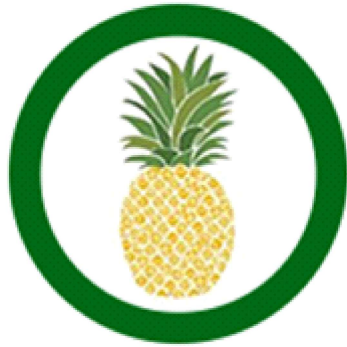




Dorney School

Child Protection Policy

2026-27

Respect Collaborate Grow

Document Control

SLT Lead (Name)	Sharifah Lee
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Safeguarding Team Contacts at Dorney School

Role:	Name and contact details:
Designated Safeguarding Lead (DSL)	Sharifah Lee
Deputies DSL(s)	Sarah West, Laurel Whitrod
Named safeguarding governor	David Gibbons
Chair of Governors	David Gibbons
Designated teacher for Children in Care and children previously in care (CiC) – Looked/Previously Looked After Children	Sharifah Lee
Senior Mental Health Lead	Sarah West
Prevent Lead	Sharifah Lee

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School Child Protection and Safeguarding Policy Framework

Safeguarding and promoting the welfare of children is everyone's responsibility.

'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Keeping Children Safe in Education.

1. Ethos statement

The Beeches Learning and Development Trust (BLDT) and Dorney School (DS) recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children. We aim to provide a safe and welcoming environment in which children can learn, underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

2. Introduction

The Beeches Learning and Development Trust (BLDT) recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSiE) 2026, Working Together to Safeguard Children and locally agreed inter-agency procedures put in place by Buckinghamshire and other relevant Safeguarding Children's Partnerships. Due to the locality of DS, we work with a number of different local authority children's services. Each local authority has its own procedures and ways of working.

This policy will be reviewed annually, as a minimum, and will be made available publicly via the school website or on request.

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing 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
- taking action to enable all children to have the best outcomes

This policy is for all staff, parents, governors, volunteers, supply staff and contractors and the wider school community. It forms part of the child protection and safeguarding arrangements for our school and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of the school; see appendices to this policy. In particular, this policy should be read in conjunction with the school's Staff Code of Conduct/Staff Behaviour Policy (including school's guidance on low-level concerns), Staff and Student Acceptable User Policies for ICT, Safer Recruitment Policy, Online Safety Policy, Student Code of Conduct (includes Behaviour and Anti-Bullying Policy), Attendance Policy and Parts One, Five and Annex A of KCSiE 2026, access to which will be provided to all staff on induction and is available from the Department for Education at Gov.uk.

Concerns relating to child-on-child abuse must be reported via both a report on CPOMS and verbal communication to the DSL or a deputy DSL. This must be done without delay. See section 7 of this policy.

The aims of this policy are to:

- Provide staff with a framework to promote and safeguard the wellbeing of children and young people, and ensure that all staff understand and meet their statutory responsibilities;
- Ensure consistent good practice across the school.

The Beeches Learning and Development Trust (BLDT) expects that all staff will have read and understand this child protection and safeguarding policy and their responsibility to implement it. Staff working in school **must**, as a minimum, have read and understand [Part One of KCSiE](#), [Part Five: Child-on-child sexual harassment and sexual violence](#) and [Annex A](#). The Beeches Learning and Development Trust (BLDT) will ensure that they and senior leaders have read and understand [all](#) parts of KCSiE 2026.

The Beeches Learning and Development Trust (BLDT) will ensure that arrangements are in place for all staff members to receive appropriate safeguarding and child protection training which is regularly updated. The Beeches Learning and Development Trust (BLDT) will ensure that all governors and trustees receive appropriate safeguarding and child protection training (including online) at induction which is regularly updated.

Compliance with the policy will be monitored by the Headteacher, designated safeguarding lead (DSL) and named safeguarding trustee and local governing body safeguarding governor.

3. Statutory framework

Section 175 of the Education Act 2002 (as amended) in the case of maintained schools and pupil referral units¹, Section 157 of the Education Act 2002 (as amended) and the Education (Independent School Standards) Regulations 2014 for independent schools (including academies and free schools), the Non-Maintained Special Schools (England) Regulations 2015, and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) for post 16 education providers, place a statutory duty on governing bodies and proprietors to have policies and procedures in place that safeguard and promote the welfare of children and young people who are pupils of the school which must have regard to any guidance given by the Secretary of State.

In accordance with statutory guidance, Working Together to Safeguard Children, local safeguarding arrangements must be established for every local authority area by the three safeguarding partners (Local Authority, Police and Integrated Care Boards). All three partners have equal and joint duty for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. In Buckinghamshire, all schools have been named by the Buckinghamshire Safeguarding Children's Partnership (BSCP) as relevant agencies, this means staff in schools must work in accordance with the multi-agency procedures developed by the BSCP which can be found on their website at: [Home - Buckinghamshire Safeguarding Children Partnership](#). The BLDT additionally works in accordance with Slough Borough Council and Windsor and Maidenhead Children's Services, due to the areas in which our pupils reside.

Dorney School will escalate concerns using the appropriate outside agency escalation procedures if it considers an outside agency is not meeting the needs of a pupil and/or is acting inappropriately against the best interests of a pupil.

¹ Section 175, Education Act 2002 – for management committees of pupil referral units, this is by virtue of regulation 3 and paragraph 19A of Schedule 1 to the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007

4. Key roles and responsibilities

Trustees

The Beeches Learning and Development Trust (BLDT) has a strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation. The Beeches Learning and Development Trust (BLDT) has a legal responsibility to make sure that there are appropriate policies and procedures in place, which have regard to statutory guidance, in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare. The Beeches Learning and Development Trust (BLDT) will also ensure that the policy is made available to parents and carers by publishing this on the school website or in writing if requested.

The Beeches Learning and Development Trust (BLDT) will ensure they facilitate a whole school approach to safeguarding. This means involving everyone in the school and ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, and that all systems, processes and policies are transparent, clear and easy to understand and operate with the best interests of the child at their heart.

The Beeches Learning and Development Trust (BLDT) will ensure that where there is a safeguarding concern school leaders will make sure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place that are well promoted, easily understood and easily accessible for children to confidently report any form of abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The Beeches Learning and Development Trust (BLDT) will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children and that the school's safeguarding arrangements take into account the procedures and practice of the locally agreed multi-agency safeguarding arrangements in place.

The Beeches Learning and Development Trust (BLDT) will ensure that, as a minimum, the following policies are in place to enable appropriate action to be taken to safeguard and promote the welfare of children and young people as appropriate:

- child-on-child abuse; see section 11 of this policy
- online safety,
- behaviour (Student Code of Conduct), including measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- special educational needs and disability
- supporting pupils in school with medical conditions
- staff code of conduct/behaviour policy (includes the procedures that will be followed to address low-level concerns and allegations made against staff)
- Staff and Student acceptable use of IT policies, including the use of mobile devices and communications, including the use of social media.)
- safer recruitment

The school's procedure for responding to children who go missing from education, particularly on repeat occasions is overseen by the Headteacher. Daily absences are alerted to parents/carers

and followed up until an acceptable reason is given. Where there is a safeguarding/child protection concern this will be alerted to the Safeguarding Team; in the first instance to the DSL who works closely with the Attendance administrator. If there is immediate concern for the safety or well-being of a child the Police will be called in addition to children's services. Where the threshold is met, a report will also be made to the Children Missing Education (CME) team at the Local Authority.

It is the responsibility of the Beeches Learning and Development Trust (BLDT) to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for appropriately managing safeguarding allegations made against, or low-level concerns involving, members of staff (including the headteacher, supply teachers, contractors, and volunteer helpers). Further information about low level concerns can be found in the Staff Code of Conduct. Any such concerns, including self-reporting, should be directed to the headteacher, designated safeguarding lead or deputy headteacher. See appendices for further details.

The Beeches Learning and Development Trust (BLDT) will ensure that there is a named governor for safeguarding, a Designated Safeguarding Lead (DSL) who is a senior member of the leadership team and has lead responsibility for safeguarding and child protection, and a designated teacher to promote the educational achievement of children who are looked after, or previously looked after, and will ensure that these people have the appropriate training.

The Beeches Learning and Development Trust (BLDT) will have regard to their obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty).²

The Beeches Learning and Development Trust (BLDT) will inform Buckinghamshire Council and the BSCP annually about the discharge of their safeguarding duties by completing the safeguarding self-assessment audit.

Designated Safeguarding Lead (DSL)

The DSL will take lead responsibility for safeguarding and child protection (including online safety including and understanding the filtering and monitoring systems in place). This will be made explicit in the role-holder's job description. (The broad areas of responsibility and activities related to the role of the DSL are set out in Annex B of KCSiE 2026).

The DSL will have the appropriate status, authority, time, funding, training, resources and support they need to carry out the duties of the post effectively.

The DSL and any Deputy DSLs (DDSL) will provide advice and support to staff in school and will liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.

During term time, the DSL and/or a deputy DSL should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

² Set out in paragraphs 85-93 of KCSiE

The DSL will undergo training to provide them with the knowledge and skills to carry out the role and is expected to update their knowledge and skills at regular intervals to allow them to keep up with developments relevant to their role.

The DSL team will liaise with the headteacher to inform them of issues and in particular ongoing enquiries under section 47 of the Children Act 1989 and police investigations.³

Headteacher

The headteacher will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources, time and training are provided to enable staff members to discharge their safeguarding responsibilities and contribute effectively to a whole school approach to safeguarding.

The headteacher will be responsible for ensuring a culture of safety and ongoing vigilance that fosters the belief that 'it could happen here'.

All staff

All staff have a responsibility to provide a safe environment in which children can learn.

All staff must read and ensure they understand at least Part One, Part Five and Annex A of KCSiE 2026.

All staff must ensure they are familiar with the systems within school which support safeguarding, including the child protection and safeguarding policy, the staff code of conduct/staff behaviour policy, the student code of conduct (behaviour policy), the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies). These will be explained to all staff on induction.

All staff should be aware of indicators of abuse, neglect and exploitation and so that they are able to identify cases of children who may be in need of help or protection. All staff should maintain a belief that 'it could happen here' where safeguarding is concerned and if staff have any concerns about a child's welfare they must act on them immediately.

All staff should be able to reassure victims 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, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.

All staff should be aware of the process for community-based Family Help assessments:

- the criteria, including the level of need, for when a case should be referred to

³ See LA explanatory note on the requirements around children having an appropriate adult [Schools-StopSearch-v2.3.pdf \(squarespace.com\)](#)

Family Help support and services, provided at:

- Targeted early help level (under sections 10 and 11 of the Children Act 2004), and
- Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)
- the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)
- Section 31 of the Children Act 1989 (care and supervision orders), and
- Section 20 of the Children Act 1989 (duty to accommodate a child)
- and clear procedures and processes for cases relating to:
 - the abuse, neglect, and exploitation of children
 - children managed within the youth secure estate
 - disabled children

All staff should be aware of, and understand their role within the Early Help services, at school/college and local authority level [Early Help - Buckinghamshire Safeguarding Children Partnership](#). This includes providing support as soon as a problem emerges, via universal services and community-based early help. The DSL will when necessary, refer via the MASH for the targeted early help level of Family Help. The DSL will share information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs (see Section 12: Information Sharing). In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage.

- is a privately fostered child

Knowing what to look out for is vital to the early identification of abuse, neglect and exploitation and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible. Details of the school's safeguarding team are on the front this policy as well as being displayed around the school, showing photographs and names of the DSL and team members.

Professional Curiosity, Respectful Challenge and Escalation

All staff and volunteers must maintain professional curiosity when working with children, families and other professionals, seeking to understand the lived experience of the child and not accepting information at face value where safeguarding concerns may exist. Staff are expected to ask questions, explore inconsistencies, consider alternative explanations, and remain alert to signs of harm, neglect, exploitation or disguised compliance. Where there are differences of professional opinion, concerns about the quality of decision-making, or a belief that a child is not receiving an appropriate safeguarding response, staff must provide respectful professional challenge and seek timely resolution in the best interests of the child. If concerns remain unresolved, staff must follow the school's safeguarding escalation procedures and relevant multi-agency dispute resolution processes. A culture of constructive challenge, professional accountability and evidence-informed decision-making is essential to safeguarding and promoting the welfare of children. This approach reflects the expectations set out in *Working Together to Safeguard Children 2026*, which emphasises professional curiosity, mutual challenge and effective escalation as key features of strong safeguarding practice.

5. Induction & Training

The Beeches Learning and Development Trust (BLDT) will ensure that all staff receive appropriate safeguarding and child protection training (including online safety, which amongst other things includes an understanding of the expectations, applicable role and responsibilities in relation to filtering and monitoring) which is regularly updated and in line with advice from the BCSP. In addition, all staff members will receive regular safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the school's safeguarding and child protection policy, online safety, the staff code of conduct/staff behaviour policy, low-level concerns guidance, the student code of conduct, the safeguarding response to children who are absent from education, and the role of the designated safeguarding lead. Copies of the school's policies, procedures and access to Part One, Five and Annex A of KCSiE 2026 will be provided to new staff at induction.

The Beeches Learning and Development Trust (BLDT) will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

The Headteacher will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

In considering safeguarding training arrangements the Beeches Learning and Development Trust (BLDT) will also have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and require teachers to have a clear understanding of the needs of all pupils.

6. Recognising concerns - signs and indicators of abuse.

All staff should be aware of indicators of abuse, neglect and exploitation so that staff are able to identify cases of children who may be in need of help or protection. Staff should be aware that children can be at risk of harm inside and outside of school, inside and outside of home and online. Staff should exercise **professional curiosity** and know what to look for as this is vital for the early identification of abuse or neglect.

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

All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. All staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. Risks to children include sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and recognise that children are at risk of abuse and other risks online as well as face to face. In many cases abuse will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL.

Indicators of abuse and neglect

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 from 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 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 penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include

neglect of, or unresponsiveness to, a child's basic emotional needs.

(Source Keeping Children Safe in Education)

7. Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm and those safeguarding issues often overlap.

Behaviours linked to issues such as of drug taking and/or alcohol abuse, unexplainable and or/persistent absences from education, serious violence (including that linked to county lines) and consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes. Other safeguarding issues all staff should be aware of include:

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding child-on-child abuse they should speak to the DSL (or deputy) and record these using CPOMS, which is the school's safeguarding system. All permanent staff are given access to CPOMS at the appropriate level. Visitors (including supply staff and/or other visitors to the school) must report to reception and ask for the DSL or a deputy in order to make their report. When making a safeguarding report staff must do so without delay and enter full details into CPOMS **in additional to** verbally alerting the DSL or a deputy. If deemed sufficiently concerning, the member of staff should keep the pupil with them and take them to the DSL or a deputy. Staff should record the facts as known to them and avoid giving personal opinions, unless deemed appropriate; where personal opinions are given, these must be clearly labelled as such.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.

- 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.
- Consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes. Taking and sharing nude photographs (including those generated using AI e.g. deepfakes) of those aged under 18 is a criminal offence. [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All staff should be clear about the school's policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. See section 11 of this policy.

Early help

In line with managing internally, the school may decide that the children involved do not require referral to statutory services but may benefit from early help.

Community-based Early Help assessment.

If children do not require the support of statutory children's services, the designated safeguarding lead (or a deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in carrying out this assessment, in some cases acting as the lead practitioner. Further guidance on effective assessment of the need for Family Help can be found in Working Together to Safeguard Children. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Alternatively, qualified lead practitioners (i.e. not a social worker) who may lead assessments before statutory intervention can continue to lead work with families up to and including Section 17.

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

Child criminal exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can

also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals (particularly older children) and should be treated as victims. It is not possible for a child to give informed consent to engage in criminal or other exploitative activity, and they cannot give consent to be exploited, abused or trafficked. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. Links to the Home Office’s County Lines advice is provided within the serious violence information on pages 169, 170 and 177 of KCSiE 2026. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child sexual exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child’s immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

<https://www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation>

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. That’s abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about FGM, there is a specific legal duty on teachers⁴. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also 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. Education 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. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise.

These could include:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, education staff are well placed to identify these and other potential warning signs. In doing so they can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or deputy. If staff feel that a child is in danger, they should call 999 or take them to A&E immediately. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

At DS, Mental Health support is provided to pupils through a range of provisions:

- Mental Health First Aiders
- Members of staff trained to support pupils in pastoral matters
- DSL/ SEND team
- CAMHS workers (threshold required)
- Early Help/other external agency help, as required

If the school considers an outside agency is not sufficiently meeting the needs of a pupil, it will use the appropriate escalation procedures and challenge decisions with which it disagrees.

⁴ Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, 'teacher' means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England)

Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy), who will assess the risk and take appropriate action. Where relevant this will include any action needed to de-escalate peer conflict. Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school). Early, evidence-based support for those considered at risk, as well as in 'teachable moments' when issues emerge is vital. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support.

Preventing Radicalisation and Extremism (The Prevent Duty)

The [Prevent Duty](#) protects children, young people and adults from the risk of radicalisation — a process where a person becomes vulnerable to extremist influences or drawn into supporting terrorist ideologies. The school recognises its statutory responsibilities under Section 26 of the Counter-Terrorism and Security Act 2015 and is fully committed to fulfilling the Prevent Duty as part of its wider safeguarding responsibilities. The school will take proportionate and age-appropriate steps to identify, assess and respond to concerns that a pupil may be vulnerable to extremist ideologies or influences. Staff are expected to remain vigilant to indicators of radicalisation, promote fundamental British values, encourage critical thinking, and create an inclusive environment in which respectful debate can take place and extremist narratives are challenged. All staff will receive appropriate Prevent training to enable them to recognise potential signs of radicalisation and understand referral pathways. Where concerns arise, these will be acted upon in accordance with safeguarding procedures, including consultation with the Designated Safeguarding Lead (DSL) and, where appropriate, referral to external agencies, including Channel. The school will work in partnership with families, local authorities, safeguarding partners, police and other relevant agencies to ensure that children who may be susceptible to radicalisation receive timely support and protection, recognising that vulnerability to extremist influence should be addressed through the same child-centred safeguarding principles that apply to all forms of harm.

8. Children potentially at greater risk of harm

The Beeches Learning and Development Trust (BLDT) recognises that whilst all children should be protected there are some groups of children who are potentially at greater risk of harm and, in some cases, these children may find it difficult to communicate what is happening to them.

Alternative Provision

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. The school will obtain written information from the alternative provider that appropriate safeguarding

checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

The management committee/proprietor will have regard to the following statutory guidance:

[Alternative provision – DfE Statutory Guidance](#), and

[Education for children with health needs who cannot attend school – DfE Statutory Guidance](#)

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The Beeches Learning and Development Trust (BLDT) expects that the Local Authority will share the fact a child has a social worker, and the DSL will 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 LAs and school to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or to a child 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 are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school's response to persistently absent pupils, and children missing education (CME) supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where a child is already known to local authority children's social care and needs a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- The department's statutory guidance on school attendance [Working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance> which sets out how schools must work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties for CME, which can be found in the department's statutory guidance:

Children	Missing	Education.
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<https://www.gov.uk/government/publications/children-missing-education> This includes information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, along with how schools should be

supporting local authorities with joint reasonable enquiries to help identify and support children missing in education.

- Further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges. <https://www.gov.uk/guidance/full-time-enrolment-of-14-to-16-year-olds-in-further-education-and-sixth-form-colleges>
- General information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy. <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

It is important that the school's procedures for unauthorised absence and for dealing with children who are absent from education are followed, particularly on repeat occasions, to help identify the risk of abuse, neglect and exploitation, including sexual exploitation, and to help prevent the risks of going missing in future. This includes when problems are first emerging but also where children are already known to LA children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where absence from education may increase known safeguarding risks within the family or in the community. As such, all staff should be aware of the school's unauthorised absence procedures and children who are absent from education procedures; see Attendance Policy. This includes informing the LA if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the LA, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

Further information and support includes:

- schools' duties regarding children who are absent from education, including information schools must provide to the LA when removing a child from the school roll at standard and

non-standard transition points can be found in the DfE's statutory guidance: [Children who are absent from education](#).

- General information and advice for schools can be found in the Government's [Missing Children and Adults Strategy](#).
- Further information for colleges providing education for a child of compulsory school age can be found in: [Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges](#)
- Statutory guidance for schools concerning children who are absent from education
- <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- [Summary of responsibilities where a mental health issue is affecting attendance](#)

Alternative Provision (AP)

The school recognises that pupils placed in Alternative Provision (AP) remain on the school roll and that the governing body and Headteacher retain overall responsibility for the pupil's education, welfare and safeguarding. In accordance with Section 19 of the Education Act 1996 and relevant Department for Education guidance, the school will ensure that any AP placement is suitable, safe, regularly reviewed and able to meet the pupil's educational, attendance, welfare and safeguarding needs. Prior to commissioning a placement, the school will undertake due diligence to assure itself that the provider has effective safeguarding policies, safer recruitment procedures, health and safety arrangements, staff training and robust systems for reporting concerns. The school will maintain active oversight of all pupils attending AP through regular review meetings, ongoing communication with providers, attendance monitoring, progress tracking and welfare checks. Daily or weekly attendance information will be obtained and scrutinised, and AP pupils will be considered within safeguarding and vulnerable pupil discussions where appropriate. Any concerns regarding attendance, missing education, exploitation, mental health, behaviour, welfare or the suitability of the placement will be acted upon promptly through the school's safeguarding procedures. The school will routinely evaluate the effectiveness of AP placements, challenge any concerns regarding provision quality or safeguarding practice, and work with parents, carers, local authorities and partner agencies to ensure that placements continue to meet the needs of the child and achieve positive outcomes.

Attendance as a Safeguarding Priority

The school recognises that attendance is a key safeguarding indicator and that frequent, prolonged or unexplained absence may be a sign of abuse, neglect, exploitation, poor mental health, family difficulties or other welfare concerns. Attendance is therefore monitored as an integral part of the school's safeguarding arrangements rather than solely as an educational measure. Attendance data is reviewed routinely by school leaders, attendance staff and safeguarding personnel to identify emerging concerns, patterns and trends. Particular attention is given to pupils who are persistently absent (attendance below 90%) and severely absent (attendance below 50%), as these thresholds may indicate increased vulnerability and a need for additional support or intervention. Attendance information is considered alongside safeguarding records, behavioural concerns, welfare information and other indicators of vulnerability to ensure that risks are identified at the earliest opportunity. The school will investigate unexplained absence, repeated patterns of absence, children missing

education, part-time or reduced timetables and any failure to return to school following a period of absence. Attendance concerns may result in pastoral support, attendance action plans, home visits, early help assessments, multi-agency working or safeguarding referrals where appropriate. Children with persistent or severe absence will be subject to enhanced monitoring and regular review to ensure barriers to attendance are understood and addressed. The school will work proactively with parents, carers, the local authority and partner agencies to secure improved attendance while maintaining a child-centred approach. Where attendance concerns suggest that a child may be suffering or at risk of harm, safeguarding procedures will take precedence and appropriate referrals will be made without delay.

Elective home education (EHE)

Many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs. In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, <https://www.legislation.gov.uk/ukxi/2024/208/made> a school must make a return to the local authority when a pupil's name is deleted from the admission register. Where a parent/carers has expressed an intention to remove a child from school to educate them at home, schools and local authorities should, where appropriate and proportionate, seek opportunities to discuss the decision with parents/carers before arrangements are finalised. The aim is to ensure parents/carers are aware of the implications of elective home education and have considered what is in the best interests of their child. This may be particularly important where a child has special educational needs or disabilities, has a social worker, or is otherwise vulnerable. DfE guidance for local authorities on Elective Home Education <https://www.gov.uk/government/publications/elective-home-education> sets out the role and responsibilities of local authorities and their powers to engage with parents. Although this is primarily aimed at local authorities, schools should also be familiar with this guidance.

Children requiring mental health support

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.

The Beeches Learning and Development Trust (BLDT) will ensure there is a clear system and process in place for identifying possible mental health problems, including routes to escalate, and a clear referral and accountability system. See section 7 of this policy.

Staff can access further advice in a DfE guidance documents [Preventing and tackling bullying](#) and [mental health and behaviour in schools](#) which set out how staff can help prevent mental health problems by promoting resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of pupils.

The school's senior mental health lead is the DSL who is a member of the senior leadership team. The DSL is supported in this role by the Senior Deputy DSL.

Looked after children and previously looked after children.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Beeches Learning and Development Trust (BLDT) will ensure staff have the skills, knowledge and understanding to keep looked after children safe.

The Beeches Learning and Development Trust (BLDT) will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The Designated Teacher for Looked After and Previously Looked After Children will have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The role of the virtual head has been extended to include responsibility for promoting the educational achievement of children in kinship care.

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. The Beeches Learning and Development Trust (BLDT) recognise that when dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

For children who are care leavers, the Designated Teacher for Looked After and Previously Looked After Children will have details of the LA Personal Advisor appointed to guide and support the care leaver and liaise with them as necessary regarding any issues of concern.

Children with SEN and disabilities, or health issues can face additional safeguarding challenges, both online and offline.

Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs or being able to communicate how they are feeling.

Staff also need to be mindful of children's cognitive understanding, for example, whether they are able to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school.

As such, any reports of abuse involving children with SEND will require close liaison with the DSL and SENCO.

Further information can be found in the DfE's:

[SEND Code of Practice 0 to 25 years](#), and from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support
- Services (SENDIASS). SENDIASS offer information, advice and support for
- parents and carers of children and young people with SEND. All local

- authorities have such a service: Find your local IAS service
- (councilfordisabledchildren.org.uk)
 - Mencap - Represents people with learning disabilities, with specific advice and
- information for people who work with children and young people
 - NSPCC - Safeguarding children with special educational needs and
- disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and
- disabled children and young people

Children who are lesbian, gay, bisexual, or gender questioning

The Beeches Learning and Development Trust (BLDT) acknowledges that a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

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

9. Opportunities to teach safeguarding

The Beeches Learning and Development Trust (BLDT) will ensure that children and young people are taught about how to keep themselves and others safe, including online.

The Beeches Learning and Development Trust (BLDT) recognises that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEND.

Relevant topics will be included within Relationships and Sex Education (also known as Sex and Relationship Education) and through Health Education, having regard to statutory guidance. This work will be delivered through the PSHE curriculum at DS.

Preventative education is most effective in the context of a whole-school approach that prepares children and young people for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. *4

*4 [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

The Beeches Learning and Development Trust (BLDT) expects that the school's values and standards should be upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSE delivered in regularly timetables lessons and reinforced throughout the whole curriculum. This whole-school approach will be fully inclusive and developed to be age and stage of development appropriate, and will tackle (in age-appropriate stages) issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise and abusive relationship, including coercive and controlling behaviour

- Where relevant, the concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- Where relevant, that constitutes sexual harassment and sexual violence and why these are always unacceptable.

The school will ensure that there are appropriate filters and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material.

10. Online safety and filtering and monitoring

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

The Beeches Learning and Development Trust (BLDT) has due regard to the additional information and support set out in KCSiE 2026 and ensures that the school has a whole school approach to online safety and has a clear policy on use of communications technology in school. Online safety will be a running and interrelated theme when devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and whilst planning the curriculum, any teacher training, the role of the DSL and any parental engagement.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school adopts a whole school approach to online safety to protect and educate pupils and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

Online safety issues can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, or radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact: being exposed to harmful online interaction with other users, for example, peer to peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes, sharing other explicit images and online bullying, and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If staff feel that either they or pupils are at risk this should be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

The Beeches Learning and Development Trust (BLDT) will ensure that an annual review is undertaken of the school's approach to online safety including the school's filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks pupils face online. Schools can use the department's ['plan technology for your school service'](#) to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them

The review should include a member of the senior leadership team, the DSL, the IT service provider and a governor. The school should ensure they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on cyber security including considerations can be found at [Cyber security training for school staff - NCSC.GOV.UK](#) All staff will watch the DfE cyber security video and confirm they have done so. The Online Safety Coordinator will provide annually online safety advice and guidance to staff and pupils and the school will observe online safety week. Staff's access to AI is restricted to major providers only (Chat GTP and Copilot), pupils do not have access to AI through school IT systems and pupils in year 12 and 13 are permitted to use NotebookLM only. The school's Online Safety Policy is available in the Staff Handbook. In addition, the school is working towards and has regard for meeting the Cyber security standards for schools and colleges which were developed to help them improve their resilience against cyber-attacks. [Meeting digital and technology standards in schools and colleges](#)

The school's online safety policy should be read and followed by all staff. The BLDT has a separate Acceptable User Policy (AUP) for IT systems for each of: staff (including trustees, governors, members and regular contractors), pupils at Dorney School (DS) and Dorney School. The BLDT filtering and monitoring arrangements are the same in both schools. Smoothwall Filter blocks users from accessing inappropriate websites/platforms and alerts key staff where an attempt has been made to access such sites; this is in place for all users of the BLDT internet systems. Immediate and daily reports are provided to key staff. Smoothwall Monitor alerts key staff if a user keys into a monitored device anything of concern; where this poses a potential threat to life, a telephone call is additionally made to named staff by the monitoring centre agents. The school's Safeguarding Team responds to filtering and monitoring alerts, recording concerns in CPOMS appropriately. Regular reports are made to the Local Governing Body Safeguarding Governor.

The school recognises that generative AI tools, such as Microsoft Copilot and ChatGPT, may support teaching, learning and administrative activities when used appropriately. Any use of AI must be safe, ethical, lawful and consistent with the school's safeguarding, data protection, acceptable use and assessment policies. Staff and pupils must not enter personal, confidential or sensitive information into AI tools and should critically evaluate AI-generated content, as it may be inaccurate, biased or incomplete. AI should be used to support, rather than replace, professional judgement, learning, creativity and independent thinking. The school will promote responsible AI use and ensure that any use of AI complies with Department for Education guidance and relevant statutory requirements. *5

School staff can access resources, information and support as set out in Annex B of KCSiE.

From 1st September Government guidance prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. [Mobile phones in schools - GOV.UK](#)

The school policy works alongside the Department for Education's instruction to ban mobile 'phones in schools. Many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college can sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

*5 [artificial-intelligence-in-education](#)

11. Procedures

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns on CPOMS and alert the DSL or a deputy without delay. See section 7 of this policy.

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully
- Accept what is being said
- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth
- Only ask questions when necessary to clarify, do not investigate or ask leading questions, if required use TED questions (Tell Explain Describe)
- Reassure the child, but don't make promises which it might not be possible to keep
- Do not promise confidentiality
- Emphasise that it was the right thing to tell someone
- Reassure them that what has happened is not their fault
- Do not criticise the perpetrator
- Explain what must be done next and who has to be told
- Make a written/online record, which should be signed and include the time, date and your position in school
- Do not include your opinion without stating it is your opinion
- Pass the information to the DSL or deputy DSL without delay
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

When a record of a safeguarding concern is passed to the DSL, the DSL will assess the concern and, taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached or may be a child in need. If the DSL is unsure whether the threshold has been met, they will contact the MASH for advice and guidance.

Where a safeguarding concern does not meet the threshold for completion of a MASH Referral, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help including the school's local early help offer.

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. The school is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conferences in advance of the meeting in accordance with BSCP/alternate LA procedures and timescales.

Where reasonably possible, the school is committed to obtaining more than one emergency contact number for each pupil.

School staff must ensure that they are aware of the procedure to follow when a child goes missing from education. [Refer a child missing education | Buckinghamshire Council](#)

Managing Child on Child Abuse, including sexual violence and sexual harassment

Dorney School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child-on-child abuse. All staff operate a zero-tolerance policy to child-on-child abuse and will not pass off incidents as 'banter' or 'just growing up'. At Dorney School we recognise that no reported cases of child-on-child abuse does not mean it is not happening.

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

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

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Incidents of child-on-child abuse must be reported to the DSL, who will refer to the appropriate agencies as required.

The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator
- How to best support and protect the victim and alleged perpetrator as well as any other children who may have been involved or impacted.
- Risk assessments and safety planning will be created in conjunction with external professionals.

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

- Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns
- Develop robust risk assessments if appropriate
- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy/Student Code of Conduct** and/or the **Anti-Bullying Policy**.

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any

gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidents to the Headteacher, DSL or most senior member of staff.

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. All staff maintain an attitude if '**it could happen here**' and it is never acceptable.

All staff have a responsibility to address inappropriate behaviour in a timely manner.

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

Support will be given to both victims and perpetrators as required.

Cultural Issues

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

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

Allegations against pupils

If an allegation is made against a pupil, the school will follow the procedures in the Behaviour Policy with regards to sanctions that may need to be applied.

Where there is a risk of significant harm, a child-on-child referral will be made to Children's Services for either victim, perpetrator or both.

If it is necessary for a child to be interviewed by the police, or other authorities, we will ensure that parents/carers are informed as soon as possible, following advice from external agencies and that the child is supported by an appropriate adult during the interview. The safety and welfare of the child will always be carefully considered by us.

12. Information sharing, record keeping and confidentiality

Information sharing is vital in safeguarding children by identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where

there are real safeguarding concerns. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and UK Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy.

DSLs must keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils) or promise a child to keep a secret which might compromise the child's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a child at risk of serious harm, the DPA 2018 and the UK GDPR allow schools to withhold information. This may be particularly relevant where a child is affected by domestic abuse perpetrated by a parent or carer, is in a refuge or another form of emergency accommodation, and the serious harm tests is met.

Ordinarily, the school will always undertake to share its intention and seek informed consent to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

The General Data Protection Regulation and the Data Protection Act 2018 states that, the school has the authority to share information with the Local Authority "in the exercise of our official duties without seeking consent".

The "**public task basis**" as described in the legislation allows authorities to use data when they can demonstrate that the processing is to perform tasks that are set by national law. This means parental consent is not necessary for the obtaining and sharing of information

"Between agencies when that information is for child protection or safeguarding purposes or for an assessment of a child or children's needs.

"Public task: the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law." GDPR Article 6

The school will have regard to the KCSiE 2026 Guidance on the Transfer of a Child Protection /or Safeguarding File to another Education Setting. Where a child leaves the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term). The file will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

The data protection laws do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

- in [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing.
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#), the seven golden rules for sharing information will be especially useful.
- [the Information Commissioner's Office \(ICO\) guide to sharing information to safeguard children and young people in the education sector](#) in the UK which is intended to help practitioners to feel confident to share personal information for safeguarding purposes.
- in Data protection: [toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the UK GDPR.

13. Managing allegations made against teachers, including supply teachers, trainee teachers, other staff, volunteers and contractors

The school will follow the BSCP [LADO - Buckinghamshire Safeguarding Children Partnership](#) if a safeguarding concern or allegation is raised against an adult in a position of trust.

An allegation that may meet the harm threshold is any information which indicates that a member of staff /volunteer may 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; or
- behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff, supply teacher, trainee teachers, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

Concerns that do not meet the harm threshold will be dealt with in accordance with the school's policy for managing low-level concerns. See Staff Code of Conduct.

If any member of staff has concerns that a colleague, supply teacher, trainee teacher, volunteer or contractor might pose a risk to children, it is their duty to report these to the headteacher. Where there is a concern/allegation about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school. In the event of a concern/allegation about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) LADO(s). In the absence of the headteacher, the report should be made to either the Designated Safeguarding Lead or a deputy headteacher without delay.

Low-Level Concerns About Adults Working with Children

The school is committed to fostering a strong culture of safeguarding in which all concerns about the conduct, behaviour or actions of adults working with children are recognised, reported and addressed appropriately. A low-level concern is any concern, no matter how small, that an adult may have acted in a way that is inconsistent with the staff code of conduct, professional standards, or expected safeguarding practices, even if it does not meet the harm threshold. All staff are encouraged, and expected, to share low-level concerns promptly with the Headteacher or appropriate safeguarding lead to ensure that situations are assessed, recorded and managed consistently. The school recognises that effective management of low-level concerns helps to identify patterns of behaviour, promotes professional accountability, reinforces appropriate boundaries, protects children from potential harm, and safeguards staff from misunderstandings or unfounded allegations. Concerns will be handled fairly, proportionately and sensitively, with clear regard for confidentiality and natural justice. By maintaining an open and transparent reporting culture, the school aims to minimise the risk of abuse, strengthen safeguarding practice, and ensure that the welfare of children remains paramount at all times.

14. Use of school premises for non-school activities

The Beeches Learning and Development Trust (BLDT) will ensure that where school facilities/premises are hired or rented out to organisations or individuals, sports associations or service providers to run community or extra-curricular activities appropriate arrangements are in place to keep children safe.

The Beeches Learning and Development Trust (BLDT) will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting these as needed. Arrangements will also be put in place for the body hiring or renting the school facilities or premises to liaise with the school on these matters where appropriate.

These arrangements will apply regardless of whether or not the children who attend any of these services or activities are children on the school roll.

Where a lease or hire agreement is entered into the Beeches Learning and Development Trust (BLDT) will ensure safeguarding requirements are included as a condition of use and occupation of the premises; this will make clear that any failure to comply would lead to termination of the agreement. The guidance on [Keeping children safe in out-of-school settings](#) details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

15. Whistleblowing

The Beeches Learning and Development Trust (BLDT) recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

The Beeches Learning and Development Trust (BLDT) would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the whistleblowing procedure approved by the Trustees and Local Governing Body where necessary ([5.4 Whistleblowing – Buckinghamshire SCP MAPP Resource](#)). However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk See Whistleblowing Policy in the Staff Handbook.

16. Health and Safety

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

Part of the safeguarding measures we have in place include the safe drop off and collection of pupils at the start and end of the school day. School transport providers are permitted to enter the school site at the end of the day along with any parents collecting students with a disability.

Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task.

Collection of students from an extra-curricular activity or any other activity which takes place beyond the normal school day will be managed by the Group Leader and parents/carers will be informed of arrangements via letter and/or email.

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

When the school is hired out to a 3rd party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures. This process is managed by our contractors Active In The Community (AIRC).

At Dorney School we ensure that we are aware of the content of materials used by any visiting speakers prior to their visit.

Visitors to DS are issued with a Safeguarding information leaflet which lays out our expectations of them during their time in the school. They sign to confirm they have read the leaflet. This includes reference to the DfE document 'What to do if you're worried a child is being abused.' For further information see Appendix C of this policy.

17. Photography

We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. Guidelines for the use of photography at DS are set out in our **Data Protection/GDPR policies** and **Safe Working Practices/Staff Code of Conduct**. Photographs of students need to be considered under two areas: safeguarding and data protection.

A photograph is classified as personal data and it is therefore vital that any photograph is used appropriately and with full informed consent. This consent is not limited to photographs and other similar forms of this data will follow the same requirements, such as use of video footage, voice etc. The school holds consent information and this must always be checked before taking any photographs, videos, voice recordings etc of students; if there is no consent, the image must not be taken in the first place. Furthermore, although a parent may have given consent, they are permitted to remove consent at any time; a young person's refusal to consent to their image being photographed/recorded immediately overrides their parent's consent. Please see the GDPR Lead for further details. Where consent is given, for safeguarding purposes it should not be possible to match a student's name and image, therefore first and second names should not be included with a photograph or other similar image and a group photograph might well include a list of names which are not listed in the order of the images in the photograph. Images should not be taken on an adult's personal device, rather a school owned device or professional device where data checks have been made through the school's Data Protection Officer. This statement should be read in conjunction with the Educational Visits/Trips policy. Further clarification should be sought from the Designated Safeguarding Lead/GDPR Lead.

18. Additional Key Information – Safeguarding at DS

There is a member of the Safeguarding Team on call whenever a school visit takes place out of hours. This is in addition to another senior member of staff to support the visit leader in the event of a concern/emergency.

In addition to child protection/safeguarding/prevent awareness training for all staff, the DSL provides an annual update to staff at INSET in September each year. This information is made available to all staff via the safeguarding information board in the staff room or via email.

In line with our Safer Recruitment Policy, all staff of the BLDT have an appropriate DBS check, including examinations invigilators. Non-employed adults who work at the school under contract are checked via a Letter of Assurance in line with KCSiE 2026. This information is recorded on our Single Central Record (SCR).

All Trustees and members of the Local Governing Body undertake safeguarding/child protection and Prevent training upon appointment and update this regularly, at least annually.

If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.

Where necessary a risk assessment will be written in collaboration with the pupil to support their wellbeing and safety in school. A copy of this will be saved to the CPOMS record and on a need-to-know basis with staff in school.

As part of the Educational Visits and Journeys (Trips) procedures, the Safeguarding Team will review all participants in order to inform the risk assessment with any pupil-specific safeguarding information.

The school recognises that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful or upsetting. We will support such staff by providing opportunities to talk through their anxieties with the DSL or the Senior DDSL to seek further support if necessary. All staff have access to the Employee Assistance Programme (EAP). Further

information can be obtained from the Staff Wellbeing Policy or by speaking to the SLT member responsible for staff wellbeing.

Key policies (Trust and DS specific) are available on the school's website. Staff can access all trust and school policies on the DS intranet.

APPENDIX A

Allegations against staff, supply staff, trainee teachers, volunteers and contractors (including Governors, Members and Trustees)

Here at Dorney School, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teachers, governors, members and trustees, volunteers and contractors.

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

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

All school staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. Staff should not meet with students in a room which has no windowpane in the door or internal wall and lockdown blinds must always be open, with the exception of during a lockdown. An exception to this might be the medical room and/or hygiene room, where a risk assessment must be in place and where possible there will be at least three people present.

Any low-level concerns about an adult working with children in our school must be referred to the DSL immediately. At DS we keep a log of all low-level concerns; further details are available in the **Safe Working Practices/Staff Code of Conduct policy**.

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

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

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

The Headteacher/Senior Teacher/Chair of Governors (where the allegation is in reference to the Headteacher) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The Headteacher/Senior Teacher must:

Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor, member or trustee, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, governors, members and trustees, volunteers and contractors within the workplace.

Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.

Ensure feedback is provided to the LADO about the outcome of any internal investigations.

The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, governors, members and trustees, volunteers and contractors, a copy of which can be found in the Staff Handbook (Conduct and Discipline of Employees).

If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.

Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

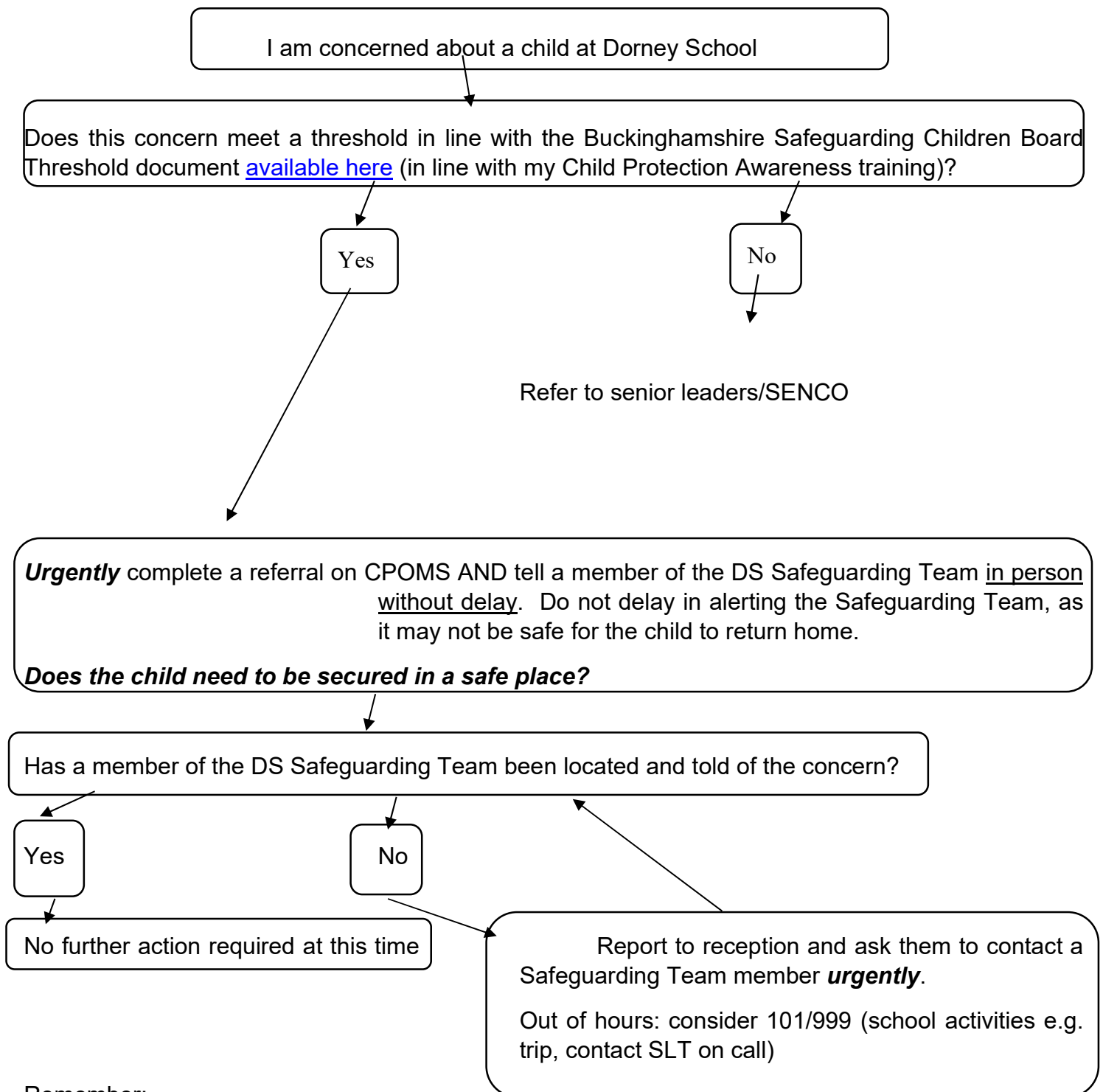
Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

Should an individual staff member, supply staff member, governor, member or trustee, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse, neglect and exploitation, they must immediately inform the Headteacher. In these circumstances, the school will need to assess whether there is any potential transfer of risk to the workplace and the individual's own work with children.

Where there are low level concerns recorded against a member of staff, these should be reviewed regularly, and if they are considered significant, the processes for allegations should be followed.

APPENDIX B

Child Protection Concern Flowchart



Remember:

- If you are unable to locate a member of the Safeguarding Team (e.g. out of hours), anybody can make a referral to Social Care. For a case of immediate danger dial 999.
- The Safeguarding Team may not be able to provide feedback to you about your concerns due to statutory protocols and confidentiality.
- The Welfare of the Child is Paramount.
- Everybody is Responsible!

APPENDIX C

Communications

All emails sent from Dorney School will involve using a Password Protected document or email encryption (in Outlook 365), in order to maintain security from our emails, which are not secure gcsx accounts. Unfortunately, some local (non - Bucks) social care departments do not permit password protected documents to be received by their servers and therefore we will send documents to them by the means they request.

The Beeches Learning and Development Trust buys into the CPOMS Safeguarding recording package to manage child protection/safeguarding records. This is a secure access programme, which enables authorised school staff to report a concern and for authorised Safeguarding Team members to review and monitor concerns via a multiple log-in process. CPOMS is GDPR compliant. Full chronologies can be generated from the CPOMS package, which holds all details for Child Protection within the Trust's schools.

In order to track child protection and safeguarding concerns when a child changes school a letter is sent to the former school of each new starter at DS. The office administrator will manage this.

Ensuring that if a student, about whom there have been child protection concerns, leaves the school, concerns and school medical records are forwarded under confidential cover to the DSL at the student's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above. From 2018 this may be through use of CPOMS, as secure file transfer is a function available.

Identification of adults onsite

In order to distinguish between adult visitors to the Dorney School site for whom DBS clearance is known and those for whom it is unknown visitors will be issued with one of two different coloured lanyards at reception: a green lanyard will be used if we have either seen an acceptable DBS check document or have received suitable confirmation that one is in place, a red lanyard will be issued if such a document has not been seen. Visitors to our school may be asked to show photographic ID at reception when signing in and are provided with information relating to the expectations placed on them to safeguard pupils.

Copies of the following document "What to do if you are worried about a child" (DFE) are available in printed form at reception or via this link.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf This document is referenced in the information provided to visitors at reception.

The Governing Body and members of the Trust wear blue lanyards.

The school business manager will send a Letter of Assurance to organisations who send regular adult visitors to our school and for whom we do not have a DBS check. This documentation will be kept securely, and details will be added to the Single Central File.

The DSL will write to a student's former educational establishment in the case of a student transferring to Dorney School to ensure any Child Protection files are made available to us.

The names of the DSL and DDSLs are clearly displayed around the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

Hearing the student's voice

Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive. Any concerns must be referred to the DSL or DDSL immediately following DS protocols to the DSL/DDSL, as explained during training/induction). DS protocols generally involve the writing of a statement by students and this is likely to happen. The DSL/DDSL will then make a judgement using the BSCB Threshold Document as to the next steps. Reference will be made to the DS Code of Conduct. The Code of Conduct refers to bullying, sexuality, transgender, e-technology etc.

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

We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.

Homestays

If a Beeches Learning and Development Trust school engages in any type of homestay (billeting, e.g. foreign exchange visit, sports tours homestay etc) an Enhanced DBS check with Barred List Check will be undertaken for all members of the household over age 16 any regular visitors (including those not living in the household but with parental responsibility).

Use of Photography

We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students and will seek the permissions of parents before taking or sharing any images.

As confirmed in the Data Protection Act/GDPR, our school will ensure written consent is sought from the parent or carer of any child *before* any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (*for example, in a school brochure or website*) and how widely (*as part of a school's bulletin for all parents, on the child's individual development record etc*)

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

APPENDIX D

Date...

...

Designated Safeguarding Lead
Address..

Dear

Re: CHILD NAME

X has recently joined Dorney School and I understand he/she was previously a student at your school.

In order to ensure we have full information on this student I would be most grateful if you would confirm whether or not there are any Child Protection/Safeguarding concerns in relation to X and if so, please arrange for copies of the Child Protection file to be passed to me securely.

I can be contacted at the above address or via email safeguardingdps@dorneyschool.co.uk. Please note this is not a secure email.

Many thanks in anticipation for your support with this matter.

Yours sincerely

Headteacher
Designated Safeguarding Lead

Date

Private & Confidential
Designated Safeguarding Lead

Dear Designated Safeguarding Lead

Re: Child Name

Please find enclosed a copy of the child protection file that we hold for _____ who has recently joined your school. We are sharing these files confidentially in line with the expectations of the Buckinghamshire Safeguarding Children Board.

I will be grateful if you could return a copy of this letter to confirm receipt.

Many thanks
Yours sincerely

Headteacher
Designated Safeguarding Lead

I confirm receipt of the file as detailed above.

Signed:

Name:

Date:

APPENDIX E

Preventing Radicalisation and Violent Extremism – appendix to Child Protection policy

Purpose

Intelligence indicates that a terrorist attack in our country is 'highly likely'. Experience tells us that the threat comes not just from foreign nationals but also from terrorists born and bred in Britain. It is therefore vital that our counter-terrorism strategy contains a plan to prevent radicalisation and stop would-be terrorists from committing mass murder. – Rt Hon Theresa May MP, Home Secretary, June 2011.

Dorney School is committed to providing a secure environment for students, where children feel safe, are kept safe and are able to develop as caring individuals. Dorney School recognises that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Our school's Preventing Extremism and Radicalisation Safeguarding appendix to the Child Protection policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, September 2016"; and specifically the resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People," information provided by the Thames Valley Police PREVENT team and the work carried out by St Francis Xavier's College in Liverpool.

School Ethos and Practice

When operating this appendix Dorney School uses the following accepted governmental definition of extremism which is:

"vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

There is no place for extremist views of any kind in our school, whether from internal sources — students, staff or governors, or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this appendix. We also recognise that if we fail to challenge extremist views we are failing to protect our students. Therefore, at Dorney School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and are not marginalized.

Furthermore, at Dorney School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with the codes of conduct for students and for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites

- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-British values

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or the Buckinghamshire Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

At Dorney School we actively promote British Values through our PSHE curriculum, which includes:

- Planning a vibrant, engaging assembly programme with core ethical values and beliefs at its heart
- A well-structured Personal, Social, Health Education programme which includes: looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities
- A strong Religious Education programme
- Effective and well-managed School Council enabling students to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to student safety (for example: Educational Visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)

Use of External Agencies and Speakers

At Dorney School we welcome input from external agencies and speakers and whenever these are used the content of their messages to our school community is always clarified to ensure it is in keeping with the ethos of our school.

In partnership with Thames Valley Police we will deliver a programme and workshops to our students in order that they understand their role in society.

APPENDIX F

‘Key Ingredients’ for successful teaching in the context of ‘push’ and ‘pull’ factors

PUSH FACTORS – factors that push an individual/make an individual vulnerable to extremist messages	KEY INGREDIENTS	PULL FACTORS – factors that draw young people into extremist messages
Lack of excitement, frustration	Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training	Charismatic/confident individuals (recruiters)
Lack of sense of achievement – seen as significant ‘lack of purpose’// confidence in the future, life goals	Teacher attitudes and behaviours Willingness to admit you don’t know Acknowledging controversial issues exist Awareness that I have a role to play Willingness to turn to others for help when you don’t know about something	Network/sense of belonging
Lack of an outlet for views	Specific knowledge: Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid ‘othering’) Knowledge of an alternative values framework	Broader community views which enable or do not oppose extremism.
Gaps in knowledge or understanding of Islam – both young people and their parents	Teaching practice/pedagogy: Boosting critical thinking (seeing through propaganda, singular messages etc.) Helping to see multiple perspectives Using multiple resources/methods Embedding or sustaining dialogue following specialist interventions Enabling students to tackle difficult issues	Persuasive, clear messages. Exploiting knowledge gaps.
Sense of injustice		
Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice		
Exclusion – lack of belonging to peer or community networks, associations etc.		

Below the line: factors that are out of scope of this study	Linking schoolwork to the wider community Drawing evidence from across the curriculum Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity	
Disaffection with wider societal issues Disruptive home life	Other factors Support from senior leaders Student support processes	Sense of dignity and importance and loyalty Exciting (non-teaching) activities Sense of purpose in life

APPENDIX G

Safeguarding: Female Genital Mutilation (FGM)

FGM is a collective term for all procedures involving partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. Typically, it is performed on girls aged between 4 - 15 or on older girls before marriage or pregnancy. **It is illegal in the UK and it is also illegal to take a child abroad to undergo FGM. There is a maximum prison sentence of 14 years for anyone found to have aided this procedure in any way.** It is considered to be child abuse as it causes physical, psychological and sexual harm.

FGM is more common than many people realise, both across the world and in the UK. It is practised in 28 African countries and in parts of the Middle and Far East and increasingly in developed countries amongst the immigrant and refugee communities. In the UK it has been estimated that 24,000 girls under the age of 15 are at risk of FGM.

Signs and Indicators to be aware of & some indications that FGM may have taken place include:

- ☐ The family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family
- ☐ A girl / young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems
- ☐ A long absence from school or in the school holidays could be an indication that a girl / young woman has recently undergone an FGM procedure, particularly if there are behavioural changes on her return - this may also be due to a forced marriage
- ☐ A girl / young woman requiring to be excused from physical exercise lessons without the support of her GP
- ☐ A girl / young woman may ask for help, either directly or indirectly
- ☐ A girl / young woman who is suffering emotional / psychological effects of undergoing FGM, for example withdrawal or depression
- ☐ Midwives and obstetricians may become aware that FGM has taken place when treating a pregnant woman / young woman

Some indications that FGM may be about to take place include:

- ☐ A conversation with a girl / young woman where they may refer to FGM, either in relation to themselves or another female family member or friend;
- ☐ A girl / young woman requesting help to prevent it happening;
- ☐ A girl / young woman expressing anxiety about a 'special procedure' or a 'special occasion' which may include discussion of a holiday to their country of origin;
- ☐ A boy may also indicate some concern about his sister or other female relative.

Cultural context

The issue of FGM is very complex. Despite the obvious harm and distress it can cause, many parents from communities who practice FGM believe it important in order to protect their cultural identity.

FGM is often practiced within a religious context. However, neither the Koran nor the Bible supports the practice of FGM. As well as religious reasons, parents may also say that undergoing FGM is in their daughter's best interests because it:

- ☐ Gives her status and respect within the community;
- ☐ Keeps her virginity / chastity;
- ☐ Is a rite of passage within the custom and tradition in their culture;
- ☐ Makes her socially acceptable to others, especially to men for the purposes of marriage;
- ☐ Ensures the family are seen as honourable;

- Helps girls and women to be clean and hygienic.

Consequences of FGM

Many people may not be aware of the relation between FGM and its health consequences; in particular the complications affecting sexual intercourse and childbirth which occur many years after the mutilation has taken place.

Short term health implications include:

- a. Severe pain and shock;
- b. Infections;
- c. Urine retention;
- d. Injury to adjacent tissues;
- e. Fracture or dislocation as a result of restraint;
- f. Damage to other organs;
- g. Death.

Depending on the degree of mutilation, it can cause severe haemorrhaging and result in the death of the girl / young woman through loss of blood.

Long term health implications include:

- a. Excessive damage to the reproductive system;
- b. Uterus, vaginal and pelvic infections;
- c. Infertility;
- d. Cysts;
- e. Complications in pregnancy and childbirth;
- f. Psychological damage;
- g. Sexual dysfunction;
- h. Difficulties in menstruation;
- i. Difficulties in passing urine;
- j. Increased risk of HIV transmission.

Action to take if you believe a child is at risk of or has already undergone FGM:

At risk: Report your concerns to the Designated Safeguarding Lead (or a Deputy DSL) in line with the Child Protection policy.

Already undergone FGM: Report this to the Police. **Teachers are legally required to report the matter to the Police** and should also advise the DSL in line with this Child Protection policy.

Dorney School would like to thank Gosforth Academy for its work on this matter in order to produce this document.

APPENDIX H

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex

- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups.

Whistle---blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Any disclosure must be reported to the Designated Safeguarding Lead, or Deputy DSL, immediately and in line with the Child Protection policy.

HM Government Contacts

The Forced Marriage Unit 020 7008 0151.

Out of hours: 020 7008 1500 (ask for the Global Response Centre).

In an emergency dial 999.

ANY CONCERN OR DISCLOSURE MUST BE REFERRED IMMEDIATELY TO THE DESIGNATED SAFEGUARDING LEAD, OR A DEPUTY DESIGNATED SAFEGUARDING LEAD.

APPENDIX I

GUIDANCE ON ARRANGEMENTS FOR MUSLIM STUDENTS DURING THE MONTH OF RAMADAN

The practice of fasting

Fasting (*Saum*) is part of the yearly life of a Muslim and is a requirement on all those who have reached puberty and are healthy. This may affect some children below the age of 12 in primary schools as well. Children below the age of 12 who are very enthusiastic may be encouraged by their parents to fast only on Friday, Saturday and Sunday. Schools will wish to make suitable arrangements to support students in observing this requirement.

Fasting is not a requirement for students in lower age ranges. It is recognised that some younger children may wish to observe the fast and that family and peer group pressures may have a part to play in this. Schools may wish to discuss any problems with the child's family with reference to this guidance.

As fasting is a responsibility as well as an obligation in Islam it is important that students are supported while continuing with normal school life. It is equally important that students realise that Ramadan is not an opportunity to try to gain special individual rights within the school.

Schools will wish to recognise the importance of Ramadan to Muslim students through the curriculum, collective worship and other opportunities. New and supply staff may need to be made aware of the importance of Ramadan and the school's responsibilities.

All staff need to be aware of some of the effects of prolonged dawn to dusk fasting, for example sleepiness, mood swings and headaches. A family's sleep time can alter dramatically. Some students will need to reduce the physical exercise that they take during fasting while others will wish to continue as normal. Schools may wish to plan alternative activities in

Physical Education which are less strenuous. Muslims do not regard fasting as an opportunity to avoid aspects of life but rather to cope with normal life under different circumstances.

Prayer during Ramadan

Before praying Muslims are required to wash as a physical preparation. The washroom should be separate from the room used for prayer. It is not necessary for shower rooms to be provided as *Wudu* (ablution) applies only to prescribed parts of the body, including the feet, but running water must be available nearby.

The essential times of prayer are:

1. After first light and before sunrise. (*Fajr*)
2. Between the sun reaching its height and mid-afternoon (*Zuhr*)
3. Between mid-afternoon and sunset (*Asr*)
4. After the sun has finished setting (*Maghrib*)
5. In the dark of the night (*Isha*)

If it is not possible to make the prayers at the appointed times they can be made as soon as possible afterwards. Schools can arrange their own timetable for prayers and a prayer room can be made available at the end of the school day.

Muslims do not require a leader to make the prayers, although normally there would be a leader in the mosque. Congregational prayers are preferred but not essential. Such prayers would not require the whole of the lunch break and where large numbers of students are

involved it may be possible for a number of groups to pray over the period of the lunch break.

It is usual for males and females to pray separately but if not convenient they may pray together but in separate groups. Schools may wish to involve parents or members of the local Muslim community in the supervision of students during their prayer times. It is important that:

- Everyone in the school knows why prayer facilities are being made available and that non-Muslim member of staff and members of the support staff who are involved in supervision are fully briefed and know what is expected of them.
- Schools are advised that they can seek support from the local Muslim community which may be required in some circumstances.

Examinations during Ramadan

Islam is based on the lunar calendar and, therefore, moves each year. It is inevitable that some examinations in schools will take place during Ramadan. Staff need to be aware that some students may find the rigour of preparing for an examination while fasting difficult. Schools should consider rescheduling internal examinations. Forward planning is essential and schools will be issued with the dates for Ramadan for future years.

Parents' Evenings and School Functions during Ramadan

Fasting is difficult for both adults and young people and the timing of the fast, from dawn to dusk, means that all food preparation and consumption must take place over a few hours every evening and very early morning. This makes it difficult for parents to attend meetings or other functions in the evenings during Ramadan. If it is possible to avoid parent meetings during Ramadan while continuing to provide close and effective home-school contact the benefits are considerable.

Attendance and religious observance

Schools are reminded that students may be withdrawn from school for required religious observance and that such occasions are regarded as authorised absence for the purpose of registration. This might include, for example, *Id-ul-Fitr* (1-2 days) and *Id-ul-Adha*. Some students will attend school after observing prayer in the mosque.

Injections

Any oral medicine or injection cannot be taken by a person who is fasting. Such medications or injections can be taken after the fast is over. Where conditions are more serious medical advice from one's GP should be obtained.

Swimming

Muslim girls can easily wear caps and long swimming leggings during Primary school swimming lessons. If fasting however and water is swallowed inadvertently, the fast is not broken. As the intention was not to drink then the fast is still valid.

Dorney School is most grateful to Hounslow LEA and Hounslow Mosque for the work they undertook in 2001 and which was revised by the Muslim Council of Britain and for them sharing this with us.

APPENDIX J

SAFEGUARDING IN CONTEXT FOR DS

In order to safeguard the students at DS we believe it is important to understand the risks posed to them as young people living in and around the Chiltern and South Bucks area. The information below is aimed to provide context to the issues potentially affecting the DS student community. Clearly, this list is not exhaustive.

The Thames Valley Police Schools Newsletter, including back copies, is available on our website under Safeguarding.

Dorney School's unique community is diverse and this is what makes the school particularly special. Due to its diversity DS recognises that its community holds a range of beliefs and celebrates a range of cultures which are highly valued. DS also believes that the welfare and safeguarding of every student is paramount and its community will challenge anything it considers to be out of the norm. Safeguarding takes precedence when there are any child protection concerns. Some of our students may travel independently, making them susceptible to County Lines concerns and there are known issues concerning drug dealing at the local train station at times. Historically, Slough Local Authority has battled with issues of child sexual exploitation. In addition, there is also a historic gang culture in some areas of Slough and increasing incidents of knife crime. These matters are raised in school routinely and the staff considers these risks alongside other safeguarding issues when dealing with and supporting our students.

Child Criminal Exploitation

County Drugs Lines (CDL) is one of many exploitative crimes currently taking place across the country. 'County Lines', 'Going Country', or 'OT', is when gangs and organised criminal networks (OCGs) exploit children to sell drugs across county boundaries or from city to country / smaller towns using dedicated mobile phone lines. It is a business model for drug dealing whose success relies on the ability to exploit the vulnerable.

Drugs Dealing in Chiltern & South Bucks

There are cases in Chiltern & South Bucks where OCGs are using youths as a way of distributing drugs. Often the youths are drawn in by being offered free drugs and then later being told that they have a debt which they need to pay off. Some youths are drawn by the allure of being part of a gang. This is a worrying trend and we have had several cases where there have been concerns of youths being used by such groups.

Online Bullying and Harassment

Online Harassment is the act of sending offensive, rude and insulting messages and being abusive. If someone purposefully keeps sending you offensive messages that cause fear, it could be illegal.

Cyberbullying is any form of bullying which takes place online. This can be done over smartphones, tablets, online gaming, chat forums, social and other media. Cyberbullying itself is not against the law but if the content is threatening then it could be illegal.

Psychoactive substances: Nitrous Oxide

The little silver canisters that more frequently appear littering our parks and open spaces will have contained Nitrous Oxide. Nitrous Oxide is a gas with several legitimate uses but

when inhaled can make people feel happy, relaxed and giggly. Hence the name 'laughing gas' (and also known as Hippy Crack, Nos). It can also lead to mild euphoria, a feeling of light-headedness or dizziness, nausea and hallucinations. It is a colourless gas used by dentists as a sedative and anaesthetic agent, and is also used in the catering industry in pressurised whipped cream chargers.

Inhaling Nitrous Oxide can result in a lack of oxygen to the brain which can result in a person falling unconscious and even dying through suffocation or heart problems. This risk is likely to be greater if the gas is consumed in an enclosed space or if a lot is used at the same time. Since Nitrous Oxide can affect coordination, it's very important not to use it in potentially dangerous places where falls could cause injury or death. In the summer of 2018, it became more obvious that people in Chiltern & South Bucks were buying Nitrous Oxide and causing a significant amount of ASB. Not only were the culprits causing issues in parks and town centres, but the canisters were discarded on paths and play areas.

Knife Crime

There were 40,000 knife offences recorded nationwide in 2017/18. Out of the 19,000 people caught carrying a knife last year nearly 4,000 of them were children u/18. Stab victims aged 10-16 in England alone rose by 63% between 2012 and 2017 (ONS). In C&SB in 2018 there was a 74% increase in offences relating to possession of knives/weapons compared to the previous year. But this mainly relates to purchasing or possessing them, not using them.

Online Safety

The school uses a set of digital monitoring tools to protect students whilst they are online. Smoothwall Filter blocks inappropriately deemed websites, Smoothwall Monitor alerts key Safeguarding staff when concerning words/keystrokes are keyed into the system and other monitoring software provides classroom teachers and other staff to monitor students' screens. Staff should also physically view students' screens whilst circulating the classroom. Reports are sent to the Safeguarding key staff and follow-up conversations are held as required.

Reproduced with kind permission of Thames Valley Police, Schools & Youth Engagement Officer C&SB. June 2019

APPENDIX K

NOTICE TO VISITORS MOBILE DEVICES

As a safeguarding measure for our students, all visitors are respectfully requested to turn off all mobile devices whilst visiting our site.

Visitors must not take photographs or make video-recordings unless given express permission by a member of the Senior Leadership Team.

Thank you for your cooperation

***Headteacher
Designated Safeguarding Lead***

APPENDIX L

School closure and remote teaching arrangements for safeguarding and child protection at Dorney School

Note: The policy which follows was written as an appendix to the Child Protection Policy due to COVID 19 in 2020. The original appendix has been adapted and retained in the DS Child Protection policy, as it may be used during any emergency/unplanned closure when remote teaching is required. This is because the protocols and safeguarding requirements are likely to be very similar if not the same.

The safety and welfare of all children must always be Dorney School's priority and the principles within the Keeping Children Safe in Education (KCSIE) 2023 and our CP Policy still apply.

Designated Safeguarding Lead

A member of the Safeguarding Team will always be available during school hours. The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a designated senior member of staff will assume responsibility for co-ordinating safeguarding on site, if any students are present on site.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. Participation will be by the DSL or a Deputy.

Whenever there are students in school a member of the Senior Leadership Team will be on duty in school. All members of staff can contact the Safeguarding Team either by email or by MS Teams.

Responsibilities

We continue to take a whole school approach to safeguarding and it is the responsibility of all staff to report any concerns that they may have for the safety and/or welfare of any children with whom they have contact. This contact may be via e-mail, virtual teaching, through a phone call or directly with the child.

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

A written notification, Letter of Assurance, will be obtained from a setting or school if any of their staff members come to work at Dorney School and a risk assessment will be put in place.

Any volunteers coming into Dorney School, will be subject to relevant checks being completed as set out in KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. A risk assessment will be put in place on an individual basis.

Any staff or volunteers, carrying out duties in this school, who are usually based in another setting, will read the school's Child Protection Policy and various sections of KCSIE, as outlined in the main part of the Child Protection Policy. They will be informed of who the DSLs are and made aware of the school and local procedures for reporting concerns.

Induction to safeguarding training will be completed in line with School induction practices.

Whilst acknowledging the challenge of a school closure, it is essential from a safeguarding perspective that Dorney School is aware, on any given day, which staff/volunteers will be in the school and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Dorney School will continue to keep the Single Central Record (SCR) up to date as outlined in KCSIE.

Our DSL/Headteacher will ensure that they keep informed of any up to date information, both at a local or national level, as a result of COVID-19 or any other national or local emergency, that will impact the welfare of all students within Dorney School and will ensure that relevant information is shared with all staff, including any staff who may be carrying out temporary duties.

The DSL/DDSL will ensure that the child protection files are kept up to date and any required information is shared with the relevant agencies.

All staff must be made aware of how to report any welfare concerns during the closure/partial closure period(s). At Dorney School, these procedures involve adding the concern(s) to CPOMS and alerting a member of the Safeguarding Team to this; either by email or telephone call. If an email is used, the member of staff should not disclose any personal information in the email.

All staff continue to have a duty to report any concerns about the conduct or actions of any other member of staff. This report will be made to the Headteacher or Chair of Governors in accordance with the school's Whistleblowing Policy.

Vulnerable children

Vulnerable children include:

- Children who have a social worker
- Children with Child in Need (CIN) Plans
- Children on Child Protection (CP) Plans
- Looked after children
- Young carers
- Disabled children
- Pupils with Education, Health and Care (EHC) Plans (0-25)

Children who are known to our school and are deemed to be vulnerable will be offered a place in order to continue to attend, so long as they do not have underlying health conditions that put them at risk. If, however, we are unable to staff our school due to illness a place will be sought at a nearby setting.

Dorney School must offer support to those children and parents/carers, who have concerns about the child contracting Covid-19 through attendance at school or any other concern related to the reason for the closure. School will also refer to the guidance published by Public Health England or other appropriate agency and follow their advice. In cases where the child has a social worker, school must make contact with them to discuss the concerns. Guidance will also be sought from the Virtual School Head for children who are looked after (CLA).

Dorney School must identify those children who are a concern, but do not meet the criteria to be classed as a vulnerable child. We will make contact with individual students where this is deemed necessary and all students in the school are monitored via a whole school survey. Where telephone calls are made these should be logged following normal school procedures (e.g. CPOMS, communication log on SIMS).

Those with an EHCP should be risk-assessed by their school or college in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their

needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC Plans can safely remain at home. Dorney School will consider how it will remain in contact with those children who are not attending school or who are attending an alternative provision.

Dorney School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head for looked-after and previously looked-after children. Dorney School will regularly review CP/CIN cases to determine vulnerability and prioritise resources accordingly. The lead person for this will be: the Senior DDSL, reporting directly to the DSL.

Dorney School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them, if this is deemed appropriate under the circumstances.

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers at our school must be aware of this in setting expectations of pupils' work whilst they are at home. Dorney School will refer to the separate guidance on providing education remotely.

Appropriate support is in place for children of critical workers and vulnerable children attending school. The government guidance [mental health and behaviour in schools](#) will be referred to in order to support mental health issues that can bring about changes in a child's behaviour or emotional state, which can be displayed in a range of different ways, and that can be an indication of an underlying problem.

Support for pupils and students in the current circumstances will include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services. Further advice on support can be found on schoolsweb at <https://schoolsweb.buckscc.gov.uk/covid-19-corona-virus-latest-advice/covid-19-mental-health-and-well-being/>

Online Safety

All staff are aware of the Dorney School Online Safety Policy, however during an extended closure, there are other aspects of online safety that need to be considered. Dorney School has a clear set of protocols for the use of video conferencing between staff and students. This can be found at the end of this policy and must be followed by all staff and students. All staff at Dorney School must be reminded to familiarise themselves with the following policies:

- Staff code of conduct
- Acceptable users' policy
- Social media guidance (see Safe Working Practices/Staff Code of Conduct and Communications Policy)

Children and online safety away from school and college

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

Dorney School will ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class could be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Dorney School to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.
- Parental consent will be obtained prior to any pupil taking part in a virtual lesson.
- Teachers must not engage in any 1:1 virtual teaching sessions.
- Ensure that ground rules are in place so that the students have a good understanding of how the sessions will be organised and run.
- Consider the needs of vulnerable pupils, such as SEND.

[Guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) is available which could help plan online lessons and/or activities and deliver them safely.

Dorney School will ensure that children, who are being asked to work online, have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to school, children will be signposted to age-appropriate practical support from, for example:

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

Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. In the communications with parents and carers, Dorney School will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be

trusted to have access to children. Support for parents and carers to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers.

For those students who are still accessing computers at school and therefore are online, school will still continue to ensure that the appropriate filters and monitoring systems are in place.

Supporting children not in school

Dorney School and its Headteacher/DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Supporting children in school

Dorney School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Dorney School will refer to the government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19 or any other guidance relating to the situation at the time.

Child-on-Child Abuse

Dorney School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Students and parents have been advised how they can contact the Safeguarding Team during the closure period(s).

Dorney School recognises that during the period of school closure, children may have more frequent access to online devices, which has the potential to lead to online peer on peer abuse. These would include:

Sexting/Sharing of nude and semi-nude images

Online abuse

Child on child grooming

Distribution of youth involved sexualised content

Harassment

Where a school receives a report of child-on-child abuse, it will be addressed promptly and appropriately, following the principles as set out in KCSIE 2026 and of those outlined within the Child Protection Policy.

The school will listen and work with the child, parents/carers and multi-agency partners, including a report to the police, if required, to ensure the safety and security of that young person.

Concerns and actions must be recorded, and appropriate referrals made.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

For those children where it has been agreed between Dorney School, social workers and parents/carers that children will be attending school, the school will follow up on any pupil who does not arrive at the agreed time.

Dorney School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

In all circumstances where a vulnerable child does not take up their place at school or discontinues, a DSL will notify their social worker.

To support the above, Dorney School will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

The Department for Education has introduced a [daily online attendance form](#) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

Children moving schools and colleges

If any children are attending another setting, all relevant welfare and child protection information will be shared with that school. All relevant contacts, including social care contacts will also be shared with the school.

For looked-after children, any change in school must be led and managed by the Virtual School Head. The receiving school must be made aware of the reason the child is vulnerable and any arrangements in place to support them.

The receiving school will have access to a vulnerable child's EHC Plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker is (and, for looked-after children, who the responsible Virtual School Head is). All medical information must be shared with the receiving school and suitable arrangements made for any children requiring medication to be administered. A risk assessment and protocol will be drawn up to cover individual cases. Contact telephone numbers will be shared with any receiving school. Wherever possible this will take place prior to the child arriving or as soon as possible following their arrival.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEND provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders must take responsibility.

Whilst schools and colleges must continue to have appropriate regard to data protection and GDPR this legislation does not prevent the sharing of information for the purposes of keeping children safe. School must follow the advice about information sharing that can be found in KCSIE 2026.

Useful Contacts:

Buckinghamshire Children's Social Care & Multi-agency Safeguarding Hub (MASH)	For urgent safeguarding concerns the quickest way to let our MASH Team know is by calling them on: • 01296 383 962 between 9am to 5:30pm Monday to Thursday, 9am to 5pm Friday. • 0800 999 7677 before 9am, after 5:30pm (5pm on a Friday) or at weekends (Emergency Duty Team).
Police	101 or for emergency: 999
FGM - Mandatory reporting	Police on 101
Local Authority Designated Officer for Allegations against staff (LADO)	secure-lado@buckinghamshire.gov.uk Telephone: 01296 382070
Children and Young People with Disabilities 0-25 years	01296 383293 bfis@buckinghamshire.gov.uk
Local multi-agency procedures, guidance and Training: Buckinghamshire Safeguarding Children Partnership	Home - Buckinghamshire Safeguarding Children Partnership
NSPCC	0800 800 5000
Report Abuse in Education NSPCC Helpline	0800 136 663
Childline	0800 1111
Government's Whistle-blowing Service via NSPCC Report Line	0800 028 0285
Forced Marriage Unit	Tel: 020 7008 0151 From overseas: +44(0)20 7008 0151 (Mon-Fri 9am-5pm) Out of hours: 020 7008 1500 (ask for Global Response Centre) Email: fmf@fco.gov.uk
Support and Advice about Extremism DfE helpline (non-emergency advice for staff and governors)	Tel: 020 7340 7264 Email: counterextremism@education.gsi.gov.uk

Disclosure and Barring Service	Tel: 03000 200 190 Email: customerservices@dbb.gov.uk
Teaching Regulation Authority	Tel: 020 7593 5392 Email: misconduct.teacher@education.gov.uk