

Beacon Alternative Provision Child Protection and Safeguarding Policy



Safeguarding and Child Protection Policy Statement

At Beacon AP, we are fully committed to the safeguarding and protection of all children and young people in our care. Our Safeguarding and Child Protection Policy outlines our dedication to providing a safe and secure environment where the welfare of each child is paramount.

In alignment with our policy, we ensure that all safeguarding incidents are handled with the utmost seriousness and are reported promptly. Specifically, any safeguarding incident that occurs will be reported to the following authorities:

1. **Local Authority Designated Officer (LADO):** We will contact the LADO to seek advice and ensure that appropriate actions are taken in line with local safeguarding protocols.
2. **Child's Allocated School:** We will notify the designated safeguarding lead at the child's school to ensure that the school is aware of the incident and can provide additional support and monitoring as necessary.
3. **Referral Officer from the Local Authority:** We will also inform the local authority's referral officer to ensure that the incident is recorded and reviewed in accordance with statutory requirements.

Our policy mandates that all staff members are trained to recognise signs of abuse and understand the procedures for reporting concerns. By adhering strictly to these guidelines, we uphold our commitment to the safety and well-being of all children under our care.

We believe that effective communication and collaboration with relevant authorities are crucial in safeguarding children and ensuring their protection from harm. Therefore, our policy not only sets clear procedures for reporting but also emphasizes our unwavering resolve to follow through with these procedures in every instance.

Beacon AP will continuously review and update this policy to reflect best practices and any changes in legislation, ensuring that our safeguarding measures remain robust and effective.

Key Personnel

Role	Name	Email	Telephone
Designated Safeguarding Lead (DSL)	Steven O'Connell	beaconap@outlook.com	07565577041
Deputy DSL	Fiona Field	beaconap@outlook.com	07736449790

Terminology

Safeguarding and promoting the welfare of children is defined 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.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the organisation, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers, adoptive parents and LA corporate parents.

1. Introduction Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2003 (Independent schools only, including academies and CTCs)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2023
- Information Sharing 2018

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- What to do if you're worried a child is being abused 2015
- Filtering and monitoring standards in schools and colleges (DfE)

2. Policy Principles

The welfare of the child is paramount.

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff, or volunteers, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Our staff believe that our organisation should provide a caring, positive, safe and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child.
- Pupils and staff involved in child protection issues will receive appropriate support and supervision.

3. Policy Aims

- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To demonstrate the organisation's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- Safeguarding incidents and/or behaviours can be associated with factors both in and outside of the organisation; and abusers can be both adult/s to child/ren or child/ren to child/ren (peer on peer). All staff (but especially the DSL or deputy) will be considering the context within which such incidents and/ or behaviours occur familial or contextual.
- To ensure the Designated Safeguarding Lead and deputy will give full consideration to the use of appropriate assessments, resources and agency support when identifying the factors present in a child's life that are a threat to their safety and/or welfare. (Familial or contextual.)
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, as a service, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all persons involved with the child.
- To develop a structured procedure within the service which will be followed by all members of our community in cases of suspected abuse.

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- To develop and promote effective working relationships with other partnership agencies, especially the Police, Health, Children's social care and MASH (Multi-Agency Safeguarding Hub)
- To support the child's development in ways that will foster security, confidence and independence.
- To ensure that all staff working within our service who have substantial access to children have been checked as to their suitability), including verification of their identity, qualifications, a satisfactory DBS check, verification of fitness to carry out duties, and a single central record is kept for audit.

4. Values

Supporting Children.

- We recognise that a child who is abused or witnesses' violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that our organisation may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn as well as exhibiting signs of mental health problems.
- We understand the impact on a child's mental health, behaviour and education when experiencing difficulties, abuse and/or neglect.
- We are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
- We will determine how best to build trusted relationships with children and young people which facilitate communication.

Our organisation will support all children by:

- encouraging self-esteem and self-assertiveness, through our lessons as well as our relationships, whilst not condoning aggression or bullying
- promoting a caring, safe and positive environment throughout the service
- responding sympathetically to any requests for time out to deal with distress and anxiety.
- offering details of helplines, counselling or other avenues of external support
- liaising and working together with all other settings, support services and those agencies involved in the safeguarding of children.
- notifying MASH as soon as there is a significant concern.
- providing continuing support to a child about whom there have been concerns who leaves the service by ensuring that appropriate information is copied under confidential cover to

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the child's new setting and ensuring that any medical records are forwarded as a matter of priority.

- children are taught to understand and manage risk through all aspects of our work with them. This includes online safety.
- by accessing and utilising the necessary resources, guidance and toolkits to support the identification of children requiring mental health support, support services and assessments and the subsequent systems and processes: and
- reassuring victims that they are being taken seriously and that they will be supported and kept safe.

Prevention / Protection

- We recognise that our organisation plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- We will make children aware of safeguarding procedures across the learning opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help; in particular this will include anti-bullying work, information about peer on peer abuse (sexual harassment and sexual violence, consent), online-safety, road safety, pedestrian and cycle training; provide focussed activities to prepare young people for transition to new settings and/or key stages e.g. more personal safety/independent travel; and
- ensure all staff, pupils and parent are aware of our guidance for the use of mobile technology and the safeguarding issues around the use of mobile technologies. Risks have been shared.

5. Safe Organisation, Safe Staff

We will ensure that:

- all staff and volunteers read KCSiE Part 1 and Annex B
- all staff receive information about the organisation's safeguarding arrangements, child protection and safeguarding policy, behaviour policy, the safeguarding response to children who go missing from education, the role and names of the Designated Safeguarding Lead and deputy.
- all staff receive safeguarding and child protection information, including online safety, at induction,
- all staff receive safeguarding and child protection training, including online safety, in line with advice from Devon Children and Families Partnership which is regularly updated (for example, via email, ebulletins and staff meetings), as required, but at least annually,
- all members of staff are trained in and receive regular updates in online safety and reporting concerns,
- all staff will have the opportunity to attend Level 3 child protection training, updated annually. Appropriate Level 2 training is delivered to staff by Safeguarding Team for new staff if they have been unable to attend Level 3 Training.
- the Child Protection and Safeguarding policy is made available via the website or other means and that parents/carers are made aware of this policy and their entitlement to have

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a copy. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection and Safeguarding policy and reference to it in the induction materials.

- the organisation provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans; all staff will understand their role in the early help process,

6. Roles and Responsibilities

Beacon Alternative Provision will:

- Ensure Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Devon Children and Families Partnership, that statutory requirements, are reviewed annually and that the Child Protection and Safeguarding policy is publicly available on the website or by other means.
- Ensure all staff including temporary staff and volunteers are provided with the Child Protection and Safeguarding policy and staff Code of Conduct.
- Ensure that all staff have read Keeping Children Safe in Education (2023) Part 1 and Annex B* and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- Ensure the organisation has procedures for dealing with allegations of abuse against staff, supply staff, volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- Ensure that children are taught about safeguarding (including online safety) as part of their broad and balanced learning opportunities.
- Ensure that appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Ensure that appropriate online filtering and monitoring systems are in place.
- Ensure that any weaknesses in Child Protection are remedied immediately.
- Ensure they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer; and anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- Ensure that any online use during a session with a young people is always monitored by the member of staff.

The Designated Safeguarding Lead:

- holds ultimate responsibility for safeguarding and child protection (including online safety)
- acts as a source of support and expertise in carrying out safeguarding duties for the whole community.
- will have the necessary knowledge and understanding to recognise possible children at risk of contextual and/or familial abuse or exploitation.
- encourages a culture of listening to children and taking account of their wishes and feelings.
- refreshes their knowledge and skills to enable them to carry out the role and at regular intervals but at least annually accesses updates to keep up with any developments relevant to their role.
- will refer a child if there are concerns about possible abuse, to the MASH¹, and act as a focal point for staff to discuss concerns. Enquiries⁴ must be followed up in writing, if referred by telephone.
- will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral.
- will help promote positive outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with all relevant teachers, mentors and managers. Their role could include ensuring that the organisation and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for these children; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- will ensure that when a pupil leaves the service, relevant child protection information is passed to the new school (separately from the main pupil file) as soon as possible but within 5 days of transfer or within the first 5 days of a new term, ensuring secure transit and that confirmation of receipt is obtained.
- will ensure that all relevant safeguarding information is shared with partner agencies, including schools and other alternative education organisations.
- in addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the DSL of the new school or college in advance of a child leaving; for example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. All transfers should be made securely.
- will liaise with the Local Authority, its safeguarding partners² and work with other agencies and professionals in line with Working Together to Safeguard Children and has a working knowledge of DCFP procedures.

¹ All new enquiries go to the MASH, DSLs can consult on 0345 155 1071. In an emergency out of hours referrals can be made to the Emergency Duty Team on 0845 6000 388 or Police. ⁴ Online forms are available via [Devon County Council](#) or [DCFP](#).

² NPCC – when to call the police will support DSLs understand when they should consider contacting the police and what to expect when they do

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- will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents.
- will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their social worker.
- Will liaise with DDSLs and staff to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the [Statutory guidance - PACE Code C 2019](#).
- Understands locally agreed processes for providing early help and intervention and will support members of staff where Early Help and/or Safer Me (concerns around exploitation) is appropriate; and
- will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputy, are clearly advertised on our website, with a statement explaining the organisation's role in referring and monitoring cases of suspected abuse.

The Deputy Designated Safeguarding Lead:

- is trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils.
- In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

All Staff:

- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- consider, at all times, what is in the best interests of the child.
- will be aware of the indicators of abuse and neglect both familial and contextual; and recognise that contextual harm can take a variety of different forms.
- know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you're worried a child is being abused'
- will refer any safeguarding or child protection concerns to the DSL or if necessary, where the child is at immediate risk to the police or MASH
- will be aware of the Case Resolution protocol or the duty to report concerns if the DSL fails to do so without reasonable cause.

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- are aware of the Early Help³ process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing.
- will provide a safe environment in which children can learn; and will be able to reassure victims that they are being taken seriously.
- will be aware of the need, and their responsibility, to monitor all online activity while with the young person and, where relevant to teach about the dangers associated with online activity.
- will be aware of the vulnerabilities associated with young people absent from or missing their education. Report all absences in a timely manner and maintain regular contact with families.

7. Confidentiality

- Beacon Alternative Provision recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the service must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018⁷ is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Director or DDSLs will only disclose information about a child to other members of staff on a need-to-know basis.
- We will always undertake to share our intention to refer a child to MASH with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will contact the MASH consultation line.

8. Child Protection Procedures

- Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the 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 off line abuse. They may be abused by an adult or adults or by another child or children.

³ Detailed information on early help can be found in Chapter 1 of [Working Together to safeguard children](#) ⁷ The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.

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- Abuse and Neglect may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation criminal exploitation, serious youth violence, radicalisation.
- Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.
- Any child in any family in any organisation could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.
- There are also a number of specific safeguarding concerns that we recognise our pupils may experience: -
 - child missing from education.
 - child missing from home or care.
 - child sexual exploitation (CSE), child criminal exploitation (CCE)
 - bullying including cyberbullying.
 - domestic abuse
 - drugs
 - fabricated or induced illness
 - faith abuse
 - female genital mutilation (FGM)
 - forced marriage.
 - gangs and youth violence
 - gender-based violence/violence against women and girls (VAWG)
 - mental health
 - private fostering
 - radicalisation
 - youth produced sexual imagery (sexting)
 - teenage relationship abuse
 - trafficking
 - peer on peer abuse
 - upskirting
 - serious violence
 - sexual harassment

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via child-on-child abuse.

We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

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If staff are concerned about a child's welfare

- If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on the child's safeguarding filing system and alert the other agencies who work with the young person.
- There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- Beacon Alternative Provision recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.
- Following an initial conversation with the pupil, if the member of staff remains concerned, they should record the conversation on the child's safeguarding filing system and discuss their concerns with the DDSL. Records should include:
 - a clear and comprehensive summary of the concern
 - details of how the concern was followed up and resolved
 - a note of any action taken, decisions reached and the outcome.
- If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

If a pupil discloses to a member of staff

- We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.
- A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil, staff will: -

- listen to what the child has to say and allow them to speak freely.
- remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener.
- reassure the child that it is not their fault and that they have done the right thing in telling someone.
- not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk.

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- take what the child is disclosing seriously.
- ask open questions and avoid asking leading questions.
- avoid jumping to conclusions, speculation or make accusations.
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong; and tell the child what will happen next.

If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on the child's safeguarding filing system in as much detail as possible, including the child's own words. It should also detail where the disclosure was made and who else was present. The member of staff should discuss with the DSL, and alert them, together with other staff, on a need to know basis.

Notifying Parents

The organisation will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and normally the DSL/DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the service believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's MASH e.g., familial sexual abuse.

Where there are concerns about forced marriage or honour-based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk. In some circumstances it would be appropriate to contact the police.

Making a referral

- Concerns about a child or a disclosure should be immediately raised with the DSL/DSL who will help decide whether a referral to children's MASH or other support is appropriate in accordance with Devon Children and Families Partnership Threshold Tool⁴.
- If a referral is needed, then the DSL/DSL should make this rapidly and have the necessary systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves.
- The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

⁴ DCFP Threshold Tool

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- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children's MASH and/or the police immediately. Anybody can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Supporting our Staff

- We recognise that staff working in the organisation who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the D(D)SLs and to seek further support as appropriate.

9. Children who are particularly vulnerable

Beacon Alternative Provision recognise that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

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 anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation.

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- 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 an imprisoned parent.
- is experiencing mental health, wellbeing difficulties
- is persistently absent from education (including persistently absent for part of the day);
- is at risk of 'honour' based abuse such as FGM or Forced Marriage

10. Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

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

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

Beacon Alternative Provision is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism⁵.

Beacon Alternative Provision seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.

The Designated Safeguarding Lead will assess the level of risk within the service and put actions in place to reduce that risk.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the D(D)SL. They should then follow normal safeguarding procedures. If the matter is urgent then Devon & Cornwall Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has

also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

11. Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse (See Appendix 5).

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance could be due to age, gender, sexual identity, cognitive ability, physical strength, status, and /or access to economic or other resources. The abuse could be linked to an exchange for something the victim perceives that they need or want and/or will be to the financial benefit or other advantage (such as increase status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and adults or children (who themselves may be experiencing exploitation). The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It may involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when the activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. The experience of girls who are criminally exploited can be very different from boys, the indicators may not be the same and both boys and girls that are being criminally exploited may be at higher risk of sexual exploitation.

CSE can occur over time or be a one-off occurrence. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17-year-olds who can legally consent to have sex.

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More definitions and indicators are included in Appendix 3.

Any concerns that a child is being or is at risk of being sexually or criminally exploited should be passed without delay to the D(D)SL. Beacon Alternative Provision are aware there is a clear link between regular absence/truancy, CSE and CCE. Staff should consider a child to be at potential CSE/CCE risk in the case of regular absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

The D(D)SL will use the Devon Children and Families Partnership Adolescent Safety Framework Safer Me Assessment⁶ on all occasions when there is a concern that a child is being or is at risk of being sexually or criminally exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually or criminally exploited. The Safer Me Assessment will indicate to the D(D)SL whether a Safer Me Early Help approach or referral to the Exploitation Hub is required. If the D(D)SL is in any doubt they will contact MASH consultation.

In all cases if the assessment identified any level of concern the D(D)SL should contact their local MACE¹¹ (Missing & Child Exploitation) and email the completed Safer Me assessment along with a MASH enquiry form. If a child is in immediate danger the police should be called on 999.

Beacon Alternative Provision is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

13. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police¹².

The duty applies to any person who is employed or engaged by Beacon Alternative Provision to carry out 'teaching work', whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead; however, the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

⁶ [DCFP Adolescent Safety Framework info and Safer Me Assessment](#) ¹¹
[DCFP MACE guidance](#) ¹²
[FGM procedural information](#)

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Staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per the child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

14. Forced Marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Staff should never attempt to intervene directly as a service or through a third party. Contact should be made with MASH.

15. Honour-based Abuse

Honour based abuse (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage.
- want to get out of a forced marriage.
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

16. One Chance Rule

All staff are aware of the 'One Chance Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance to speak to a pupil who is a potential victim and have just one chance to save a life.

Beacon Alternative Provision are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

17. Mental Health

Staff will 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. Whilst our service recognises that only appropriately trained professionals can diagnose mental health problems; staff are able to make day to day observations of children and identify such behaviour that may suggest they are experiencing a mental health problem or be at risk of developing one.

How traumatic ACE's and experiences of abuse and neglect can impact a child's mental health, behaviour and education through to adolescence and adulthood will be covered in safeguarding awareness training and updates. If staff have a mental health concern about a child that is also a safeguarding concern, they will share this with the DSL or deputy. Beacon Alternative Provision will also refer to the mental health and behaviour in schools' guidance⁷.

18. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Beacon Alternative Provision recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify MASH of the circumstances.

⁷ [Mental health and behaviour in schools: guidance](#)

19. Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and neglect.

Beacon Alternative Provision ensures that staff have the necessary skills and understanding to keep looked after/previously looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The staff will have details of the child's social worker and the name and contact details of the Devon County Council's virtual school head for children in care.

The staff will work with the virtual school head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children and meet the needs in the child's personal education plan. Staff will follow the statutory guidance 'Promoting the education of Looked After Children'.

20. Children Absent from or Missing Education

Attendance, absence and exclusions are closely monitored. Beacon Alternative Provision will hold more than one emergency contact number for pupils and students where reasonably possible. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'⁸.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

21. Online Safety

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram, Snapchat and X.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

Beacon Alternative Provision has an online safety policy which explains how we try to keep pupils safe and how we respond to online safety incidents.

⁸ [CME Statutory Guidance for Local Authorities](#)

Beacon Alternative Provision will also provide advice to parents when pupils are being asked to learn online at home and consider how best to safeguard both pupils and staff.

22. Child-on-Child Sexual violence and sexual harassment

The DSL and DDSLs will take due regard to Part 5, KCSiE 2023

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Beacon Alternative Provision recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of child-on-child abuse are outlined below.

- domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- child sexual exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18
- harmful sexual behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2)
- upskirting – which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- serious youth violence⁹ – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences. All staff will receive training so that they are aware of indicators which may signal those children are at risk from, or involved with serious violence and crime
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery).

The term child-on-child abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with child-on-child abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

⁹ [Preventing youth violence and gang involvement](#)

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Beacon Alternative Provision aims to reduce the likelihood of child-on-child abuse through:

- providing only 1:1 or 2:1 tutoring
- the established ethos of respect, friendship, courtesy and kindness
- high expectations of behaviour
- clear consequences for unacceptable behaviour
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Any concerns, disclosures or allegations of child-on-child abuse in any form should be referred to the DSL using Beacon Alternative Provision child protection procedures as set out in this policy. Where a concern regarding child-on-child abuse has been disclosed to the DSL(s), advice and guidance will be sought from MASH and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies Beacon Alternative Provision will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of another pupil, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

23. Children who are lesbian, gay, bi, or trans (LGBT)

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, or who are perceived to be, LGBT can be targeted by other children.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

24. 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.

Youth produced sexual imagery 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.

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- 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 UKCIS guidance

‘Sexting in schools and colleges: responding to incidents and safeguarding young people’, and ‘Sharing nudes and semi-nudes: how to respond to an incident.’

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 youth produced sexual imagery, they should follow the child protection 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 youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate 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 MASH or the Police as appropriate.

Immediate referral at the initial review stage should be made to MASH/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
- 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/DDSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Director, to respond to the incident without escalation to MASH or the police. Such decisions will be recorded.

In applying judgement, the DSL/DDSL 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;

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- 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 other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or MASH. Otherwise, the situation will be managed within the service.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

25. Safeguarding concerns and allegations made about staff

All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction¹⁰.

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.

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 inform the Director¹¹.

The Director on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)²¹ at the earliest opportunity and before taking any further action.

If the allegation made to a member of staff concerns the Director, the person receiving the allegation will immediately consult the LADO as above, without notifying the Director first. [NB where the Director is also the sole proprietor of an independent school the concerns should be reported directly to the LADO]

¹⁰ Refer to "Guidance for Safe Working Practice"

¹¹ Chair of Governors in the event of an allegation against the Headteacher

²¹

Duty LADO 01392 384964 or email ladosecure-mailbox@devon.gov.uk

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The organisation will follow the Devon procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education 2023 and the Managing Allegations policy and procedures.

Suspension of the member of staff, excluding the Director, against whom an allegation has been made, needs careful consideration, and the Director will seek the advice of the LADO and an HR Consultant in making this decision.

Allegations regarding the proprietor of an independent school/service will be referred to the Local Authority Designated Officer (Independent Schools only).

This may include behaviour that may have happened outside of the service, school or college, that might make an individual unsuitable to work with children, this is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt, seek advice from the local authority designated officer (LADO).

There are two levels of allegation/concern:

1. Allegations that may meet the harms threshold (see definition above)
2. Allegation/concerns that do not meet the harms threshold – referred to in KCSIE 2023 guidance as
'low level concerns'

Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is important that appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

„Low Level Concerns“ - Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a „nagging doubt“ - that an adult working in or on behalf of the service may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;

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- using secluded areas, shutting doors etc when engaging with a child on a one-to-one basis when other options may be available and more appropriate.

Such concerns will always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. (Guidance in KSCIE 2021 will be followed regarding recording, storing and sharing of this information.)

Staff and parents are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

26. Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the organisation's safeguarding arrangements. If it becomes necessary to consult outside the organisation, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

27. Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering 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 recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

28. Confidentiality, sharing information and GDPR

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should be proactive in sharing as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

Staff should only discuss concerns with the DSL or DDSL. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2023) emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 2018¹² and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018

Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

¹² The UK Data Protection Act 2018 (DPA 2018) is supplementary to the General Data Protection Regulation 2016 (the GDPR) and replaces DPA 1998.



For Early Help, Consultation and Enquiries please contact:

Telephone: **0345 155 1071**

Email: Local Authority Safeguarding Hubsecure@devon.gov.uk

Request for Support available at:

[DCC - Request for support \(outsystemsenterprise.com\)](https://outsystemsenterprise.com)

Emergency Duty Team out of hours **0345 6000 388**

Police non-emergency 101

For all LADO enquiries Exeter (01392) 384964 ladosecure-mailbox@devon.gcsx.gov.uk

Further information: <https://new.devon.gov.uk>

Managing Allegations – Devon Children and Families Partnership
(DCFC.org.uk)

Early Help Team

Manager South & West: Karen Hayes 07854 253424

Locality Early Help Mailbox

South & West: earlyhelpsouthsecuremailbox@devon.gov.uk

Exeter: earlyhelpexetersecuremailbox@devon.gov.uk

For emergencies outside of office hours please call:

0345 600 0388

Child Protection Report Form

Child Protection Report Form Beacon Alternative Provision

A report should be made by the person who has had the initial concerns about a child's wellbeing using this pro forma.

Name of reporter:

Date of report:

Details of child:

Full name		Male/Female	
Date of birth		School	
Phone number		Address	

Please complete the following section with as much detail about the specific your child protection concern or allegation as possible.

Please state the parents/child's view, if known:

Outline of any action you have already taken to protect the child/young person:

Is there any other relevant information you wish to share, including historical:

Details of reporter:

Name		Date	
Position held		Organisation	Beacon Alternative Provision
Email address		Mobile	

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Please tick beside the name of the designated safeguarding officer who you informed and sent the report to:

Steven O'Connell (Lead DSL)	Fiona Field (Deputy DSL)
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Signature of reporter:

Next section to be completed by the DSL:-

Follow up action taken by the designated safeguarding officer:

Please tick where the child protection report was sent:

Reports sent to:	MASH	
	Social Worker	
	School safeguarding officer	
	Other (please specify)	

Signature:	
Date:	