



**ST JOHN'S
BEAUMONT**

Child Protection and Safeguarding Policy (Including Prevent)

This policy is applicable to the whole school including Boarding and Early Years Foundation Stage.

Information Sharing Category	Public Domain
Version	2025-26v1
Date Published	Monday 1st September 2025
Review Date	Monday 31st August 2026
Authorised by	Headmaster, DSL & Proprietor
Responsible Area	Designated Safeguarding Lead

Agreed by:

Headmaster	Designated Safeguarding Lead	Proprietor
Mr Phil Barr	Mr Jack Snell	Dr Stephen Spurr Intellego Education Partners UK Ltd.

Updates since 2024-25v1:

Section	Change	Reference
References	<ul style="list-style-type: none"> References to KCSIE 2025 	KCSIE 2025
Online Safety	<ul style="list-style-type: none"> The 2025 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. 	KCSIE 2025
Filtering & Monitoring	<ul style="list-style-type: none"> Inclusion of school's responsibility to filter and monitor safe use of Generative AI. 	KCSIE 2025
Virtual Heads	<ul style="list-style-type: none"> The role of Virtual School Head includes a non-statutory responsibility to promote the educational achievement of all children in kinship care. 	KSCIE 2025
Children Missing From Education and Children	<ul style="list-style-type: none"> Makes clear that DfE's Working 	KSCIE 2025

Absent From Education	together to improve school attendance is now statutory guidance.	
Alternative Provision	<ul style="list-style-type: none">Provides additional information to clarify and reflect existing alternative provision guidance and details school's responsibilities.	KSCIE 2025

Safeguarding Contacts

Designated Safeguarding Lead (DSL) – Mr Jack Snell – jsnell@sjb.email – 07850 501610
 Deputy DSL (Pre-Prep) – Mrs Pippa Powell-Harper – ppharper@sjb.email – 07929 236781
 Deputy DSL (Assistant Head Pastoral) – Miss Alexandra Flynn – aflynn@sjb.email - 07484520545
 Deputy DSL (Assistant Head Academic) – Miss Claire Murphy – cmurphy@sjb.email – 07512301947
 Deputy DSL (Boarding) – Mr Shaun Hutchinson-Lawson – shlawson@sjb.email – 07956 661817
 Deputy DSL (SEND) – Miss Nicola Aston – naston@sjb.email

Headmaster – Mr Phil Barr – pbarr@sjb.email – 07905034483
 Proprietor – Dr Stephen Spurr – stephen.spurr@intellego-education.co.uk - 07733012073
 Safeguarding Director – Mr Peter Burdon – peter.burdon@intellego-education.co.uk - 07592528592
 Advisory Board Member for Safeguarding – Matthew Fogg – mfogg@sjb.email
 School Counsellor – Ms Marion Jemmett – mjemmett@sjb.email
 Independent Listener – Miss Sophie Moran – smoran@sjb.email

The contact details provided below are for use in relation to children in need of help or who are the focus of concern, this includes alleged abuse unless by an employee/volunteer at the school in which case the LADO should be called.

C-SPA	0300 4709100 cspa@surreycc.gov.uk
C-SPA Out of hours emergency duty team	01483 517898
SURREY POLICE	01483 571212
RUNNYMEDE LOCAL CONTACT <small>(only to be used if school Safeguarding Team have been in touch with C-SPA and are now trying to contact allocated Social Worker or Family Support Worker)</small>	0300 1231630
SURREY SAFEGUARDING CHILDREN PARTNERSHIP	partnership.team@surreycc.gov.uk
NW SURREY LADO LADO@surreycc.gov.uk	0300 123 1650
Education Safeguarding Team	01483 517 008 education.safeguarding@surreycc.gov.uk
Claire McDonald, Prevent Supervisor for Surrey Police: claire.mcdonald@surrey.police.uk - 07795 043 842 Lara Bowden, Project Officer, Surrey County Council: lara.bowden@surreycc.gov.uk Department for Education Prevent Coordinator for South-East: Prevent.SouthEast@service.education.gov.uk	In cases where further advice from the Police is sought dial, 101 or 07795 043 842 or 01865 555 618 and ask to speak to the Prevent Supervisor for Surrey. Prevent – referral form - Surrey Safeguarding Children Partnership ; to refer cases by e-mail to reventreferrals@surrey.pnn.police.uk (email address solely for prevent referrals and not general enquires).
Prevent Referral Process	preventreferrals@surrey.pnn.police.uk
Surrey Virtual School for Children in Care	http://virtual.school@surreycc.gov.uk 0208 541 7761

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INTRODUCTION

St John's Beaumont Preparatory School is committed to the safeguarding of children and to ensuring the best possible environment for the children in its care. This policy is to be read in conjunction with the School's Behaviour & Discipline, Anti-Bullying, Staff Behaviour, Safer Recruitment, Attendance and Registration, Online Safety, IT Acceptable Use and Social Media Policies.

Driven by our values we provide high standards of pastoral support to safeguard the welfare and wellbeing of all our pupils. The Jesuits in Britain, who previously owned the school prior to Intellego Education Partners UK Ltd., are keen to assist/support any former pupils still affected by past experiences in our school which were particularly traumatic/abusive. Individuals and their concerned family or friends can speak in confidence with Julie Ashby-Ellis, safeguarding coordinator for the Jesuits in Britain. Her contact details are: safeguarding@jesuits.org.uk.

SCOPE OF THE POLICY

The safeguarding and promoting the welfare of children is everyone's responsibility. Staff should consider, at all times, what is in the best interest of the child. In this policy "we" means the School. Wherever the word "staff" is used, it covers all staff on site, including temporary staff, contractors, volunteers, Advisory Board and Proprietor.

All those who come into contact with the pupils in their everyday work at this School, including those who do not have a specific role in relation to safeguarding, have a duty to safeguard and promote the values, tradition and ethos that the School holds dear. In addition, they have a duty to safeguard the welfare of the young people in the School's care. This means being supportive to children in need and safeguarding those who are at risk of harm.

STATEMENT OF INTENT

For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined (KCSIE 2025) as:

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

Further to this safeguarding and promoting the welfare of children is defined (Working together to Safeguard Children 2023) as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development ensuring that children grow up in circumstances consistent with the provision of safe and effective care

- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children’s Social Care National Framework.

In all matters relating to safeguarding and child protection, we work closely with several outside agencies including Surrey Safeguarding Children Partnership, the Local Authority (Surrey County Council) and Surrey Police.

The School will follow:

- the procedures laid down by our local authority Safeguarding Children Partnership (LSCB), which is the Surrey Safeguarding Children Partnership (SSCP), our LADO (Tel. 0300 123 1650)
- C-SPA (Tel. 0300 470 9100) C-SPA@surreycc.gov.uk
- the latest DfE guidance contained in Keeping Children Safe in Education (September 2024) (KCSIE)
- use of Social Media for Online Radicalisation (2015)
- Working Together to Safeguard Children (2023)

All members of staff have a duty to safeguard our pupils’ welfare and must always therefore familiarise themselves and comply with this policy and its related procedures.

All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

All staff must be vigilant with regards to PREVENT, serious violence and Female Genital Mutilation (FGM).

LEGAL DUTIES AND SAFEGUARDING

The School is aware of its obligations under the Human Rights Act (1998). The convention rights that apply to schools specifically are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals’ physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- Protocol 1, Article 2: protects the right to education. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

Being subjected to harassment, violence and or abuse, may breach a child’s rights, as set out in the Human Rights Act.

The School has an obligation under the Equality Act (2010). The School:

- must not unlawfully discriminate against pupils because of their protected characteristics.
- must consider how they are supporting pupils with protected characteristics.
- must take positive action, where proportionate, to deal with the disadvantages these pupils face.

The School is also aware that pupils with protected characteristics may be more at risk of harm.

To safeguard and promote the welfare of children, St John's Beaumont will act in accordance with the following legislation and guidance:

- [Children Act 1989 Care Planning, Placement and Case Review](#)
- [Children Act 2004](#)
- [Education Act 2002](#)
- [London Child Protection Procedures and Practice Guidance](#)
- [Keeping children safe in education 2025](#)
- [Working together to safeguard children 2023](#)
- [Working together to improve school attendance \(applies from 19 August 2024\)](#)
- [Inspecting Safeguarding in Early Years, Education and Skills](#)
- [Teachers' Standards](#)
- [What to do if You're Worried a Child is Being Abused](#)
- [Equality Act 2010: advice for schools](#)
- [Information Sharing](#)
- [Schools COVID-19 operational guidance](#)
- [Statutory framework for the early years foundation stage 2021](#)
- [Prevent duty guidance: England and Wales \(2023\)](#)
- [Generative AI: product safety expectations - GOV.UK \(2025\)](#)

The School is also notes that when the school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. If a pupil is ever placed in alternative provision St John's should:

- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk.
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.
- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.

ROLE OF THE PROPRIETOR

The proprietor takes seriously its responsibilities under Section 175 of the Education Act 2002

and Section 87 of the Children's Act 1989. This responsibility is to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within the school to support those children where there are concerns about a child's safety and welfare. This is achieved through effective implementation of the Child Protection & Safeguarding Policy and procedures within the school and effective communication and good cooperation with local agencies. The Proprietor will ensure that the School contributes to interagency work where appropriate, for example supporting pupils and staff with the implementation of child protection plans.

The Proprietor will ensure that the Advisory Board receives appropriate safeguarding and child protection (including online) training at induction and at further regular intervals. This training should equip them with the knowledge to ensure that the school's policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. The proprietor will ensure that policies, procedures and training are effective and are compliant with the law. This policy, and the email address of the Proprietor, Director of Safeguarding and Advisory Board Member for Safeguarding are prominently displayed in the staff common room.

The Proprietor will monitor how children are taught about safeguarding, including online, through the curriculum and PSHE/RSE. Careful attention is given to the school practices focused upon keeping children safe and promoting their wellbeing, including the safe use of electronic equipment and access to the internet. The Proprietor will also ensure that procedures and practices in the school take account of local authority arrangements.

The Director of Safeguarding and Advisory Board Member for Safeguarding will work alongside the school Designated Safeguarding Lead (DSL) to address safeguarding issues where appropriate. The school DSL, who is on the Senior Leadership Team, will liaise with the local authority and other agencies and will be given the time and training to support staff on child welfare and safeguarding matters.

The Proprietor will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by the local authority. This includes ensuring that a designated member of staff, in our case the school DSL, has responsibility for their welfare and progress and has up to date assessment information from the local authority, the most recent care plan, contact arrangements with parents and delegated authority to carers. The Virtual School Head has a responsibility for oversight of attendance, attainment, and progress of children with a social worker and responsibility to promote the educational achievement of all in children kinship care. The designated member of staff for looked after children (the DSL) will have details of the child's social worker and name and contact details of the local authority's Virtual Head of Children in Care.

The Proprietor undertakes an annual review of the School's Child Protection & Safeguarding Policy and procedures and of the efficiency with which the related duties have been discharged.

The Proprietor undertakes annual reviews of the effectiveness of the school's online filters and monitoring systems. They ensure that the school's leadership team and relevant staff are aware of and understand the systems in place, manage them effectively and know how to escalate concerns when identified.

The DSL and DDSLs will work with the Director of Safeguarding and Advisory Board Member for Safeguarding, in carrying out the annual review and producing related minutes of this review. These minutes will be shared with the Advisory Board and will reflect both the breadth and depth of the review. The DSL and Director of Safeguarding / Advisory Board Member for Safeguarding, meet at least termly to discuss issues concerning safeguarding within the school.

DESIGNATED SAFEGUARDING LEAD AND DEPUTY DESIGNATED SAFEGUARDING LEAD

Designated Safeguarding Lead is Jack Snell – Head of Middle School and Designated Safeguarding Lead – email – jsnell@sjb.email / 07850501610

Deputy DSLs are:

Deputy DSL (Pre-Prep) – Mrs Pippa Powell-Harper – ppharper@sjb.email – 07929 236781

Deputy DSL (Assistant Head Pastoral) – Miss Alexandra Flynn – aflynn@sjb.email - 07484520545

Deputy DSL (Assistant Head Academic) – Miss Claire Murphy – cmurphy@sjb.email – 07512301947

Deputy DSL (Boarding) – Mr Shaun Hutchinson-Lawson – shlawson@sjb.email – 07956 661817

Deputy DSL (SEND) – Miss Nicola Aston – naston@sjb.email

The names and contact details for the DSL and DDSL are clearly displayed for staff, visitors and students in the school.

All staff have regular training and updates in inter-agency working: in the case of the DSL and Deputy DSL this is every 2 years; all other staff have refresher courses every 3 years. It is the responsibility of the Bursar in consultation with the DSL to ensure that training happens in an appropriate and timely manner.

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD AND DEPUTY DESIGNATED SAFEGUARDING LEAD

- b) To be fully conversant with the local authority and School's Child Protection & Safeguarding Policy and procedures
- c) To be available to all School staff for consultation on child protection matters and ensure they have access to and understand the School's Child Protection & Safeguarding Policy and procedures, especially new and part time staff
- d) To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- e) To liaise with and inform the Head, Mr Phil Barr, of issues, especially ongoing enquiries under Section 47 of the Children Act 1989, and any Police investigations
- f) To be alert to the specific needs of children in need, those with special educational needs and young carers
- g) will liaise with the local authority and work with other agencies and professionals in line with [Working together to safeguard children 2023](#)
- h) To ensure that appropriate action is taken in the school and procedures are followed in all cases of actual or suspected child abuse and refer all cases of suspected abuse to the local authority Children's Social Care - C-SPA and the LADO, DBS and the Police, if a crime has been committed
- i) To keep detailed, accurate, secure written records of concerns and referrals using the CPOMS

- system including keeping a record of the rationale for any decisions made
- j) To encourage and assist all staff in using the CPOMS system to log their concerns
 - k) To compile a record of pupils in the school who are on the Child Protection Register (CPR) and to keep this updated as notification is received and to liaise with other professionals in ensuring that children on the CPR are monitored
 - l) Where appropriate, take part in child protection conferences and reviews or at least to ensure that another key member of staff attends. Where that is not possible, to provide a report to the conference from the school
 - m) To forward all safeguarding information to the child's next school when he leaves
 - n) To ensure that all DSLs receive training to keep updated on developments and that they are aware of training opportunities with SSCP
 - o) To obtain access to resources and attend any relevant or refresher training courses
 - p) To work alongside SLT in the implementation of pastoral care and positive behaviour management and to assist in monitoring of safe online use and E-safety,
 - q) To work with the Proprietor and Advisory Board to ensure the School's Child Protection & Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
 - r) To meet at least termly with the Director or Safeguarding / Advisory Board Member for Safeguarding
 - s) To ensure the Child Protection & Safeguarding Policy is available on the school's website and parents are aware of the fact that referrals about suspected abuse or neglect may be made
 - t) To ensure that the curriculum offers opportunities for raising pupils' awareness and developing strategies for ensuring their own protection

In accordance with the **Prevent Duty Guidance** for England and Wales (2023) and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the Designated Safeguarding Lead has, in addition, the following responsibilities:

- acting as the first point of contact for parents, students, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty
- co-ordinating Prevent duty procedures in the school
- liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated
- undergoing WRAP (Workshop to Raise Awareness of 'Prevent') and/or other appropriate training
- maintaining an ongoing training programme for all school employees including induction training for all new employees and with records of all staff training kept by the Bursar's Office.
- monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty
- regularly meet with the Headmaster, Deputy Head (Pastoral), Head of Boarding, Matron and other appropriate figures to discuss the welfare of the children.

THE DESIGNATED SAFEGUARDING LEAD AND THE INFIRMARY

Matrons are governed by their own code of professional conduct and medical confidentiality is respected. The Designated Safeguarding Lead may need to refer for advice to the Infirmary. Matrons are able to disclose to the Designated Safeguarding Lead any incidents where a pupil

is at risk of significant harm. Where there is liaison between Matrons and the Designated Safeguarding Lead, it will be the Designated Safeguarding Lead who communicates with parents.

STAFF APPOINTMENTS/SAFER RECRUITING POLICIES

The school follows the Government's recommendations for the safer recruitment and employment of staff who work with children which are given in KCSIE Part Three: Safer Recruitment and acts at all times within the latest iteration of the Independent School Standards Regulations (ISSRs).

Our selection and recruitment of staff includes verification of identity, qualifications and a satisfactory enhanced DBS check for their suitability for work. Staff appointments will follow procedures laid down by the Department for Education, the Disclosure and Barring Service and St John's Beaumont Preparatory School Safer Recruitment Policy.

The school only accepts a curriculum vitae (CV) alongside a full application form and a CV is not sufficient on its own to support safer recruitment.

The school's Safer Recruitment Policy and procedures set out the process in full, including the process for shortlisting candidates, applicants signing a self-declaration regarding convictions, cautions and bind-overs and St John's undertaking due diligence on shortlisted candidates, such as carrying out online searches, as now recommended. Shortlisted candidates will be informed that online searches may be done as part of pre-recruitment checks.

It is essential that all staff (including Full time, Part time, Supply and Peripatetic) and volunteers having access to pupils have an enhanced DBS check. This also applies to people employed by another organisation, or self-employed, who may be working with our pupils on or off site. All appointments must be confirmed by the Bursar, who ensures that an enhanced DBS clearance is received before work commences. The request for a DBS check should be present in any offer letter and the appointment is subject to this being satisfactory. The school is committed to ensuring that sufficient relevant staff are trained in safer recruitment processes.

If the school considers that a person is unsuitable to work with children, a report will be sent promptly to the Disclosure and Barring Service; this will apply if the school has dispensed with their services or if the school would have done so had the person not resigned.

The school will also consider making a referral to Teaching Regulation Agency (TRA) should a teacher have been dismissed (or would have been dismissed had they not resigned) because of unacceptable professional conduct or conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.

Should a member of the boarding staff normally resident on site be suspended in circumstances of a safeguarding nature, the school will find them alternative off-site accommodation for the duration of the suspension.

VOLUNTEERS

Where applicable volunteers, including parent helpers, who are in School on a regular basis will undergo an enhanced DBS check. If appropriate for the role, they will undergo safeguarding and prevent training.

Visiting speakers will be checked as suitable whether invited by pupils or staff. Under no circumstances are they allowed unsupervised access to pupils.

STAFF INDUCTION & TRAINING / TEACHING OF SAFEGUARDING

All staff including part-time, temporary, volunteer, Advisory Board members and the Proprietor have regular training and updates in inter-agency working. In the case of the DSL and Deputy DSL this is every 2 years; all other staff have refresher courses every 3 years. It is the responsibility of the Bursar in consultation with the DSL to ensure that training happens in an appropriate and timely manner.

All new members of staff, including part-time, temporary, volunteers, Advisory Board members and the Proprietor are provided with safeguarding awareness training at Staff Induction, on the day they start the school. Included in their starter pack: the School's Child Protection and Safeguarding statement, which provides the contact details for the DSL; the school's Child Protection and Safeguarding Policy; the Staff Code of Conduct. All school staff must read Part 1 of KCSIE 2025 and staff working directly with children must also read Annex B of Keeping Children Safe in Education (2024) – which provides additional information about specific forms of abuse and safeguarding issues.

All staff must read, understand and provide signed documentation that they have read the sections of KCSIE that are related to their position in school.

All new staff will be made aware of who the DSL and Deputy DSL are. They will be informed about the role of the DSL, how he can be contacted in an emergency and how to contact one of the deputies in his absence.

All contractors, who have regular direct contact with pupils, undergo the DBS check and also receive: the school's safeguarding statement, the school's Child Protection and Safeguarding Policy; the Staff Code of Conduct and a copy of Part One of KCSIE.

New Advisory Board Members are also provided with safeguarding awareness through online training via the National College. They are required to also complete the PREVENT online course and to have read Part One and Part Two of KCSIE. Part Two is regarding "The management of safeguarding." This sets out the responsibilities of proprietors so this is essential in the Proprietor has the knowledge to "provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective" and also outlines what legislation schools must follow, what policies schools should have in place and what procedures schools should have. Where possible the Proprietor will also attend INSET safeguarding training with staff as part of our whole-school approach.

Any deficiency in the school's safeguarding process noted by a member of staff will be remedied without delay and the policy will be reviewed annually by the Proprietor, together with the efficiency with which the related duties have been discharged. This will include, annually, a report of any safeguarding cases that have been referred to Children's Services. The Child Protection & Safeguarding Policy will be signed off, following each review, by the

Proprietor.

All staff, including volunteers in regulated activity, must be aware of the policies and procedures within the school. This is achieved through regular safeguarding training delivered through policies and via the National College platform including:

- The school's Staff Code of Conduct
- Policies for dealing with Child-on-Child Abuse
- Prevent policies
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policies/Cyberbullying
- Low-Level Concerns Policy
- The Whistle-Blowing Policy
- Safeguarding response to children who are absent from and go missing from education
- Guidance on use of mobile phones: ONLY school cameras /electronic devices may be used to take photographs of pupils. In accordance with the school mobile phone and camera policy, staff personal phones and/or cameras may not be used.
- No personal apps, (e.g. WhatsApp, Skype, Messenger), or personal e-mail may be used to contact either pupils or their parents directly. All communication should take place via the appropriate School's channels and systems.
- The DSL and Bursar keep records and certificates of all training undergone by staff within the School. The Bursar will ask to see copies of all paperwork relevant to safeguarding children from all contractors working at the School.
- Staff will receive regular updates in regards to safeguarding as minuted in staff briefing and Meetings.
- Staff are updated and trained termly on safeguarding in INSET sessions and through the required National College training.
- SLT discuss safeguarding issues and updates on a weekly basis (see SLT minutes) which is then disseminated to staff as appropriate.

OPPORTUNITIES TO TEACH SAFEGUARDING

Staff and the proprietor should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

All staff are committed to the following principles of safeguarding:

- Confidentiality and appropriate security/access to records
- Clear and effective communication
- Centralisation of information, liaison with outside agencies
- Maintenance of secure records and registers
- Co-operation between individuals, departments and organisations
- Promoting an environment in which a child's development and health are promoted and in which ill-treatment is effectively tackled

PASTORAL CARE

We have a strong pastoral tradition in the school which is designed to foster the spiritual, cultural, moral and social development (SMSC) of all our children. Children are actively encouraged to discuss any difficulties they may be experiencing with a members of staff to include our Independent Listener, ELSA trained teachers or where necessary in contracted counselling sessions.

We hope that by establishing and maintaining an ethos and environment where children feel secure, able to talk to their teachers and by equipping them with the tools they need to stay safe, we will go some way in preventing children from coming to harm. It is important that the voice of pupils is heard and that pupils are confident in speaking to all members of staff. Pupils are made aware through assemblies, tutor time and PSHE that they should speak to trusted adults if they are unhappy or have concerns about other pupils.

SEND - The school recognises that children with special educational needs and/or a disability can be more prone to peer group isolation than other children and that they can face additional safeguarding challenges. The school will ensure their Child Protection & Safeguarding Policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionately impacted by things like bullying – without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

During the Covid 19 pandemic, we have been acutely aware of the possible detrimental effects of the conditions imposed by lockdown on our pupils. During the pandemic and post-pandemic, we have offered increased support to students through the tutor/class teachers and Boarding team. Additionally, we have ensured that we have the services of a professional counsellor, as well as our Lay Chaplain, ELSA Teacher and Independent Listener.

At the start of each year, pupils are made aware of our "Worry Procedure" (see Appendix 3). Bulletin Boards at entry points for students clearly signpost who the pupils should talk to, to seek help and support.

The DSL or a Deputy DSL will always be available to discuss safeguarding concerns, and are supported by other members of staff to include:

- Class teachers/ tutors
- Headmaster
- Head of Boarding/Dormitory Master/Mistress
- Head of Sports
- Independent Listener
- Matron

- School Nurse
- Counsellor (for specific students as needed)
- ELSA trained teachers

Well-being training, as well as Mindfulness, are taught in the school and older pupils have regular retreats which enable discussion and reflection.

CHILDREN WHO ARE LESBIAN, GAY, BI-SEXUAL, TRANSGENDER (LGBTQ+)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open.

The school aims to reduce the additional barriers faced by providing opportunities for any pupil to speak to teachers, tutors, anyone from the safeguarding team or the School Counsellor.

ONLINE SAFETY

The DSL and DDSL, boarding staff, Heads of Upper School/ Middle School/ Pre-Prep, teachers and tutors have a particular role in raising pupils' awareness of online safety. Awareness of e- safety is taught through the PSHE programme. We commission the services of outside speakers presenting to the students in order to further raise awareness of online safety. All staff should be aware of the risks of Child-on-Child Abuse in online platforms (cyber bullying, sexting, sharing nude or semi-nude images, gaming, texting, emails etc.). Staff should also be aware that disinformation, misinformation and conspiracy theories are online safety risks. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).

The school has an appropriate filter system which ensures children are safe when accessing the internet at school.

The school communicates with parents and carers to inform them of the importance of their children being safe online. Information is shared about the school's systems to filter and monitor online use, details what they are asking pupils to access online and who from the school (if anyone) their child is going to be interacting with online.

Mobile Electronic Devices

Day School:

- Mobile phones are not permitted in the day school for pupils, or during regular school activities e.g. during home or away sports fixtures.
- If a device is brought to school, St John's Beaumont is not responsible for any devices lost by pupils.
- Recordings or live streaming made using mobile electronic devices (e.g. photograph / film / audio recording) is prohibited. The discovery of any uploads to social media

platforms will result in serious sanctions being applied

- School devices may be used by teachers where there are children present, but any images captured must be erased from the device if a teacher leaves the school site with this device, unless this is for the purposes of an educational school trip.
- Pupils' mobile phones will be confiscated if found and returned only at the end of the school day.

Staff Personal Devices:

- Staff must not use personal mobile phones in the presence of pupils.
- Staff must not use personal mobile phones to take photographs, film or record pupils in any way.

EYFS Setting:

- No personal mobile phones are to be used in the Early Years setting during the teaching day.
- All members of staff working in EYFS will not use or carry personal mobile phones while working.
- Staff may use their phones during break and lunchtimes in the staffroom only. Designated school devices may be used to take photos and record information of the children's learning.

Boarding:

- Mobile telephones and laptops are permitted in both boarding houses on Tuesday and Thursday during 7-7:30pm for Years 3 to 7 pupils and 7:30- 8:00pm for the year 8 pupils. Where necessary, a member of the Senior Boarding Team may give a pupil permission to use their mobile telephone or laptop outside of this time to complete studies or contact home.
- Recordings or live streaming made using mobile electronic devices (e.g. photograph / film / audio recording) is prohibited. The discovery of any uploads to social media platforms will result in serious sanctions being applied.
- All electronic devices are welcome to be joined to the school network, school devices must be connected at all times to ensure proper filtering, and monitoring is taking place.

School trips:

- The trip leader has discretion to allow the use of mobile phones during longer overnight school trips to allow for some contact with parents / carers.
- Teachers will be responsible for storing mobile phones and devices when not in use.
- As above, recordings or live streaming made using mobile electronic devices (e.g. photograph / film / audio recording) is prohibited during times when pupils are allowed access to their phones.

FILTERING & MONITORING

At St John's , the Proprietor, senior leaders and staff undergo training to ensure their understanding of the expectations applicable roles and responsibilities in relation to filtering and monitoring at induction, and this training is regularly updated. Further information about the roles and responsibilities for online safety (inc. filtering and monitoring) can be found in the School's Online Safety Policy. Filtering and monitoring also applies to use of Generative AI and its safe use in education.

The nominated Online Safety Officer is Jack Snell (DSL) who, along with the members of the safeguarding team (DDSLs), has responsibility for ensuring that online safety is considered an integral part of everyday safeguarding practice. This includes ensuring the effective online safeguarding support systems are to be put in place, for example, filtering and monitoring controls, secure networks and virus protection to ensure that the school's technical infrastructure is secure and is not open to misuse or malicious attack.

HOW IS CONTENT FILTERED?

All unsuitable websites will be filtered and automatically blocked by our security systems (Sophos Web & Firewall / Content Keeper / Student Keeper / Impero) and will not be made accessible to students. In addition, students' usage of the School network will be monitored continuously and repeated and/or concerning attempts to access unsuitable sites or key strokes containing unsuitable content will alert our IT Department and DSL Team. The IT Department will tailor the filtering to suit the individual needs of subjects and the school generally appropriate to the age of students.

During school time, teachers will guide students towards appropriate material on the Internet. Outside school, families bear the same responsibility for guidance as they exercise with other information, sources such as television, telephones, films and radio.

Steps for managing filtering are:

- The school will work in partnership with parents/guardians, the Local Authority (LA) and Department for Education (DfE) to ensure systems to protect pupils are reviewed and improved.
- If staff or students come across unsuitable on-line materials, they must report it to their teacher, DSL or the IT Manager immediately.
- The school will take every step to ensure that appropriate filtering systems are in place to protect students from unsuitable material and the methods used will be reviewed regularly through meetings between the DSL and IT Manager.
- Any material that the school believes is illegal must be referred to the Internet Watch Foundation (<https://www.iwf.org.uk>).

Actions: Where monitoring of the school devices and networks detects a safeguarding risk or pastoral concern, this will be followed-up with using the School's safeguarding procedures, Behavior and Discipline Policy or IT Acceptable Use Policy. Incidents will be recorded using the CPOMS system, enabling patterns to be monitored. Depending on the nature of the concern, the DSL or DDSL will follow-up carry out this investigation or delegate responsibility to the pupil's class teacher for less serious cases.

INFORMATION SECURITY AND ACCESS MANAGEMENT

St John's has appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. This is regularly reviewed through meetings between the IT Manager and DSL.

WHAT IS ABUSE?

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

A child being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act (1998).

PHYSICAL ABUSE

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

- Signs of physical abuse include
- Bruises (especially to soft areas e.g. thighs, upper arms and abdomen)
- Bites
- Scars
- Repeated fractures
- Regular shaped burns
- Some marks may seem insignificant by themselves but repeated injuries even of a very minor nature may be symptomatic.

EMOTIONAL ABUSE

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

Signs of **Emotional abuse** may include:

- Excessively clingy or attention-seeking behaviour

- Low self-esteem
- Apathy
- Be fearful or socially withdrawn
- Constantly seek to please
- Be over-ready to relate to anyone, even strangers
- Where emotional abuse is suspected, it is important to seek help for the child

SEXUAL ABUSE

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

Signs of **sexual abuse** include:

- Behaviour with sexual overtones
- The explicit or frequent sexual preoccupation in talk and play
- Sexually-provocative relationships with adults
- Hinting at sexual activity or secrets through words, play or drawings
- Sexual activity between very young people may be a sign that one or more of them have been abused.
- Withdrawn, fearful or aggressive behaviour towards peers or adults
- Running away from home
- Suicide attempts or self-harming behaviours
- Child Psychiatric problems include behaviour problems, social withdrawal, the onset of wetting or soiling, severe sleep disturbances
- Inappropriate displays of affection between child and carers e.g. flirtatious or seductive behaviour
- Learning problems or poor concentration (NB for some abused children school may be a haven: they arrive early, are reluctant to leave and perform well)
- Marked reluctance to participate in physical activity or to change clothes for Games etc.
- Physical Manifestations
- Pain on passing urine, recurrent urinary tract infections

NEGLECT

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

Signs of **Neglect** include:

- Poor growth for which no medical cause is found, with a dramatic improvement on a normal diet away from home
- Unkempt, dirty appearance
- Medical needs of the child unmet – failure to seek medical advice for illness, missed medical appointments
- Developmental delay
- Lack of social responsiveness
- Self-stimulating behaviour such as head banging or rocking
- Repeated failure to prevent (accidental) injury

SPECIFIC SAFEGUARDING ISSUES

Keeping Children Safe In Education (2024) also acknowledges the following as **specific safeguarding issues**:

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Children and the court system (refers to: [Young witness booklet for 5 to 11 year olds](#); [Young witness booklet for 12 to 17 year olds](#) [HM Courts and Tribunals Service, 2017a&b])
- Children absent from education
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern Slavery and the National Referral Mechanism Preventing radicalization
- The Prevent duty
- Channel
- Sexual violence and sexual harassment between children in schools and colleges
- Serious Violence
- So-called 'honour'-based abuse (including Female Genital Mutilation and Forced

- Marriage)
- FGM & mandatory reporting duty for teachers
- Forced marriage
- Additional advice and support

Further information on these subjects can be accessed via KCSIE.

MENTAL HEALTH

Mental Health - All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff must use their daily contact with to children to observe, monitor and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and the Designated Safeguarding Lead or a deputy should be informed.

CHILD-ON-CHILD ABUSE

Child-on-Child abuse - is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that young people are capable of abusing their peers. Bullying on the basis of protected characteristics is taken very seriously. Staff must follow the Anti-Bullying Policy. If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL, who will inform the Head. The DSL will consult with the relevant social care referral point (C-SPA) and the Director of Safeguarding / Advisory Board Member for Safeguarding where appropriate. As a school we understand that abuse is abuse and will never be tolerated or passed off as "banter or "just having a laugh"

All staff should be aware of safeguarding issues from Child-on-Child Abuse including:

- Bullying and emotional abuse (including cyber-bullying)
- Physical abuse: hitting, kicking, hair-pulling, shaking, biting, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Youth-Produced Sexual Imagery (YPSI)
- Initiation/hazing rituals
- Financial abuse

- Abuse within teenage relationships. This abuse can be motivated by a number of factors, including:
 - Perceived differences e.g. ethnicity, sexual orientation, gender, social class
 - Previous interaction – The abuser’s own circumstances e.g. abusive home setting, involvement in crime
 - Contextual influences e.g. family, wider community Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical.
 - We would not normally send the alleged victim home, pending such an investigation, without consultation with the SSCP, the Police or other agencies. Suspension of the pupil, against whom the allegation has been made, needs careful consideration, and the Head will seek advice from the SSCP before deciding on the course of action to take.

Pupils alleged to have sexually abused another should be subject to a risk assessment for their continuing education on site, in consultation with the SSCP.

All children involved, whether perpetrator or victim, should be treated as “at risk” in recognition of the fact that children who are abusers may be victims of abuse themselves and will certainly need additional support from the school and possibly other agencies.

We acknowledge that even if there are no reported cases of Child-on-Child Abuse, such abuse may still be taking place and is simply not being reported. The school believes that there is always a zero-tolerance approach to abuse.

CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

The school is aware of the importance that, in the case of child-on-child sexual violence and sexual harassment, it:

- must reassure all victims that they are being taken seriously and that they will be supported and kept safe.
- must explained to children that the law is in place to protect rather than criminalise them.
- Understand intra-familial harms, and any necessary support for siblings following incidents.
- be part of discussions with statutory safeguarding partners.

Definition: Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. The school is aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being

boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it

- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

SEXUAL VIOLENCE

Children can, and sometimes do abuse other children in this way and it can happen both inside and outside of school. Sexual violence refers to sexual offences under the Sexual Offences Act 2003. In the context of St John's, staff are aware that:

- a child under the age of 13 can never consent to any sexual activity.
- the age of consent is 16.
- sexual intercourse without consent is rape.

SEXUAL HARASSMENT

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

- Sexual harassment can include:
 - sexual comments, such as: telling sexual stories, making lewd comments, making
 - sexual remarks about clothes and appearance and calling someone sexualised names
 - sexual "jokes" or taunting
 - physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
 - displaying pictures, photos or drawings of a sexual nature upskirting (this is a criminal offence), and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or

- videos. Taking and sharing nude photographs of U18s is a criminal offence.
- detailed advice for schools and colleges.
 - sharing of unwanted explicit content
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats, and
 - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

SHARING OF NUDE AND SEMI-NUDE IMAGES (YOUTH PRODUCED SEXUAL IMAGERY) (SEXTING)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. The sharing of nude and semi-nude images refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UK Council for Child Internet Safety (UKCCIS) guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is Child Sexual Abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving sharing of nude and semi-nude images, they should follow the school's safeguarding procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy, or print the sharing of nude and semi-nude images.

All staff should be aware that behaviours linked to issues such as drug-taking and/or alcohol misuse, unexplainable and/or persistent absences from education, consensual and non-consensual sharing of nude and semi-nude images/videos can be signs of a child at risk.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to C-SPA or the Police,

as appropriate.

Immediate referral at the initial review stage should be made to C-SPA/Police if;

- the incident involves an adult
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent
- the imagery involves sexual acts
- the imagery involves anyone aged 12 or under, and
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Head, to respond to the incident without escalation to Children's Social Care or the Police. In applying judgement, the DSL will consider if:

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there are other circumstances relating to either the sender or recipient that may add cause for concern e.g. difficult home circumstances, and
- the child has been involved in incidents relating to sharing of nude and semi-nude images.

If any of these circumstances are present the situation will be escalated according to our safeguarding procedures, including reporting to the Police or Children's Social Care. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of sharing of nude and semi-nude images, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (eg food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation

can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people, who are being sexually exploited, do not exhibit any external signs.

CHILD CRIMINAL EXPLOITATION

Child Criminal Exploitation: involves children being forced or manipulated into illegal activities such as transporting drugs or money through County Lines, stealing, vehicle crime or violent activities towards others. It is important to remember that vulnerable children are being exploited in these situations.

RADICALISATION AND THE PREVENT DUTY

The school has a legal duty to have due regard to the need to prevent children from being drawn into terrorism.

The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The school has adopted the updated government definitions and examples ([New definition of extremism \(2024\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/new-definition-of-extremism-2024)) for the purposes of compliance with the Prevent Duty.

Extremism: is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Radicalisation: is the process of a person legitimising support for, or use of, terrorist violence (KCSIE 2025)

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

Identifying radicalisation:

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Children at

risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

There is no single route to radicalisation. However, there are some behavioural traits that could indicate that a learner is susceptible to radicalisation into terrorism. Radicalisation is not a linear process. Learners may express a combination of behaviours at different times. The DSL will consider an individual's behaviour in the context of wider influencing factors and vulnerabilities.

Levels of risk: there are four levels of risk. A learner can move very quickly between the risk categories. You should deal with any escalation of risk immediately and record this in their file.

1. **Low risk** means there's no evidence to suggest the learner is susceptible to radicalisation into terrorism. Low risk behaviours, when seen alone, would not necessarily need to be explored further.
2. A learner **at risk** may be showing behaviours that could increase their risk and vulnerability to radicalisation.
3. **Medium risk** means a learner is at heightened risk of radicalisation. There may be several indicators of risk.
4. **High risk** means a learner is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

Further information on how a DSL should respond can be found at [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/managing-risk-of-radicalisation-in-your-education-setting).

Channel: is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided. The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause

- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups)
- attempts to recruit others to the group/cause/ideology or communications with others that suggest identification with a group/cause/ideology 52. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:
 - clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
 - using insulting or derogatory names or labels for another group
 - speaking about the imminence of harm from the other group and the importance of action now
 - expressing attitudes that justify offending on behalf of the group, cause or ideology
 - condoning or supporting violence or harm towards others or
 - plotting or conspiring with others

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. As with all safeguarding matters staff should refer concerns to the Designated Safeguarding Lead.

The Department for Education has a dedicated line for advice to staff, the Proprietor and Advisory Board Members: 020 7340 7264 counter-extremism@education.gov.uk

If you are concerned about possible terrorist or radicalised activity contact:

National Terrorism: Hotline:	0800 789 321
Surrey Constabulary:	101
Local Authority Prevent Lead (PC Oliver Greenaway)	07720 043980 Oliver.Greenaway@surrey.pnn.police.uk
Contact Form:	www.gov.uk/act

Procedures for dealing with allegations or concerns about a child in accordance with locally agreed inter-agency procedures.

HONOUR BASED ABUSE

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated

as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Indicators: There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of The Multi Agency Statutory Guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions: If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

FEMALE GENITAL MUTILATION

FEMALE GENITAL MUTILATION (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Circumstances/symptoms that may point to FGM happening include:

- a child talking about getting ready for a special ceremony; a child's family taking a long trip abroad
- a child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea
- as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesian and Pakistani)
- knowledge that a sibling has undergone FGM; a child talking about going abroad to be 'cut' or to prepare for marriage
- difficulty in walking, sitting or standing; spending lengthier time in the bathroom/toilet than usual
- unusual behaviour after a school absence/reluctance to undertake usual medical examinations; and Asking for help, but not detailing the problem in full due to fear or embarrassment

Mandatory reporting duty: Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should

also still consider and discuss any such case with the school DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one 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 a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

School staff can play an important role in safeguarding children from forced marriage. School staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

DOMESTIC ABUSE

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

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

All the outcomes for children can be adversely affected if they are living with domestic abuse. The impact is usually on every aspect of a child's life. The impact of domestic abuse and abuse on an individual child will vary according to the child's resilience and the strengths and weaknesses of their particular circumstances.

SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children

have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risk-factors (one of which is just by being 'male', which is a factor that may increase the likelihood of being involved in serious violence (KCSIE 2025) and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead (and Deputies) will consider the context within which such incidents and/or behaviours occur. This is known as Contextual Safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Safeguarding assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

EARLY HELP

St John's Beaumont is prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to teenage years. In the first instance staff should discuss early help requirements with the DSL.

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from education, home or care
- is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child
- has emerging challenging behaviours
- has experienced multiple suspensions, is at risk of being permanently excluded from

- schools, colleges and in alternative provision or a pupil referral unit
- has a parent or carer in custody or is affected by parental offending.

The DSL can take a case to the Early Help to get multi-agency support.

If early help and/or other support is appropriate, the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures. The school works closely with local professional agencies including social care, the police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

As part of meeting a child's needs, the Proprietor recognises the importance of sharing information between professionals and local agencies. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

INTER-AGENCY WORKING

The DSL, DDSL are aware of multi-agency expectations for all practitioners involved in safeguarding and child protection. For example, when working with external agencies (e.g. C-SPA, MASH Teams, Early Help) staff will ensure in their practice that:

- share the same goals
- learn with and from each other
- have what they need to help families
- acknowledge and appreciate difference
- challenge each other.

WORKING WITH PARENTS AND CARERS

St John's staff are aware of the four principles that professionals should follow when working with parents and carers:

- effective partnership and the importance of building strong, positive, trusting and co-operative relationships
- respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers
- empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources
- involving parents and carers in the design of processes and services that affect them

DEALING WITH AN ALLEGATION/DISCLOSURE OF ABUSE

Staff must adhere to the following guidelines when dealing with an allegation or a disclosure

of abuse :

- Remember that children may not feel ready or know how to tell someone they are being abused.
- Reassure the pupil that they are doing the right thing and that he will be protected and helped.
- Clearly, this is an area of great sensitivity. It would be best to seek a quiet, but not isolated spot where the pupil can speak freely. Whilst maintaining a sensible distance, it is often best to sit alongside rather than facing the child.
- You should not take notes whilst the disclosure is being made.
- DO NOT MAKE ANY PROMISE OF CONFIDENTIALITY – Explain that you will need to share the information with the Safeguarding Lead
- If the pupil withdraws the allegations at this point, you must still take further action. DO NOT IGNORE OR KEEP THE MATTER TO YOURSELF
- You should make contact with the DSL or Deputy DSL within an hour of the disclosure.
- Do not examine the child
- Do not cross-examine the pupil or ask leading questions
- Do not contact the child’s family but pass the matter on immediately to the DSL.

1. Make sure the child is not in need of immediate medical attention.
2. Report the matter immediately to the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead. In their absence, (including Covid 19 isolation/illness) reporting should be to the Headmaster/Deputy Head (Pastoral)HeadmasterDeputy Head Pastoralor Divisional Head.
3. If a crime may have been committed, the matter should be reported to the Police.

Once a report has been received if there is any concern that a child is in need of help, or at risk, the Designated Safeguarding Lead will, in accordance with Surrey Area Safeguarding Procedures, contact Children’s Single Point of Access (C-SPA) by telephone immediately in order to make a referral.

Telephone: 0300 470 9100 / 01483 517898 (out of hours hosted by the emergency duty team)

E-mail: cspa@surreycc.gov.uk

Website: <https://www.surreycc.gov.uk/.../contact-childrens-services>

4. The school recognises that parental consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.
5. In any case where there is an allegation or suspicion of abuse, a written note must be added as a Cause for Concern on the CPOMs system. Staff can first directly contact the DSL/DDSL if necessary and to ensure urgent action but documenting the incident must be done as soon as it is practical. These notes must reflect as precisely as possible the actual words used by the child and should not be based on an adult interpretation of this. Notes should be timed, signed, and dated by the person who has made them. Ideally, “contemporaneous” notes should be made – that is the record should be made within one hour of the conversation with the child. Staff must fully inform pupils that records are being kept. Any member of staff reporting a suspicion of abuse in good faith would not be liable to face

disciplinary action or to suffer any adverse effect in respect of his/her own personal or professional wellbeing if, following investigation, the case is not taken further.

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the [seven golden rules for sharing information](#) and considerations with regards to the Data Protection Act 2018. If in any doubt about sharing information, staff should speak to the DSL or a Deputy. They can also refer to [Data protection in schools - Guidance - GOV.UK \(www.gov.uk\)](#). Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

ALLEGATIONS AGAINST STAFF

ALLEGATIONS WHICH MAY MEET THE HARM THRESHOLD

Procedures for dealing with an allegation or concern of abuse against staff are carried out in accordance with KCSIE. If there is an allegation against someone working or volunteering including supply staff, contractors or volunteers at the school, including a low-level concern, this must be reported to the Headmaster. If the staff are supplied by an agency, the agency must be notified and fully involved.

All school staff should take care not to place themselves in a vulnerable position with a child. The Staff Behaviour Policy must be followed provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

In school, all staff mobile phones must be turned off or on silent and kept in their bags/coats. Phones may only be checked at break time in the staff room and never in the rooms when children are present. Staff are responsible for ensuring that mobile phones brought into school or the nursery do not hold inappropriate or illegal content.

In the Headmaster's absence, any allegation or concern must be reported to the Designated Safeguarding Lead who must keep the Headmaster informed. The school will contact the Local Authority Designated Officer (LADO), within at least one working day. The school will not investigate or seek the approval of parents before first speaking to the LADO. The school will not take any further action until the LADO has been consulted, unless the case is of sufficient gravity that the police must be informed immediately.

Contact

Local Authority Designated Officer (LADO)

Monday to Friday from 9am to 5pm

If you have a concern regarding someone who works with children please contact the LADO on 0300 123 1650* or LADO@surreycc.gov.uk.

In the event that allegations or suspicions concern the Headmaster they must be reported to the Proprietor. He will contact the LADO directly and refer to the LADO directly.

If at any time there is a risk of immediate serious harm to a child, a referral should be made to C-SPA immediately. Whilst the responsibility for making a referral rests with the school safeguarding team, any member of staff may make a referral to C-SPA directly if they feel it is necessary.

All staff should be aware of their right and duty to “whistle blow” in good faith without fear of disciplinary action or any other adverse effect in respect of their own personal and professional wellbeing.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately speak to the DSL, who will inform the Headmaster, who on all such occasions will discuss the allegation with the Duty LADO on 0300 123 1650.

ORGANISATIONS OR INDIVIDUALS USING THE SCHOOL PREMISES

St John’s Beaumont may receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, St John’s will follow the school safeguarding policies and procedures, including informing the LADO.

RESTRICTIVE PHYSICAL INTERVENTION

We acknowledge that staff must only ever use physical intervention as a last resort when a child is at immediate risk of harming him/herself or others and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection and/or disciplinary procedures. We recognise that force may never be used as a punishment.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

CHILDREN MISSING FROM EDUCATION

In line with statutory guidance ([August 2024](#)) the school will:

- maintain the admission register.
- make reasonable enquiries and inform the local authorities if a pupil fails to attend the school.
- monitor and address pupil’s attendance through inspection of daily registers (see Attendance and Registration Policy).
- inform the local authorities when a pupil name is added or removed from the admission register.
- make reasonable enquiries to confirm that vulnerable pupils who leave St John’s have

joined the next school.

- wherever possible, the school will hold two emergency contact details for each p to make contact with a parent, guardian or responsible adult if necessary.

CHILDREN ABSENT FROM EDUCATION

KSCIE 2025 highlights that being absent from education for pro-longed periods and/or repeated occasions can act as a vital warning sign of a range of safeguarding concerns, including neglect, sexual abuse, sexual exploitation or child criminal exploitation – particularly county lines. Children may be at risk of harm if there is unexplainable and/or persistent absences from education.

St John's Attendance and Registration Policy details how the school responds to persistently absent pupils and children missing education following statutory guidance in Working together to improve school attendance (DfE August 2024). The school is aware that its response to persistent absence helps prevent the risk of a pupil becoming a child missing education in future and avoid the increase in future safeguarding risks.

MISSING PUPILS

All pupils should be registered every morning, afternoon and for after school activities. Tutors and teachers should take a note of pupil attendance. If pupils are found to be missing the Headmaster's P.A. should be informed immediately. Reception will be informed of any pupil who is resting in the Infirmary.

If a pupil is reported missing, the Missing Child Procedures will be set in motion, as below. Some useful questions are set out below:

- a) When was he or she last seen?
- b) Who was he or she with?
- c) Where might he or she have gone?
- d) Has he or she signed out?
- e) Is there a School activity that he or she might be on?
- f) Has he or she been ill or injured and gone to the Matron?
- g) What emotional state did he or she appear to be in?
- h) Has anything upset him or her recently?
- i) Did he or she speak to anyone about leaving?
- j) Who are his or her main friends at School?
- k) Does he or she have a mobile phone and what is the number?
- l) Does he or she have a special friend?
- m) Is there any reason to believe he or she might have been abducted? (e.g. family custody dispute; very wealthy/prominent parents.)

MISSING CHILD PROCEDURES

The following advice assumes that, at each step, the missing child will NOT be found. The procedure can be halted at any stage when the child is found but all staff who have been involved in locating the missing pupils must be informed immediately.

Having made all reasonable checks, member of staff to follow the following procedures, in the following strict order:

WEEKDAYS, MONDAY TO FRIDAY 8 A.M. TO 6 P.M.

Contact the School Office so that the child can be looked for. The School Office will:

- Check registers and whether child is at a doctors/ dentist appointment, etc.
- Contact the infirmary who will check medical records for the day.
- Check Music timetables (with assistance of Director of Music if possible) to ensure pupil is not attending music lesson
- Contact Campion Unit to ensure pupil is not attending additional lesson
- Member of staff responsible to check dormitory boarding cubicles.

The Headmaster and Deputy Head (Pastoral) should be informed immediately that a child is missing from school, details and action taken so far.

BOARDING

If the child is a boarder, also notify the Head of Boarding, and the Deputy Head of Boarding.

A member of staff (SLT) will then be appointed to act as the co-ordinator of any additional searching, involving more staff and extending to all areas of school buildings and grounds, including the local petrol station and shops and possibly the local areas of Old Windsor and Englefield Green.

At this point the School Office becomes the central co-ordination point.

- A note should be taken of the time the child was first reported missing and who has been contacted.
- CCTV to be reviewed by Reception.
- Discreet questioning of classmates and friends is appropriate without alarming them to find out when the child was last seen, where, and with whom.
- Decision is made (in consultation with Headmaster/School Leadership Team) to ring the Fire Bell and complete a full roll call of the whole school.
- Headmaster, or in his absence, Deputy Head (Pastoral) will telephone home (if local/UK) to ascertain if a parent has picked up the child from school without signing them out at Reception.
- Reassurance of planned action to be given if child not at home.
- Search school grounds
- Police to be contacted and informed of missing child.
- Mother/father/guardian to be taken to Headmaster or Deputy Head (Pastoral) offices.

WEEKDAY EVENINGS (6 P.M. ONWARDS)

- House Parents on duty will check and contact the infirmary for information regarding the missing child. Contact should be made with other dormitory to check the child is not there. The Head of Boarding/Deputy Head Pastoral must be informed if a child is

unaccounted for, or Deputy Head of Boarding if the above are not on duty.

- Parents should be contacted (if in UK) to establish whether child is with them – if not, give assurance of action.
- Contact Headmaster/Deputy Head (Pastoral) regarding situation.
- If not on site, contact the Head of Boarding/Deputy Head Pastoral and ask them to return to school immediately.
- Senior members of staff should review CCTV.
- Decision is made by dormitory staff (in consultation with Headmaster/School Leadership Team) to ring the Fire Bell and complete a full roll call of the whole school.
- Search grounds
- Contact Police to report missing child and confirm with parents.
- Refer to Crisis Procedure for further action.

WEEKENDS

- Name check must be completed at following lunch and dinner on Saturday and Sunday with staff reporting any missing children to Head of Boarding or, in his absence, the Deputy Head (Pastoral).
- Check outings list, which if left in a safe place on Reception.
- During the day, the Head of Boarding will liaise staff member on duty so that the child can be searched for. Friends and other children will be questioned discreetly as to when and where they last saw the child who is missing.
- Inform the Headmaster or, in his absence, the Deputy Head (Pastoral).
- At weekends the children have access to the full grounds so it is most effective to proceed to a full Fire Drill if all other avenues have proved to be unsuccessful.
- The Head of Boarding should telephone parents or guardians to check weekend arrangements and ensure that the pupil has not already been collected.
- Contact Police to report missing child and inform parents.

A register of boarders should be taken in the morning and a check made at bedtime. If a boarder is missing the Head of Boarding/Deputy Head (Pastoral) and House Parents should be informed as soon as possible and the appropriate action taken. The House Parents should keep a record of the mobile phone numbers of all the pupils.

A record must be kept of all such incidents by the DSL for all pupils and by the Head of Boarding for boarding pupils only, including the action taken and the reasons given by the pupil for being missing.

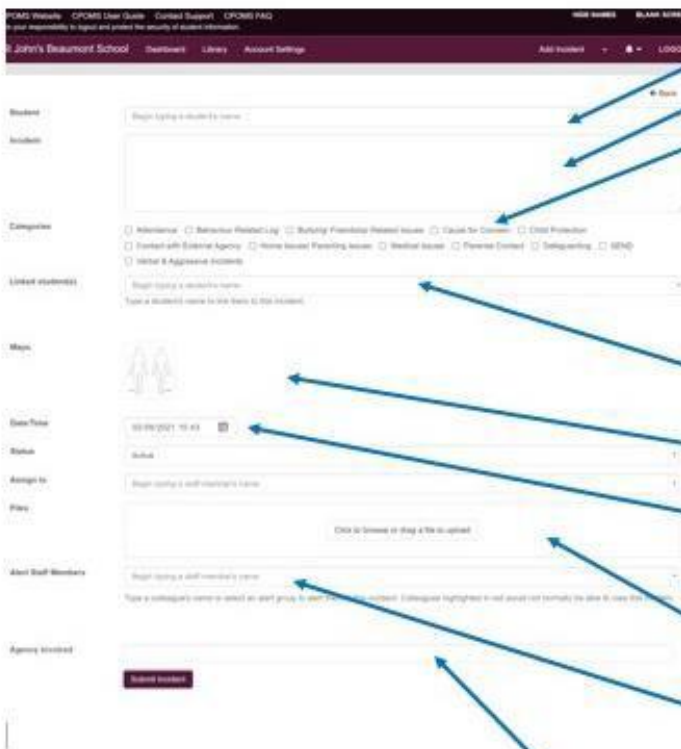
APPENDIX 1 – CHILD PROTECTION CAUSE FOR CONCERN LOGGING ON CPOMS

A CPOMS Safeguarding Log should be completed when there is cause for concern. This should be completed as soon as possible, but no later than 24 hours of the occurrence.

How to log a Safeguarding Cause for Concern on CPOMS:



Login from your desktop and click on 'Add Incident'



Look up student's name

Describe the incident

Select **Cause for Concern** and any other categories you think relevant.

Add linked students names if applicable.

Add detail to body map if applicable.

Add date and time.

Do not fill in status or assign to.

Add files e.g. photos or emails if necessary.

Add Alert Staff Members:

DSL (will automatically be alerted)

Jack Snell

Alert DDSL according to section of School pupil is in:

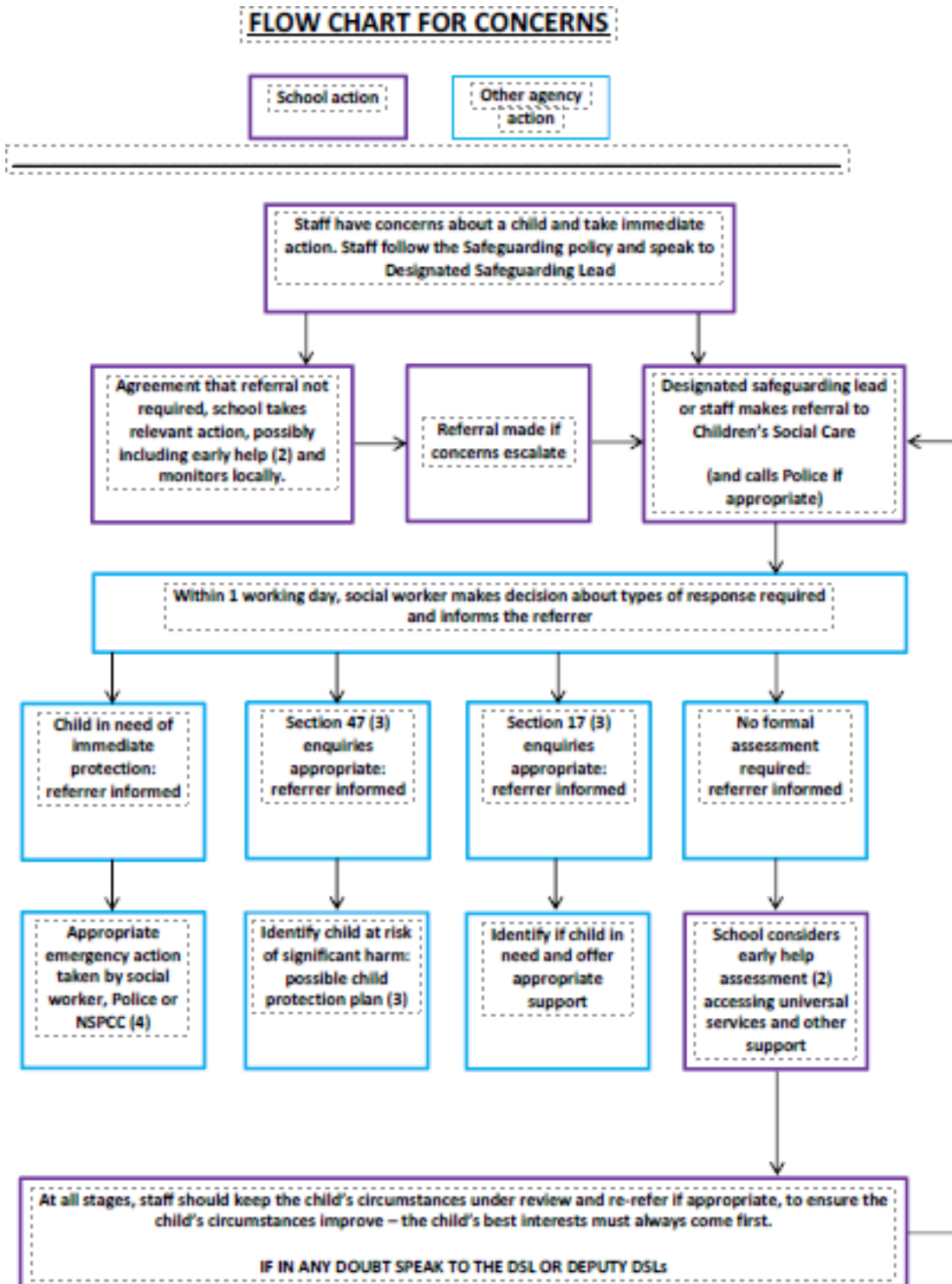
Claire Murphy (US)

Pippa Powell-Harper (Pre-Prep)

Shaun Hutchinson-Lawson (Boarding)

Fill in Agency involved if applicable

APPENDIX 2 - CHILD PROTECTION PROCEDURES FLOWCHART



APPENDIX 3 - WORRY PROCEDURE

ST JOHN'S BEAUMONT SCHOOL – WORRY PROCEDURE

What should you do if you are worried and just want to talk to someone?

Do remember that you have many good friends who may be able to help you. Your Class Teacher / Tutor, the Assistant Head Pastoral the Deputy Head Pastoral, your dormitory master and school nurses or any other member of staff are always ready to listen to you and help wherever they can.

What should you do if you are worried or unhappy about something?

Sometimes, you might feel that something is worrying you. The first thing you should do is to speak to any member of staff whom you trust (e.g. your Class Teacher /Tutor, your Dormitory Master/Mistress, your Animal Leader, the School Nurse, the Assistant Head Pastoral, the Deputy Head Pastoral or the Headmaster. You can even take a friend with you if you wish to help you to explain the problem. Another idea is to complete the [Virtual Worry Box](#), just click on the link if you find it easier to share this way.

If you would rather speak to a person who does not teach at the school then you may contact our Independent Listener who visits the school regularly. You do not need to make an appointment or ask permission to speak to her/him. The board outside the Lay Chaplain's Office will give you the name of the Independent Listener and the days that they will next be visiting the school. The conversations that you have with the Independent Listener are very private and she/he will not discuss the matter with anyone at school unless he/she is concerned for your welfare.

If you are still worried after you have spoken to an adult, this is what you should do next.

Go and see the Headmaster and you may contact him by arranging a meeting with him through the Headmaster's PA. Alternatively, you can write to the Headmaster and give your letter to the Headmaster's PA. No one but the Headmaster will read your letter. The Headmaster will then see you and talk to you about your worry, with your Animal Teacher, your Class Teacher, your Tutor or a friend if you would like someone else to be with you. If you really must see someone urgently, you should go and see the Deputy Head (Pastoral), Headmaster or any member of staff.

If you are still worried, you may talk to your parents when you are at home or write to them or contact them to speak to them whilst you are at school. We know that these are some of the things that might make you unhappy.

1. You find it difficult to make friends.
2. You feel that you are being bullied.
3. You feel that no one understands the difficulties you are having with your work.
4. Someone has hurt you and you are frightened and do not know who to ask for help.
5. Someone has taken something of yours and has not returned it.
6. Someone is making fun of you.
7. You feel that you have been treated unfairly.
8. You seem to be getting into trouble a lot.
9. You think you are being discriminated against because of your colour.
10. OR ANYTHING ELSE THAT IS WORRYING YOU.

If you are worried, try not to be afraid; tell someone about it.

All the staff at St John's are here to help you.

There may be times when you feel you cannot talk about your worries to a member of staff and this is perfectly understandable. In this case, you should write to, or go to see Mr Snell. If you prefer, you may speak to the Independent Listener.

Try to remember that there is always someone at St John's ready to help you and to listen to your problem.

TALK TO SOMEONE!
A FRIEND, A
TEACHER OR
MEMBER OF STAFF!

SCARED YOU
AREN'T DOING WELL
AS YOUR PEERS?

ARE YOU BEING
BULLIED?

HAVE YOU DONE
SOMETHING YOU
REGRET?

IS SOMEONE
HURTING YOU?

ARE YOU SCARED
OR CONCERNED
ABOUT A FRIEND OR
FAMILY MEMBER?

FEELING WORRIED?

@SJB

CONTACT MR. SNELL
HEAD OF MIDDLE SCHOOL | DESIGNATED
SAFEGUARDING LEAD

HOW?

CAN YOU FEEL LESS WORRIED?

- Talk to someone about your fears or worries- You can talk to a friend, a teacher or any member of staff!
- If you are scared to talk, write a note and put it in Mr. Snell's letter box!
- Remember to be kind to yourself and others



@SJB
CONTACT MR. SNELL
HEAD OF MIDDLE SCHOOL | DESIGNATED
SAFEGUARDING LEAD

INDEPENDENT LISTENER

Tuesday 12-2pm

VISIT MR SNELL'S OFFICE



BOARDERS

you can also contact her
via email

smoran@sjb.email



MISS SOPHIE MORAN

A CHANCE TO SPEAK TO AN ADULT ABOUT
ANYTHING THAT'S ON YOUR MIND.

CONFIDENTIAL
(UNLESS SOPHIE THINKS YOU ARE UNSAFE)

TALKING HELPS!



SCHOOL COUNSELLOR

Monday 10am-1pm

MR SNELL'S OFFICE



BOARDERS

you can also contact her via email

mjemmett@sjb.email



MARION JEMMETT

A CHANCE TO SPEAK TO AN EXPERT ABOUT ANYTHING TO DO WITH YOU, A BIG EVENT IN YOUR LIFE OR PARTICULAR SITUATION.

CONFIDENTIAL
(UNLESS MARION THINKS YOU ARE UNSAFE)

TALKING HELPS!





St John's Beaumont

Virtual Worry Box

A box where you can put all your worries and feelings and they will get sent through the air to someone who can help.

How are you feeling today? Are you feeling OK?

If you are not feeling so good today, why not speak to your class teacher or a member of staff about it? If you would like to, you can fill in the form below to tell us how you are feeling so we can help you.

This will be shared with your Head of School, who will find ways to help you.

1

What's your name? [input field]

Enter your answer

2

Which year group are you in? [input field]

Year 3