

Child Protection and Safeguarding Policy

Chair of Trustees: **Martin Baker**

Designated Safeguarding Lead: **Sharon Broughall; Chief Executive Officer (CEO)**

Deputy Safeguarding Lead: **Kerry Reid; Director: Standards & Excellence**

Designated Safeguarding Trustee: **Colin Dowland**

Issue Date: October 2023

Review Date: September 2024

Tel: 020 8959 4111

www.beatrust.org.uk

Dollis Primary School
Pursley Road
London NW7 2BU

Supported using public funding by



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Statement of Intent

This document is intended to be used by all BEAT staff (full and part time) and volunteers to ensure that all pupils in their care and control are kept safe.

BEAT is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil, both inside and outside of all premises used to achieve BEAT's purposes.

BEAT implements a preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the Board of Trustees, the CEO and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Child Protection and Safeguarding will be a standing item on all BEAT Board meeting agendas
- Ensuring that the CEO and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

BEAT's Designated Safeguarding Lead (DSL)

Sharon Broughall (CEO) 07976 670045

BEAT's Deputy Safeguarding Lead

Kerry Reid (Director, Standards and Excellence) 07773 893 721

BEAT's Chair of Trustees

Martin Baker contact through BEAT Office 020 8959 4111

BEAT's Safeguarding Trustee

Colin Dowland contact through BEAT Office 020 8959 4111

In the absence of either DSL, child protection matters will be dealt with by their deputy Sophie Boden (Head of BMAW and BMAC).

1. Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18.

For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils’ health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

For the purposes of this policy, the term “**harmful sexual behaviour**” includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DfE’s guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’ (2018), and for the purposes of this policy, the term “**sexual harassment**” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term “sexual violence” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

For the purposes of this policy, “upskirting” refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

The term “**teaching role**” is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils.

2. Legal framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

Children Act 1989

Children Act 2004

Safeguarding Vulnerable Groups Act 2006

The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)

Sexual Offences Act 2003

Domestic Abuse Act 2021

The General Data Protection Regulation (GDPR)

Data Protection Act 2018

[Schools providing education to pupils under the age of eight only] The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Voyeurism (Offences) Act 2019

Statutory guidance

HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'

DfE (2018) 'Working Together to Safeguard Children'

DfE (2015) 'The Prevent duty'

DfE (2023) 'Keeping children safe in education'

DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-statutory guidance

DfE (2015) 'What to do if you're worried a child is being abused'

DfE (2018) 'Information sharing'

DfE (2017) 'Child sexual exploitation'

DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

Other relevant BEAT policies include:

Positive Behaviour Policy

Staff Code of Conduct

Data Protection Policy

Whistleblowing Policy

Child Anti-Bullying Policy

Mobile Phone Policy

Grievance and Dignity at Work Policy

Social Media Policy

On-Line Instrumental Tuition Guidelines

Critical Incident Procedures

Health and Safety Policy and Procedures

Alcohol Drug and Substance Abuse Policy

BEAT Attendance Management Policy

Capability Policy

Equality and Diversity Policy

Low level Concerns Policy

3. Roles and responsibilities

- The Trustees have a duty to:
- Ensure that BEAT complies with its duties under the above child protection and safeguarding legislation.
- Ensure that BEAT policies, procedures and training opportunities are effective and comply with the law at all times.
- Ensure that BEAT contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that BEAT's safeguarding arrangements take into account the procedures and practices of Barnet Safeguarding Children Partnership as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment and ensure these are reflected in BEAT's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.
- Ensure that a member of the Trustees is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the CEO or another trustee
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct
- Certify that there are procedures in place to handle allegations against members of staff or volunteers
- Ensure that there are procedures in place to handle pupils' allegations against other pupils
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the conduct of staff
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer

abuse

- Ensure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils
- Ensure that there are systems in place for pupils to express their views and give feedback
- Establish an early help procedure and ensure all staff understand the procedure and their role in it
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
- Ensure that all members of the Trustees have been subject to an enhanced DBS check
- Ensure all Trustees receive appropriate safeguarding and child protection training (including online safety) at their induction, which is updated regularly.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Put in place appropriate safeguarding responses for pupils who are absent for prolonged periods and/or repeated occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Make sure that staff members have the skills, knowledge and understanding necessary to support LAC pupils.

The CEO has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in BEAT and the teaching profession.
- Work with the Board of Trustees to ensure BEAT's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure that the policies and procedures adopted by the Board of Trustees, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding

Policy, Staff Code of Conduct, Low level Concerns Policy, online safety training, the Behaviour Policy (Saturday Academies), the process for recording and reporting child absence and the identity of the DSL and any deputies and how to contact them. Ensure all staff are updated on any changes to these policies. In addition, staff will also receive part one, and for staff working directly with children Annex A of the 'Keeping children safe in education' (KCSIE) guidance.

- Appoint two members of staff from BEAT's SMT to the role of DSL as an explicit part of the role-holder's job description
- Ensure all relevant persons are aware of the BEAT's local safeguarding arrangements, including the Trustees, the SMT and DSLs
- Adhere to statutory responsibilities by conducting pre-employment checks on all staff
- Guarantee that volunteers are appropriately supervised
- Ensure that all teaching staff receive safeguarding and child protection training once every 3 years. With updates annually.

The DSL has a duty to:

- Understand and keep up to date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners.
- Make the necessary child protection referrals to appropriate agencies.
- Liaise with the CEO or other DSL to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands BEAT's Child Protection and Safeguarding Policy and procedures

- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Ensure they understand the role of an appropriate adult when the police carry out a search of a child.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the Board of Trustees to ensure the Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure that BEAT's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that BEAT will may make referrals for suspected cases of abuse or neglect, as well as the role that BEAT plays in these referrals.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Be contactable at all times during normal working hours to discuss any safeguarding concerns.
- Ensure that staff know whom to report to out of working hours (DSO or straight to MASH)
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Challenge senior leaders over any safeguarding concerns, where necessary.
- Understand how to refer to CSCS/MASH, the Continuum of Need and the

MASH process, and the statutory assessments process under the Children Act 1989 and their role in these assessments.

- Taking lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place.

Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in BEAT and the teaching profession as part of their professional duties.
- Provide a safe environment in lessons, ensembles, concerts and trips in which pupils can learn.
- Act in accordance with BEAT's/Individual school's procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware that some children may not know how or feel ready to talk about abuse
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of and understand the process for making referrals to CSCS/MASH.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Follow appropriate procedures for, and approaches to, preventing radicalisation
- Challenge senior leaders over any safeguarding concerns, where necessary.

Staff must read part one, and for staff working directly with children Annex A of the

'Keeping Children Safe in Education' (KCSIE) guidance.

3.1. Conduct for teaching staff

If a member of BEAT staff is concerned about a child when working in a school setting this must be reported immediately to the DSL at the school and then to the BEAT DSL.

If a member of staff is concerned about a child in a BEAT Academy setting, or at another BEAT setting report immediately to the BEAT DSL on site.

If you have a concern about adult behaviour towards the children when working in a school, this must be reported immediately to the school headteacher.

When working in a BEAT Academy setting, or at another BEAT setting, a concern about adult behaviour must be reported immediately to the CEO.

Any concerns, of any nature can always be reported to Barnet's Multi- Agency Safeguarding Hub (MASH) Tel: 0208 359 4066.

When teaching, all staff should teach in a room where they can be seen by other pupils and staff. Schools should provide a teaching room which is visible to others but recognise that this is not always physically possible. Where this is the case, this must be reported to the CEO.

Staff should avoid physical contact with a pupil during a lesson.

Staff must not give any e-mail or social media contact information to students – if a student tries to make contact through social media the request must be refused.

Staff must have written permission from the parents prior to giving a student a lift and ensure that insurance will cover for this – failure to comply with this advice could put staff at risk of negligence and other claims.

Staff must always wear a BEAT name badge.

Staff should never leave a primary school pupil in a room alone if there are no other staff or pupils in the immediate vicinity.

Conductors of groups should ensure that all students have been met by a known adult at the end of a session.

4. Inter-agency working

BEAT contributes to inter-agency working as part of its statutory duty

BEAT will work with CSCS, the police, health services and other services to protect the welfare of its pupils

BEAT recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

BEAT is aware of and will follow the local safeguarding arrangements

Where a need for early help is identified, BEAT will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider

whether to conduct) a section 17 or 47 assessment

BEAT recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help

Staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on BEAT to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils

If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL

BEAT also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE)

5. Abuse and neglect

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

6. Types of abuse and neglect

Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

Physical abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: A form of abuse which involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

Sexual abuse: A form of abuse which involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

Neglect: A form of abuse which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

Domestic: for the purposes of this policy, and in line with the Domestic Abuse Act 2021, "domestic abuse" is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. "Abusive behaviour" includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse,

psychological or emotional abuse, or another form of abuse. "Personally connected" includes people who:

- Are, have been, or have agreed to be married to each other
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

BEAT will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. Children can be victims in their own relationships. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

7. Child abduction and community safety incidents

For the purposes of this policy, “child abduction” is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers. All staff will be alert to community safety incidents taking place in the vicinity of BEAT activities that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

8. FGM

For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

FGM is considered a form of abuse in the UK and is illegal.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE

Indicators that may show FGM could take place soon include the following:

- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a ‘special procedure’ or a ceremony to ‘become a woman’
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

9. Forced marriage

For the purpose of this policy, a **"forced marriage"** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from lessons
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and

marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

10. Child sexual exploitation (CSE)

For the purpose of this policy, “**child sexual exploitation**” is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

BEAT has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

10.1. Identifying cases

BEAT staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going absent for prolonged periods and/or repeated occasions,
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

10.2. Referring cases

Where CSE, or the risk of it, is suspected, staff must refer the case to both the school DSL and the BEAT DSL.

10.3. Support

The LA and all other necessary authorities will then handle the matter to conclusion. BEAT will cooperate as needed.

11. Homelessness

The DSL and deputy(s) will be aware of the contact details and referral routes into the school so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”

Referrals to the Local Housing Authority do not replace referrals to CSCS/MASH where a child is being harmed or at risk of harm.

For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

12. Child criminal exploitation (CCE)

For the purposes of this policy, “child criminal exploitation” is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

BEAT will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. BEAT will also recognise that pupils of any gender are at risk of CCE.

BEAT staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going absent for prolonged periods and/or repeated occasions

13. Modern slavery

For the purposes of this policy, “modern slavery” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation. All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

14. County lines criminal activity

For the purpose of this policy, “**County lines criminal activity**” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be susceptible to, or involved in, this activity will immediately report all concerns to the school DSL/BEAT DSL.

The school DSL/BEAT DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

15. Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing

- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

Staff members who suspect a pupil may be susceptible to, or involved in, serious violent crime will immediately report their concerns to the school DSL/BEAT DSL.

16. Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

17. Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support through their schools.

18. Contextual safeguarding

Safeguarding incidents can occur outside of the school setting and can be associated with outside factors. BEAT staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

BEAT will provide as much contextual information as possible when making referrals to CSCS/MASH.

19. Preventing radicalisation

For the purpose of this policy, "**radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies.

Protecting children from the risk of radicalisation is part of BEAT's wider safeguarding duties.

BEAT will actively assess the risk of pupils being drawn into terrorism.

Staff will be alert to changes in pupils' behaviour which could indicate that they may

be in need of help or protection.

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately. This may include BEAT DSL making a referral to the Channel programme. BEAT will work with local safeguarding arrangements as appropriate.

BEAT will work with the school to ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child's parents, unless the DSL has reason to believe that the child would be placed at risk as a result.

19.1. Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

19.2. Risk indicators of susceptible pupils

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

19.3. Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma

associated with war or sectarian conflict?

- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

19.4. Channel programme

Safeguarding children is a key role for BEAT, the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a susceptible pupil is at risk of being involved in terrorist activities.

In cases where BEAT believes a pupil is potentially at serious risk of being radicalised, the CEO or DSL will contact the Channel programme.

The Channel programme ensures that susceptible children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from BEAT and the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

19.5. Extremist speakers

BEAT will ensure that it briefs speakers appropriately in order to prevent speakers who may promote extremist views from misusing BEAT activities.

19.6. Building children's resilience

BEAT will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Support pupils in understanding how democracy, government and law making/enforcement occur.
- Support pupils in developing mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

19.7. Resources

Barnet Prevent Education Officer; Ameilcah Clarke (0208 359 7371)

BEAT may utilise the following resources when preventing radicalisation:

Local safeguarding arrangements

Local police (contacted via 101 for non-emergencies)

The DfE's dedicated helpline (020 7340 7264)

The Channel awareness programme

The [Educate Against Hate](#) website

20. Long Term/Repeated Absenteeism

A child going absent for prolonged periods and/or repeated occasions is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Staff will monitor pupil's attendance, particularly those who are absent from activities on repeat occasions and report them to the school and/ or BEAT DSL, as appropriate, following normal safeguarding procedures.

20.1. Admissions Register

Pupils are placed on the appropriate register, either prior to their first lesson/ activity, or on attending their first lesson/ activity

Staff will ensure that registers are kept up-to-date and accurate at all times. Parents will be informed when any changes occur

Two emergency contact details will be held for each pupil where possible

Attendance registers must be completed for every lesson.

Staff will monitor pupils' attendance and, where concerned, will notify the BEAT office, line manager or the child's school as appropriate at the earliest opportunity.

In an Academy or other BEAT setting, all parents are expected to inform BEAT whenever their child is unable to attend. Any absence without reason should be reported to the Academy Head for immediate follow-up. This is particularly important in the case of independent lone travellers.

In a school setting, failure to attend a lesson should be reported to the school office before leaving the school and earlier if possible. If more than one lesson is missed without good reason, this should be reported to the BEAT office.

If a parent notifies BEAT that their child will live at a different address, or that any contact details have changed, BEAT will update its records and registers accordingly

If a child changes activity, they shall be added to the appropriate register, together with their emergency contact number(s) as appropriate. They shall be marked as discontinued on the register of their previous activity until the start of a new term, when they shall be removed from this register

BEAT will remove a pupil from the register of activities where BEAT or the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance

21. Pupils with SEND

BEAT recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils

Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability.
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the **DSL** will liaise with the school's **SENCO**, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

22. LAC and PLAC

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding.

PLAC, also known as care leavers, can also remain susceptible after leaving care.

The Trustees will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

23. Alternative provision

BEAT will remain responsible for a pupil's welfare during any events where its pupils are participating, whether these are held at any of BEAT's usual premises or at external premises

BEAT will remain responsible for a pupil's welfare during any activities organised by any of BEAT's partner organisations.

When placing a pupil with any of BEAT's partner organisations, BEAT will obtain written confirmation that the partner organisation has conducted all relevant safeguarding checks on its staff

24. Work experience

Where BEAT enables pupils to conduct work experience at any premises where BEAT activities take place, BEAT will ensure that the provider has appropriate safeguarding policies and procedures in place.

Where a student on work experience is working alongside a BEAT member of staff an enhanced DBS check is not required.

An enhanced DBS check will be obtained if the person is over the age of 16 and working in regulated activity.

No volunteer shall be left unsupervised with any of BEAT's pupils unless an enhanced DBS check has been carried out for them.

24.1. BEAT – staying away from home.

BEAT will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the trip.

Risk Assessments must always be carried out and signed off by a Board member.

Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

25. Private fostering

Where BEAT becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

26. Concerns about a pupil

If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the school DSL/BEAT DSL or a deputy if the DSL is not available.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in Section 27 of this policy.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

Any member of staff can refer to MASH at any time – 020 8359 4066

If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.

Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet in the BEAT office.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, BEAT will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil knows they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

27. Early help

Early help means providing support as soon as a problem emerges, at any point in a

child's life.

Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.
- Are disabled, have certain health conditions, or have specific additional needs.
- Have mental health needs.

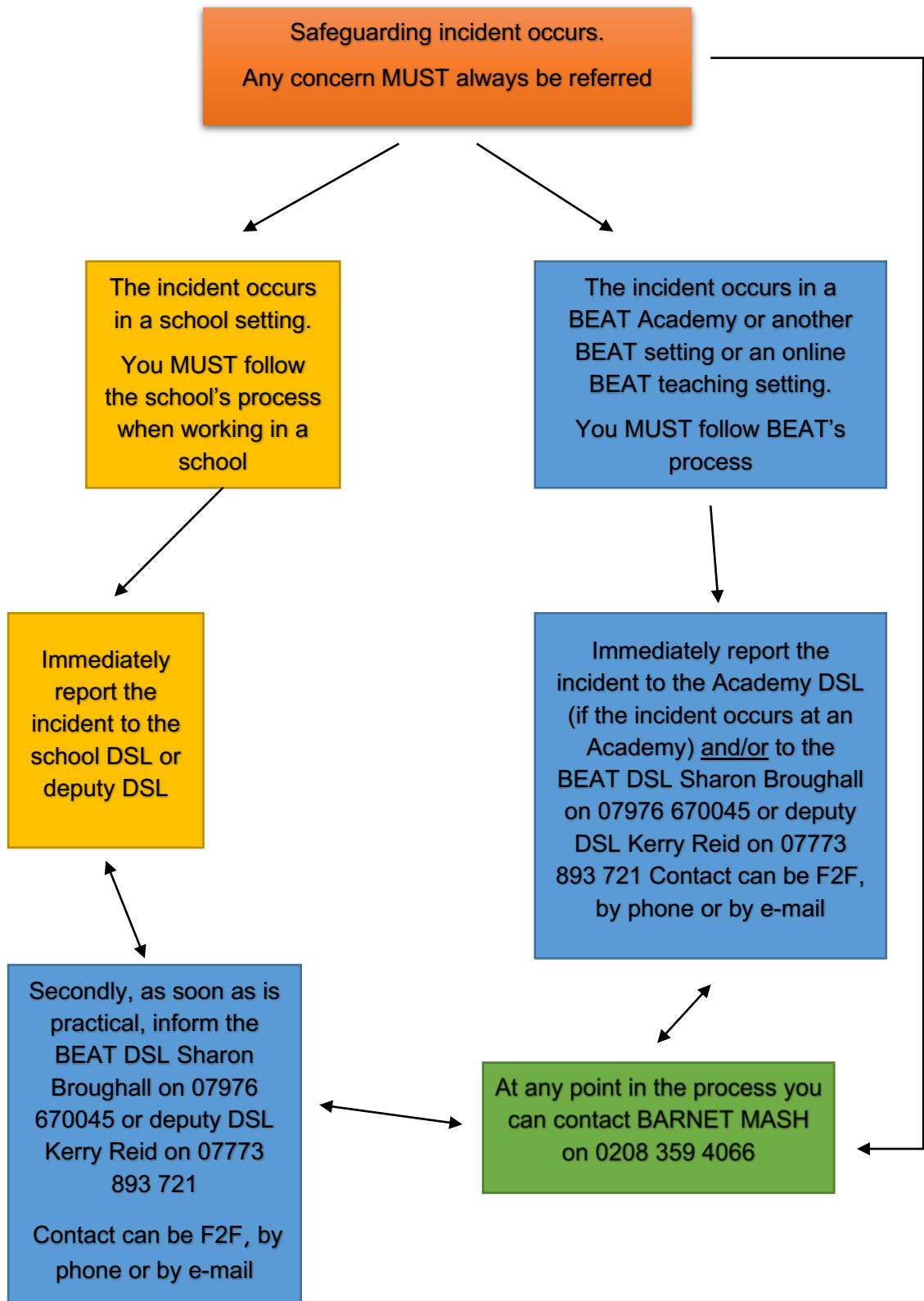
Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

All staff will be made aware of the local early help process and understand their role in it.

The DSL will take the lead where early help is appropriate.

28. Managing Referrals

BEAT REFERRAL PROCESS



28.1. Procedure and Responsibilities – All BEAT staff and volunteers

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure. Where the incident occurs in a school setting, you must follow the school's process. If the incident occurs in a BEAT setting or an online BEAT teaching session, you must follow BEAT's process. The emphasis is on the identification of early help by all staff.

28.2. Suspicion of abuse

If abuse is suspected but there has been no disclosure, the member of staff should:

- ask open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. "Can you tell me about..."
- believe the child and reassure them that they were right to talk to you
- record the facts of the conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence)
- report the suspicion to the DSL responsible for Child Protection or the Deputy DSL and they will take the appropriate action

28.3. Disclosure

If a child discloses that s/he has been abused in some way, the member of staff / volunteer should:

- listen to what is being said without displaying shock or disbelief
- accept what is being said but do not apportion blame
- allow the child to talk freely, ask only open questions e.g. "Tell me more about..." Do not press for detail, put forward your own ideas or use words that the child has not used themselves
- stay calm and reassuring
- not make promises which might be impossible to keep. Tell the child that you will have to tell someone else who will be able to help – it might be necessary to refer the case to MASH
- reassure him or her that what has happened is not his or her fault
- stress that it was the right thing to tell
- explain what has to be done next and who has to be told
- make a written record (see section below on 'Keeping your records')
- pass information to the DSL or deputy DSL without delay

The DSL will establish details of full name, date of birth, address and names of parents / guardians.

28.4. Emergency Procedures

In an emergency, if the DSL or Deputy DSL or Beat Safeguarding Trustee are not

available, the member of staff must establish the facts and details as above and contact the police or the MASH team:

- phone the MASH team - 020 8359 4066
- make sure you have the child's full name and date of birth so that they can check to see if the family are known to Social Services
- discuss the situation and ask for advice
- a social worker may talk to the child
- establish who will be responsible for informing the parents / carers
- Social Services will contact the police as necessary
- If action is taken, follow up the phone call with an online referral <https://www.barnet.gov.uk/childrenand-families/keeping-children-safe/worried-about-safety-child>

The reporting and referral process will be followed accordingly.

All staff members, in particular the DSL will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.

When making a referral to CSCS/MASH or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

The DSL will work closely with the police to ensure BEAT does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made.

Where this information is not forthcoming, the referrer will contact social services for more information.

BEAT will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.

Where CSCS/MASH decide that a statutory investigation is not appropriate, BEAT will consider referring the incident again if it is believed that the pupil is at risk of harm.

Where CSCS/MASH decide that a statutory investigation is not appropriate and BEAT agrees with this decision, BEAT will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.

Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

BEAT will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, are effectively supported and know where they can access additional support.

28.5. Keeping your records

When a child has made a disclosure, the member of staff / volunteer should:

- make brief notes as soon as possible after the conversation using the BEAT form Concerns Record.
- Note down any bruising or injuries on a body map available from BEAT
- keep any original notes made. These must not be destroyed in case they are needed by a court
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- record the position of any bruising or other injury
- record statements and observations rather than interpretations or assumptions
- give all records to the DSL promptly. NO copies should be retained by the member of staff / volunteer
- ensure all original records/notes will then be kept in a locked secure cupboard in the BEAT office.

28.6. BEAT SAFEGUARDING CONCERNS RECORD

<u>Name of child:</u>		<u>Year Group:</u>
<u>Details of disclosure or outline of concerns</u>		
<u>Date:</u>	<u>Time:</u>	<u>Name of person reporting:</u>
<u>Place:</u>		<u>Occasion:</u>
<u>Details of disclosure or outline of concern:</u>		
<u>Signature of Referrer:</u>		<u>Date:</u>
<u>Signature of designated person:</u>		<u>Date:</u>

29. Concerns about staff members and safeguarding practices

If a BEAT member of staff has concerns about another member of BEAT staff, it will be raised with the BEAT CEO whose name is on the front cover of this policy.

If the concern is with regards to the CEO, it will be referred to the Chair of Trustees whose name is on the front cover of this policy.

If the concern is with regards to the Chair of Trustees, it will be referred to LADO through MASH (0208 359 4066)

Any concerns regarding the safeguarding practices at BEAT will be raised with the SMT, and the BEAT whistleblowing procedures will be followed, as outlined in BEAT's Complaints Policy.

If a staff member feels unable to raise an issue with the SMT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

The CEO or Chair will refer to the LADO in any cases of staff allegations.

Any allegations of abuse made against staff members will be dealt with in accordance with BEAT's Allegations of Abuse Policy.

29.1. Low Level Concerns

A low-level concern is one which does not meet the harms threshold, this does not mean that the concern is insignificant. No matter how small a staff member may perceive their concern if an adult working in or on behalf of the academy has acted in a way which is:

inconsistent with BEAT's behavioural standards as set out in the code of conduct, disciplinary policy and safeguarding and child protection policy, including inappropriate conduct outside of work

does not meet the threshold or would not be considered serious enough to consider a referral to LADO.

BEAT recognises that:

- Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure
- That this behaviour exists on a wide spectrum from thoughtless, context specific actions or that which is intended to enable abuse. It is crucial that all staff feel enabled to raise such concerns with the DSL or deputy to ensure that such concerns are recorded and dealt with promptly and appropriately
- The CEO should be the ultimate decision-maker in respect of all low-level concerns. If in any doubt as to whether a low-level concern meets the harm threshold, the CEO must consult the local authority designated officer (LADO)

Records will be kept confidential, held securely and comply with the Data Protection

Act 2018 and is recommended that it is kept at least until the individual leaves their employment. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Further information is available in the Low Level Concern Policy

30. Dealing With Allegations of Abuse Against Staff

All allegations will be dealt with in line with BEATs Allegations Against Staff Policy

Where an allegation is substantiated, and the individual is dismissed or resigns, BEAT will refer it to the DBS. They will also consider referring the matter to the TRA for consideration for a prohibition order.

If the DSL/CEO is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS/MASH.

BEAT will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

When managing allegations against staff, BEAT will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the Allegations of Abuse Against Staff Policy.

Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they 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.

31. Allegations Of Abuse Against Other Pupils (Child-On-Child Abuse)

31.1. Sexual harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

- Sexual harassment includes:
 - Sexual comments.
 - Sexual "jokes" and taunting.
 - Physical behaviour, such as deliberately brushing against another pupil.
 - Online sexual harassment, including non-consensual sharing of images

and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

31.2. Sexual violence

Sexual violence refers to the three following offences:

Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Harmful sexual behaviours

The term “harmful sexual behaviour” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

31.3. A Preventative Approach

In order to prevent child-on-child abuse and address the wider societal factors that can influence behaviour, BEAT will support pupils in educating them about abuse, its

forms and the importance of discussing any concerns and respecting.

31.4. Awareness

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

All staff will be aware that child-on-child abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as susceptible to abuse as LGBTQ+ children.

BEAT’s response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

31.5. Support available if a child has been harmed, is in immediate danger or at risk of harm.

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to CSCS.

Within one working day, a social worker will respond to the referrer to explain the action that will be taken.

31.6. Support if early help, sect. 17 and/or sect. 47 statutory assessments are appropriate

If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, BEAT staff may be required to support external agencies. The DSL and deputies will support staff as required.

31.7. Support available if a crime may have been committed

Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral to CSCS. The DSL will be aware of the local process for referrals to both CSCS and the police.

Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police

will take a welfare approach rather than a criminal justice approach.

The DSL will liaise closely with the local police.

31.8. Support available if reports include online behaviour

Online concerns can be especially complicated. BEAT recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.

Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

31.9. Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

Where an alleged incident took place outside of BEATs activities or online but involved BEAT, BEAT's duty to safeguard pupils remains the same.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of

the note taker.

Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCCIS sexting advice](#).

Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).

Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the appropriate authority, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

31.10. Confidentiality

BEAT will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks a member of BEAT staff not to tell anyone about the disclosure, they cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

Parents will be informed unless it will place the victim at greater risk.

If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.

Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

31.11. Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. BEAT will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

When deciding on the steps to take, BEAT will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

31.12. Risk Assessment

The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual

violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children involved in BEAT activities, especially any actions that are appropriate to protect them.

Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with BEAT's Data Protection Policy.

31.13. Taking action following a disclosure

The DSL or a deputy will decide BEAT's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst BEAT establishes the facts, the alleged perpetrator will be removed from any activities shared with the victim. BEAT will consider how to keep the victim and alleged perpetrator apart. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared activities, premises and transport will be considered immediately.

In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

31.14. Managing the report

The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to CSCS or the police, BEAT will

speak to the relevant agency to discuss informing the alleged perpetrator.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to CSCS
- Reporting to the police

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

31.15. Managing Internally

In some cases, e.g. one-off incidents, BEAT may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

31.16. Providing Early Help

BEAT may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

31.17. Referral to CSCS/MASH

If a child has been harmed, is at risk of harm or is in immediate danger, BEAT will make a referral to CSCS. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with CSCS.

BEAT will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with CSCS to ensure that BEAT's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

If CSCS decide that a statutory investigation is not appropriate, BEAT will consider referring the incident again if they believe the child to be in immediate danger or at

risk of harm.

If BEAT agrees with the decision made by CSCS, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

31.18. Reporting To The Police

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to CSCS. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for BEAT to support the child with any decision they take, in unison with CSCS and any appropriate specialist agencies.

The DSL and trustees will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, BEAT will continue to engage with specialist support for the victim as required.

31.19. Bail conditions

Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

BEAT will work with CSCS and the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. BEAT will seek advice from the police to ensure they meet their safeguarding responsibilities.

The term 'released under investigation' (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

31.20. Managing Delays In The Criminal Justice System

BEAT will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

The DSL will work closely with the police to ensure BEAT does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

31.21. The End Of The Criminal Process

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same activity as the victim, BEAT will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's

timetable.

If the offence took place at a BEAT Music Academy, or other site used for BEAT activities which are also used by the victim, a risk assessment and appropriate action will be taken by the Head of the Academy and/ or BEAT's SMT.

BEAT will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", BEAT will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. BEAT will discuss decisions with the victim and offer support.

The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

31.22. Ongoing support for the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology BEAT uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

Victims may struggle in a normal teaching environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

BEAT will provide a physical space for victims to withdraw to.

Victims may require support for a long period of time and BEAT will be prepared to offer long-term support in liaison with relevant agencies.

Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.

If the victim is unable to remain in the activity, alternative provision or a move to another BEAT Music Academy will be considered – this will only be considered at the request of the victim and following discussion with their parents.

If the victim does move to another BEAT Music Academy, the DSL will inform the Head of the Academy, and their Deputy of any ongoing support needs. The child protection file shall be kept securely in a central location and any information

considered relevant may be communicated to ensure the pupil is supported appropriately.

31.23. Ongoing support for the alleged perpetrator

When considering the support required for an alleged perpetrator, BEAT will take into account:

- The terminology they use to describe the alleged perpetrator or perpetrator.
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
- Their age and developmental stage.
- What a proportionate response looks like.
- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.

When making a decision, advice will be taken from CSCS, specialist sexual violence services and the police as appropriate.

If the alleged perpetrator moves to another BEAT Academy (for any reason), the DSL will inform the destination BEAT Academy of any ongoing support needs and transfer the child protection information.

BEAT will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

31.24. Disciplining the alleged perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent BEAT reaching its own conclusion and imposing an appropriate penalty.

BEAT will make such decisions on a case-by-case basis, with the DSL taking a leading role.

BEAT will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and CSCS will be consulted where necessary.

BEAT will also consider whether circumstances make it unreasonable or irrational for BEAT to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time.

BEAT will be clear whether action taken is disciplinary, supportive or both.

31.25. Shared activities

Once the DSL has decided to progress a report, they will again consider whether the

victim and alleged perpetrator will be separated in activities, and on premises where activities take place or on transport provided by BEAT. The best interests of the pupil will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from activities with the victim and potential contact on premises where activities take place, or on transport provided by BEAT, will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to continue with BEAT activities would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, BEAT will consider suitable sanctions and permanent exclusion. If the perpetrator will continue with BEAT activities, BEAT will keep the victim and perpetrator in separate activities and manage potential contact on premises and transport used by BEAT. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing activities and potential contact will be made on a case-by-case basis.

In all cases, BEAT will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

31.26. Working With Parents And Carers

In most sexual violence cases, BEAT will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

BEAT will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

BEAT will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how BEAT will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

31.27. Safeguarding Other Children

Children who have witnessed sexual violence, especially rape and assault by

penetration, will be provided with support.

It is likely that children will “take sides” following a report, and BEAT will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

BEAT will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.

As part of BEAT’s risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. BEAT will consider any additional support that can be put in place.

32. Communication and Confidentiality

Child Protection raises issues of confidentiality that must be clearly understood by all staff / volunteers.

All BEAT staff have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies and the Police.

If a child confides in a member of staff / volunteer and requests the information is kept secret, the member of staff / volunteer MUST tell the child sensitively that s/he has a responsibility to refer cases of alleged abuse for the child’s own sake. The child should be reassured that the information will ONLY be disclosed to people who need to know.

Staff / volunteers who receive information about children and their families should share that information only within the appropriate professional contexts. Gossip and chat are strictly forbidden.

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with BEAT data protection policies.

Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, BEAT will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, BEAT will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim’s consent, e.g. if doing so would assist the

prevention, detection or prosecution of a serious crime.

Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.

Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.

Discussions with parents will not take place where they could potentially put a pupil at risk of harm.

Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving activities, etc., with the reasons behind decisions being explained and the available support discussed.

External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, BEAT will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving BEAT activities, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

33. Online Safety And Filtering And Monitoring

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. BEAT will adopt an approach to online safety which will empower, protect, and educate our pupils/students and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

BEAT identifies that the breadth of issues classified within online safety is considerable, but 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, extremism and radicalisation.
- Contact: being subjected 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: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images

(including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit image and online bullying.

- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams

BEAT will carry out an annual review of its approach to online safety, including its filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

BEAT recognises that personal mobile phones and smart technology have the potential to be used inappropriately. BEAT has developed guidance to outline the required protocol for all employees, pupils, volunteers, governors and parents/carers. Staff, volunteers, parents or pupils must not use personal phones or devices to take pictures of pupils while in the school environment or on educational visits.

For further information on the use of mobile phones, smart technology, cameras and sharing of images please see BEAT's IT Acceptable Use Agreement and Mobile Phone Policies.

BEAT will also:

- Ensure appropriate filters and monitoring of devices. Whilst it is essential to ensure that appropriate filters and monitoring systems are in place, BEAT will be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught (*DFE Guidance).
- Ensure robust safeguarding support and follow up is in place to act on any issues raised from the filtering and monitoring process.
- Ensure any student breaches of the acceptable ICT use will be treated in line with BEAT's Positive Behaviour Policy.
- Adhere to the DfE Guidance on Meeting digital and technology standards in schools and colleges' guidance

34. Cyber-Crime

For the purposes of this policy, “cyber-crime” is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.
- Denial of Service attacks, known as ‘booting’.

- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

35. Mobile Phone And Camera Safety

Staff will adhere to BEAT and the relevant school policies on mobile phone usage.

Mobile phones will be safely stored and in silent mode at all times whilst pupils are present.

Staff may only use phones for the purpose of music related activities at BEAT Music Academies, or where the school policy allows this. Examples of music related activities may include:

- Tuning apps
- Metronome apps
- Garage band
- Playing recorded musical examples

Teaching staff are not permitted to use their mobile phones for any form of communication while they are teaching or in a classroom with students.

Staff will use their professional judgement in emergency situations.

Staff may take mobile phones to venues where BEAT activities do not usually take place, but they must only be used in emergencies and should not be used when pupils are present.

There will be occasions when parents and/or other teachers will want to take photographs and/or video footage of children's performances. With the increasing use of e-mail and internet it is the duty of the BEAT to ensure that the safety and well-being of children is paramount. The use of these mediums could be open to abuse and staff must take all necessary precautions to prevent this.

Photographs and video footage will not be posted on notice boards or web sites unless parental permission has been given by all parents. Children shall not be identified by name in any photographs or video unless parental permission has been given by all parents.

The sending of inappropriate messages or images from mobile devices is strictly prohibited. Staff who do not adhere to this policy will face disciplinary action.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent.

Where photographs and videos will involve LAC, adopted pupils, or pupils for whom there are security concerns, the DSL will determine the steps involved.

The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise

with the social worker, carers or adoptive parents to assess the needs and risks associated with the pupil.

Staff will report any concerns about another staff member's use of mobile phones to the DSL.

35.1. Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

A "specified purpose" is namely:

Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).

To humiliate, distress or alarm the victim.

"Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.

Upskirting will not be tolerated by BEAT.

Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

36. Safer Recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members.

A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in a school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

Pre-employment checks

Written information about previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

Shortlisted candidates will be informed that online searches may be done as part of due diligence checks.

The suitability of prospective employees will be assessed by:

- Verifying the candidate's identity, preferably from the most current

- photographic ID and proof of address except where, for exceptional reasons, none is available
- Obtaining a certificate for an enhanced DBS check with barred list information for all staff
 - Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role
 - Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed

An enhanced DBS certificate and barred list check will be obtained from candidates before commencing work.

36.1. Internal candidates

References from internal candidates will always be scrutinised before appointment.

36.2. Trustees

An enhanced DBS check will be carried out for each member of the Trustees.

36.3. References

All appointments are subject to receipt of satisfactory references. Open testimonials will not be considered.

References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

References will only be accepted from a senior person and not from a colleague.

Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.

Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

36.4. Volunteers

No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

A supervised volunteer who regularly teaches or looks after children is not in

regulated activity.

A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

36.5. Contractors

BEAT will ensure that any contractor has been subject to the appropriate level of DBS check.

Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

Contractors without a DBS check will be supervised if they will have contact with children.

The identity of the contractor will be checked before commencing their duties for BEAT.

36.6. Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

37. Training

Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated every 3 years or whenever there is a change in legislation. The induction training will cover, at a minimum:

- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment
- Contextual safeguarding
- How to keep previously LAC safe
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements of BEAT.

The DSLs will undergo updated child protection training every two years.

The DSLs will also undergo biennial Prevent awareness training which will enable them to understand and support BEAT with regards to the Prevent duty and equip

them with the knowledge needed to advise staff.

37.1. Data retention

An independent HR provider ensure that DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be stored electronically. Documents will be held for the duration of the employee's employment plus six years.

37.2. Referral to the DBS

BEAT will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

37.3. Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

38. Policy Monitoring And Review

This policy is reviewed annually by the trustees and the CEO. It is the responsibility of the Beat Safeguarding Trustee to ensure the policy is reviewed annually.

Any changes made to this policy by the trustees and the CEO will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

As a matter of good practice, the CEO will provide each Board meeting with an outline of any safeguarding issues that have arisen since the previous meeting and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

As a matter of good practice, the DSL and the nominated safeguarding trustee will monitor BEAT's safeguarding arrangements and the progress of cases where a concern has been raised to ensure that BEAT is meeting its duties in respect of safeguarding.

39. Central Records (CR)

BEAT keeps records of all staff, including supply staff, who work for BEAT.

The following information is recorded on the CR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check

- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

40. Contacts

Local police 999 (contacted via 101 for non-emergencies)

BEAT's Designated Safeguarding Lead: (DSL) Sharon Broughall (CEO) 07976 670045

BEAT's Deputy Safeguarding Lead: Kerry Reid (Director, Standards and Excellence) 07773 893 721

BEAT's Safeguarding Trustee: Colin Dowland contact through BEAT Office 0208 959 4111

BEAT's Chair of Trustees: Martin Baker contact through BEAT Office 0208 959 4111

Barnet MASH team: 020 8359 4066

Barnet Prevent Education Officer: 0208 359 7371

The DfE's dedicated Prevent helpline: 020 7340 7264

Appendix A Glossary of Terms

<u>Acronym</u>	<u>Long form</u>	<u>Description</u>
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.

DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an

		organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual,	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian,

	transgender and queer plus	gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.

SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

41. Appendix B BEAT Staff Disqualification Declaration 2022/23

Name of staff member:	Position:
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Orders and other restrictions	Yes/No
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
<input type="checkbox"/> Any offence against or involving a child?	
<input type="checkbox"/> Any violent or sexual offence against an adult?	
<input type="checkbox"/> Any offence under The Sexual Offences Act 2003?	
<input type="checkbox"/> Any other relevant offence?	

Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	
Provision of information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.	
Declaration	
<p>In signing this form, I confirm that the information provided is true to the best of my knowledge and that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I understand my responsibilities to safeguard children. <input type="checkbox"/> I understand that I must notify the CEO immediately of anything that affects my suitability to work within BEAT. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children. 	
Signed:	
Print name:	
Date:	

Document History

Date	Reason for Change	Change Controller
April 2017	New Document	Lynn Holman-Fox
October 2018	Updated	Lynn Holman-Fox
January 2020	Reviewed	Sharon Broughall
June 2020	Review/amalgamation	Sharon Broughall
October 2021	Reviewed and updated	Sharon Broughall
October 2022	Reviewed and updated	SB/CD
September 2023	Reviewed and updated	SB/CD

Signed  Chair of Trustees

Name: Martin Baker

Date: 03/10/2023

Signed  Chief Executive

Name: Sharon Broughall

Date: 03/10/2023