such as:**

- What was happening at the time?
- Is there anything else you want to tell me?

Do not ask leading questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse, as this can later be interpreted as putting ideas into the child's mind. Allow the child to lead the conversation and remain calm.

NEVER GIVE UNDERTAKINGS OF ABSOLUTE CONFIDENTIALITY TO A

PUPIL. Breaking a child's confidence could be highly damaging; it is advisable from the outset to say that you might have to tell someone. At the same time, reassure the pupil that there will be an appropriate level of confidentiality. This means only involving those who need to be informed of the disclosure (such as the DSL) and children's social care.

Make notes of the details of the disclosure using the child's words where possible. Records should:

- be handwritten and if at all possible submitted within one hour, but certainly within 24 hours to the DSL;

- be accurate and descriptive, using the child's words/quotations as much as possible;
- not make assumptions;
- not include any opinions;
- indicate sources of information;
- be clear and concise and include date, time, place and who was present where applicable; and
- include what led up to the disclosure and include what you said to the child (to illustrate that you did not ask leading questions).

Reassure the pupil that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse or sexual violence or harassment. A victim must never be made to feel ashamed for making a disclosure.

Talk immediately to the relevant DSL, unless the complaint involves an allegation against a member of staff or volunteer, in which case the Principal of the College or the Headmistress of the Prep School should be informed immediately. Do not discuss the matter with anyone else.

If you observe anything which involved a pupil at the company which you feel could be a Child Protection matter, you must talk to the relevant DSL as soon as possible.

In any case where a child is in immediate danger or is at risk of harm a referral should be made to Children's Social Care Services and/or the police immediately. Anyone can make a referral and, if a referral is not made by the DSL, then the DSL should be informed as soon as possible that a referral has been made. Referrals should be made to the Children's Social Care Services in the Borough in which the pupil lives. The online tool <https://www.gov.uk/report-child-abuse-to-local-council> directs to the relevant Children's Social Care Services contact number. If the danger to the child is not immediate, the DSL should make the referral within 24 hours of the disclosure. Referrals to statutory agencies do not require parental consent.

Investigation, referral and reporting

It is the responsibility of the Beyond Books staff to:

- protect children from abuse;
- be aware of the company's Child Protection procedures;
- keep a sufficient record of any significant complaint, conversation or event;
- report any matters of concern to the DSL; and

- undertake appropriate training, including refresher training at three yearly intervals.

It is not the responsibility of Beyond Books staff to investigate suspected abuse. The company is not an investigation or intervention agency for child protection, but it has an important role to play at the recognition and referral stages. The company will take into account the procedures published by the Local Safeguarding Children Board when dealing with allegations of abuse.

Having taken advice from Children's Social Care Services and acting in accordance with locally agreed agency procedures, and when considered appropriate and safe to do so, the DSL will discuss the concerns with the parents/guardians and seek their agreement before making a referral to Children's Social Care Services, recognising that this may strengthen the capacity of parents to respond to the needs of their children before problems develop into abuse. The only exceptions would be in the case of sexual abuse, significant physical abuse or where seeking parental consent might put a child at further risk of abuse/significant harm. If consent to referral is not given by the parent/guardian, the DSL may consult Children's Social Care Services who will advise whether any further action should be taken by the company or other agencies.

If there is doubt over whether a referral should be made, the DSL may consult with Children's Social Care Services or other appropriate professionals on a no-name basis without identifying the family. However, as soon as a sufficient concern exists, a referral will be made without delay. If a referral is made by telephone, the DSL will confirm the referral in writing to Children's Social Care Services within 48 hours. If no response is received within three working days, the DSL will contact Children's Social Care Services again.

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If a referral is made, the DSL will reserve the right to contact the child's Principal/Headmistress and keep them informed of the case; unless the complaint involves the Principal/Headmistress in which case the company will make direct contact with social services.

In circumstances where a pupil has not suffered, and is not likely to suffer, significant harm but is in need of additional support from one or more agencies, the DSL will liaise with Children's Social Care Services and, where appropriate, an inter-agency assessment will take place.

Confidentiality and information sharing

Child protection records will be kept securely locked, separate from the pupils' main files, and are exempt from the disclosure provisions of the Data Protection Act 1998 where a child is, has been or may be at risk of child abuse. The best interests of the pupil will always be paramount. For manual records in principle the sharing of details of individual cases will be limited to the minimum number of people, while still ensuring that the staff who will be supporting and monitoring the child are kept appropriately informed.

If there have been any concerns of a child protection nature relating to a child, or the child is the subject of a Child Protection Plan, the DSL of the Beyond Books has the responsibility for passing this information on should the child transfer to a new school. If the company is unaware of the destination of a child leaving, Beyond Books will refer the child to the Local Authority in order to ensure that they are tracked appropriately.

Allegations against pupils

Beyond Books acknowledges its responsibility to protect pupils and prevent them from possibly committing a criminal offence, in line with Government guidance on Preventing and Tackling Bullying (July 2017). All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting.

A pupil against whom an allegation of abuse has been made may be suspended from the company during the investigation and the Behaviour, Management and Discipline policy will apply. Issues of bullying and especially cyber-bullying will be addressed through the company's Behaviour policy and the relevant Acceptable Use of IT policy and the Internet Use Agreement for Pupils working with Beyond Books

Allegations against staff

Allegations against members of staff can involve claims that they have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children (for example, an incident of domestic abuse).

If an allegation is made against anyone working in the company (including supply/ temporary cover teachers and volunteers), the Principal of the College/ Headmistress of the Preparatory School must be informed immediately. Advice will be sought from the Local Authority Designated Officer (LADO) where appropriate. At any stage of consideration or investigation, all unnecessary delays will be avoided.

The company will not undertake its own investigation of an allegation without prior consultation with the LADO. In the event of allegations being made against an individual not directly employed by the company (such as a supply teacher or contractor) the company will ensure that the allegations are dealt with properly. The company will not cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

The company will involve the supply agency or agencies where the supply teacher is working across a number of schools or colleges whether it is appropriate to suspend the supply teacher, or redeploy them to another school or college, whilst they carry out their investigation. In a situation where there is a conflict of interest in reporting the matter to the Director of Beyond Books this should be reported directly to the Local Authority Designated Officer.

Where an allegation or complaint is made about the Principal of the College/Headmistress of the Preparatory School, the incident will be reported to the Chair of the Council who is also the member of the Council responsible for Safeguarding and Child Protection, Professor Alison While. The Chair is encouraged to contact the LADO immediately for advice and support. If there is an allegation against the Chair of the Council, given that they are also the member of the Council responsible for Safeguarding and Child Protection, the member of staff or complainant should report directly to the LADO.

Confidentiality will be maintained throughout this stage in order that any subsequent investigation is not prejudiced.

There are three possible routes for further investigation: either by the police, under local child protection procedures, or under the company's disciplinary and competence procedure.

The company will refer any member of staff to the DBS who has harmed, or poses a risk of harm, to child or vulnerable adult where:

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

For teachers, separate consideration will be given to whether to refer the matter to the TRA (Teaching Regulation Agency) in order to consider prohibiting the individual from teaching. Reasons such an order may be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute", or "conviction, at any time, for a relevant offence".

In the event of allegations being made against an individual not directly employed by the company (such as a supply teacher or contractor) the company will ensure that the allegations are dealt with properly. The company will discuss allegations with the supply agency/ contractor employer and decide whether it is appropriate to suspend the supply teacher, or redeploy them to another school or college, whilst they carry out their investigation. This will also ensure that any potential patterns of inappropriate behaviour can be identified.

Allegations against a teacher who is no longer working at the company should be referred to the police. Historical allegations of abuse should also be referred to the police.

There may be occasions where a member of staff's behaviour towards a child does not meet the threshold of harm but is still of concern. This concern may be 'low-level' but this does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the company may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such low-level concerns could include, but are not limited to:

- being overfriendly with children;
- having favourites;
- taking photos of children on their mobile phone (without permission from the DSL);
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

The company's 'open-door policy' extends to staff as well as pupils the company promotes an open and transparent culture. This helps to ensure that all concerns are dealt with promptly and appropriately. Staff are clear about what appropriate behaviour is and are required to read the staff code of conduct annually. Staff are encouraged to share any low-level safeguarding concerns with the Principal/ Headmistress and they are aware that such concerns will be dealt with. All low-level concerns are recorded in writing. The records include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concern is also noted. If the individual wishes to remain anonymous then that should be respected as far as reasonably possible. These records will be kept confidential, held securely and will comply with The Data Protection Act 2018. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the company will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting

the harms threshold, in which case it will be referred to the LADO. The company will address unprofessional behaviour and support the individual to correct it at the earliest stage possible. The company will use any reports of low-level concerns to identify any weakness in the company's safeguarding system. Any weaknesses or deficiencies will be remedied without del

Whistleblowing:

All staff have a duty to raise concerns about the attitude and actions of colleagues. For further details on this, please refer to the company's Whistleblowing policy.

In Person or Online Teaching Obligations

Appropriate and inappropriate use of electronic communication

Staff are aware that technology is a significant component in many safeguarding and well-being issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online. This can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of indecent images, to those who do not want to receive such content. Staff are aware that for young people the connected world embraces both online and offline and for young people there is often no separation in their minds between 'real life' and the 'online world.'

Online safety at Beyond Books both protects and educates the whole community in the use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. Online safety is considered whilst planning the curriculum and training for new teachers.

Access to online resources provides valuable tools to support teaching and learning. While recognising these benefits, the company is also mindful of potential risks to the well-being of young people through excessive and continual exposure to online content, some of which can be harmful.

When using the ICT facilities and wireless network, internet access is comprehensively filtered and monitored to prevent access to harmful or offensive websites. At Beyond Books we ensure that appropriate filters and monitoring systems are in place.

When using online interaction platforms to conduct lessons such as Zoom and/ or Teams. Staff will always password protect meetings to ensure the lesson is secure. He/She is able to use break out rooms for group lessons but will regularly check into and will not leave children alone in breakout rooms for longer than 10 minutes.

The use of mobile technology is carefully managed by Beyond Books staff members and will demonstrate safe internet use at all times. All staff should exercise caution in electronic communication with pupils. Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email, unless this has been agreed with the parents. If staff need to speak to a pupil by telephone, they should use one of the School's telephones and email using the School system.

Beyond Books is aware that technology, the risks and harms related to it, evolve and change rapidly. As a result, the School carries out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their pupils face.

Acceptable use of mobile phones, cameras and recording devices

Mobile Phones

All staff should aim to ensure that their mobile phones, personal cameras and recording devices are not in use or in evidence in front of pupils. If a member of staff is using a mobile device in front of a pupil, they should be able to demonstrate that it is on School business.

Cameras

Children should only be photographed or filmed on video for the purpose of recording their development or participation in events organised by Beyond Books. Parents are asked at the start of each academic year to consent to their child's image being used in particular ways. Parents have the right of access to records holding

visual images of their child.

Staff are allowed to:

- take photos on any authorised device of our pupils;
- store the photos on the Beyond Books network;
- use the photos for Beyond Books promotions (where permission has been given by parents);
- Beyond Books staff may take photos on a personal device but then delete them from the device and the cloud/ social media once they have been used.

Staff cannot:

- keep photos unnecessarily on personal tablets or mobile phones;
- download photos to personal computers or devices at home;
- store any photos of pupils that have been obtained from elsewhere on personal computers, e.g. Twitter; or
- name pupils by surname on any social media.

By following the above procedures, staff minimise their risk of being exposed to inappropriate images as contact is kept within professional boundaries.

Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress. Staff must ensure that the pupil/s understand why the images are being taken and have agreed to the activity. Images should not be made during one-to-one situations. Staff should ensure that pupils are appropriately dressed.

Images taken on a Beyond Books camera must be downloaded as soon as practicable. Images should be downloaded to an approved network folder designated by the Beyond Books. All images of children should be stored securely and only accessed by those authorised to do so. Images must never be taken secretly.

Images may only be uploaded to the Beyond Books website and social media channels authorised staff and should never be uploaded to the internet for any other reason, including onto staff's own social media accounts.

If an image is to be displayed in a place to which the public have access, it should not display the pupil's surname. Similarly, where a pupil is named (for example, in a School prospectus), the name should not be accompanied by a photograph or video. Under no circumstances must cameras of any kind be taken into bathrooms or changing areas.

It is the responsibility of all members of staff to be vigilant and report any concerns to the DSL. Any non-compliance will be taken seriously, logged and investigated appropriately in line with the School's disciplinary policies.

Safer Recruitment Practices

All relevant staff undertake Safer Recruitment training with the dual aim of safeguarding the pupils working with Beyond Books and avoiding any allegation of negligence in the recruitment process.

The company will, when appointing staff and volunteers, take account of the DfE guidance on Safer Recruitment by observing a number of safeguards, including:

1. Documentation sent to potential candidates will make it clear that safeguarding is a high priority of the company and that rigorous checks will be made of any prospective tutor before appointments are confirmed;
2. At least two references as to the suitability of a candidate to work with children will be obtained, from the last employer (where practicable) and from previous employers and/or suitable referees;
3. Prospective tutors will be asked to account for any gaps in their career/employment history. Interview questions will include some designed to explore their knowledge and understanding of safeguarding and their responsibilities;
4. An enhanced criminal record check including barring information (Barred List check) from the Disclosure and Barring Service (DBS) will be obtained for any staff or volunteer in regulated activity. Where required, evidence of relevant checks will be recorded in a single central register (SCR);
5. Where new members of staff have lived abroad for three months or more during the ten years prior to their appointment, they will obtain an overseas check from the relevant country or countries. In accordance with their role, new

members of teaching staff will be checked for any prohibition orders issued by the Secretary of State. From 1st January 2021, the TRA services system no longer maintains a list of those teachers who have been sanctioned in EEA member states. Therefore, the company will make any further checks that they think are appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:

- ⊗ criminal records checks for overseas applicants - Home Office guidance can be found on [GOV.UK](https://www.gov.uk); and for teaching positions;
 - ⊗ Obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body should be contacted is available from the Recognition Information Centre for the United Kingdom, UK NARIC;
6. Confirmation will be obtained that the necessary safeguarding checks have been completed for any staff employed by another organization.
 7. Induction at Beyond Books will include a focus on safeguarding, in order to maintain the profile of the issues, but also to minimise the risk of a member of staff deliberately or inadvertently abusing their relationship with pupils;
 8. Beyond Books will report to the Disclosure and Barring Service within one month of leaving the company any person (whether employed, contracted, a volunteer or student) whose services are no longer used because s/he is considered unsuitable to work with children. In the event of such a person resigning, the investigation will continue to a conclusion. If that conclusion indicates that the person would have been suspended had s/he not resigned, a similar referral will be made immediately.

Appendix 1. Further Guidance [Keeping children safe in](#)

[education \(September 2021\)](#) [Working together to safeguard](#)

[children \(December 2020\)](#)

[Report child abuse to a local authority - online tool to identify a local authority](#)

[Prevent duty guidance for schools and childcare providers \(March 2015\)](#)

[Revised Prevent guidance for England and Wales \(April 2019\)](#)

[Sexual violence and sexual harassment between children in schools and colleges \(July 2021\)](#)

[Female Genital Mutilation Guidelines \(February 2021\)](#)

[Sharing nudes and semi-nudes: advice for education settings working with young people \(December 2020\)](#)

[Sexting in schools and colleges: responding to an incident \(UKCCIS, 2016\)](#)

[Teaching online safety in schools \(June 2019\)](#)

[Mental health and behaviour in schools \(November 2018\)](#)

[Preventing youth violence and gang involvement \(March 2015\)](#)

[Criminal exploitation of children and vulnerable adults: county lines \(February 2020\)](#)

[Child sexual exploitation: guide for practitioners \(February 2017\)](#)

[Searching, screening and confiscation in schools \(January 2018\)](#)

[Preventing and tackling bullying: advice for headteachers, staff and governing bodies \(July 2017\)](#)

[Use of reasonable force: advice for headteachers, staff and governing bodies \(July 2013\)](#)

