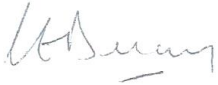# Child Protection and Safeguarding Policy

This policy applies all pupils, including in the EYFS

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2024
Renewal period	Annually
Review Date:	1 September 2025

KEY CONTACTS

Role	Name	Contact details
Designated Safeguarding Lead	Cherriffa Grierson	c.grierson@watlingparkschool.org.uk
Deputy Designated Safeguarding Lead	Liz Haynes Elizabeth Renouf-Crotty Tracey Duff	head@watlingparkschool.org.uk e.crotty@watlingparkschool.org.uk T.Duff@watlingparkschool.org.uk
Headteacher	Liz Haynes	head@watlingparkschool.org.uk
BPET Director of Education/ Executive Headteacher (if applies)	Alison Colenso	alison.colenso@BPET.co.uk mailto:020 3108 0363
BPET Chief Executive	Mark Greatrex	Mark.greatrex@BPET.co.uk 020 3018 0363
BPET Safeguarding & Compliance Auditor (Safeguarding Advisor)	Chris Sanderson	info@BPET.co.uk 020 3018 0363
BPET Safeguarding Trustee	Steven Wade	info@BPET.co.uk 020 3018 0363
LA Multi Agency Safeguarding Hub (MASH) Team	MASH Team	020 8359 4066 mash@barnet.gov.uk
Local Authority Designated Officer (LADO)	Rob Wratten	Via Barnet MASH mash@barnet.gov.uk
Local Safeguarding Children Board (LSCB)	Jenny Goodridge Director of Quality & Safety, North Central London Clinical Commissioning Group John Hooton Chief Executive London Borough of Barnet Barry Loader Detective Superintendent, Head of Safeguarding Barnet Brent and Harrow Boroughs	bscp@barnet.gov.uk https://thebarnetscp.org.uk/bscp
Joint Police and Children's Social Care Protocol for Dealing with Children Missing from Care	Children Missing from Education Officer 2 Bristol Avenue NW9 4EW Tel: 020 8359 7746/7892	
LA's Children's Social Care - A Child Centred System Understanding Thresholds	https://thebarnetscp.org.uk/bscp/professionals/barnet-continuum-of-support-1	

	Head Teacher of the Virtual School - Sarah Deale
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Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

> To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

> We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

> Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

Our strong safeguarding culture

1.1   Why it is important

> 1.1.1   Safeguarding is everyone's responsibility, and it is the duty of the BPET to safeguard and promote the welfare of children. 'Children' includes everyone under the age of 18. This is our core safeguarding principle.

1.1.2   In adhering to this principle, we focus on providing a safe and welcoming environment for all our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All our children have equal rights to support and protection.

1.1.3   One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers, and trustees, all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.

1.1.4   This policy should be read alongside our other safeguarding policies, set out in Appendix Two.

1.2   What it means for our pupils

1.2.1   We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support to the child. **It also includes contributing to broader, multi- agency strategic discussions about safeguarding children.**

1.2.2   All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in child protection or a safeguarding issue will receive appropriate support.

1.2.3   Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among pupils and we set a good example by conducting ourselves appropriately.

1.2.4   Identifying safeguarding and child protection concerns often begin with recognising changes in pupils' **attendance and/or** behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Challenging behaviour may be an indicator of abuse.

1.2.5   All of our staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.

Safeguarding legislation and guidance

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

- Keeping Children Safe in Education (2024)
- Working Together to Safeguarding Children (2023)
- What to do if you're worried a child is being abused (2015)
- **Prevent Duty guidance: Guidance for specified authorities in England and Wales (2023)**
- The Teacher Standards 2012
- The Safeguarding Vulnerable Groups Act 2006
- Section 157 of the Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Domestic Abuse Act 2021
- PACE Code C 2019
- [EYFS ONLY] Statutory Framework for the Early Years Foundation Stage (EYFS)
- Digital and Technology Standards (March 2023)

Roles and responsibilities

Key contacts overview is contained on page 2 of this policy and shared with all staff in the school.

3.1   The Designated Safeguarding Lead (DSL):

3.1.1   The designated safeguarding lead takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL duties include:

- ensuring CPOMs is used effectively by all staff and regular training takes place
- ensuring child protection policies are known, understood and used appropriately by staff
- working with the board of trustees to ensure that BPET's child protection policies are reviewed annually and that the procedures are reviewed regularly
- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters
- liaising with the headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for Children to have an Appropriate Adult in relevant circumstances (i.e. PACE Code C 2019).
- acting as a point of contact with the three safeguarding partners
- making and managing referrals to children's social care, the police, or other agencies
- keeping detailed, accurate, secure written records of concerns, discussions and decisions made including the rationale for those decisions (including where referrals were or were not made)

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- taking part in strategy discussions and inter-agency meetings
- liaising with the "case manager" and the designated officer(s) at the local authority if allegations are made against staff
- making staff aware of training courses on National College and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school as soon as possible
- [EYFS ONLY] work with the headteacher to ensure that the relevant staffing ratios are met, where applicable.
- [EYFS only] work with the headteacher to ensure that each EYFS child is assigned a key person.
- The DSL must be a member of the school leadership team (SLT).

3.2   The deputy Designated Safeguarding Lead(s):

3.2.1   Our Deputy DSL(s) is/are trained to the same level as the DSL and support(s) the DSL with safeguarding matters on a day-to-day basis, and like DSL training, is updated every 2 years and this includes inter-agency working and Prevent, plus informal updates at least annually. The ultimate lead responsibility for child protection remains with the DSL.

3.3   The safeguarding Governor/trustee

3.3.1   The role of the safeguarding governor/Trustee is to provide support and challenge to the DSL and the leadership of the school on how they manage safeguarding so that the safety and wellbeing of the children can continuously improve. The role includes:

- understanding the requirements of the Governance Handbook and Keeping Children Safe in Education 2024
- supporting and challenging the DSL on the standards of safeguarding at the school
- confirming that consistent and compliant safeguarding practice takes place across the school
- reporting to the board of trustees about the standard of safeguarding in the school

3.3.2   The DSL and the Safeguarding & Compliance Auditor meet twice a year to discuss safeguarding issues and to agree next steps to continuously improve safeguarding practices in the school. These are conducted through annual BPET Safeguarding Audits with actions that are monitored through the BPET Regulations and Compliance Audits, conducted by Chris Sanderson. A report and overview of these visits go to the school Local Governance Board (LGB) for monitoring and the BPET Director of Education, with a summary report approved by the BPET Board of the completed actions annually.

Children who may be particularly vulnerable

4.1   Some children are at greater risk of abuse, neglect and exploitation. This increased risk can be caused by many factors including social exclusion, isolation, discrimination, and prejudice. To ensure that all our pupils receive equal protection, we give special consideration to children who:

- are vulnerable because of their race, ethnicity, religion, special education needs, disability, gender identity or sexuality
- are vulnerable to being bullied, or engaging in bullying
- are at risk of sexual exploitation, forced marriage, female genital mutilation, or being drawn into extremism
- live in chaotic or unsupportive home situations
- live transient lifestyles or live away from home or in temporary accommodation
- are affected by parental substance abuse, domestic violence, or parental mental health needs
- do not have English as a first language
- experience or have experienced bereavement or mental health difficulties
- are in care or privately fostered, or have returned home to their family from care
- have experienced multiple suspensions and are at risk of, or have been permanently excluded

Children with special educational needs and disabilities

5.1   Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children, which can include:

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

5.2   Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

Children who are absent from education

6.1   Children being absent from education for prolonged periods on an increasing basis and/or on repeat occasions, and children with unexplainable and/or persistent absences from education, can be an indicator of abuse, neglect and exploitation including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.

6.2   We closely monitor attendance, absence and exclusions and our DSL will take appropriate and proactive action including notifying the local authority, particularly where children go missing on repeated occasions on an increasing basis and/or are missing for periods during the school day, in line with the BPET Attendance Policy.

6.3   Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. The school will provide lessons focusing on building children's confidence and abilities rather than simply warning them about all strangers.

Mental health

7.1   Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

7.2   All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour, and education.

7.3   Where staff are concerned that a child's mental health is also a safeguarding concern, they will follow the procedures described in this policy and discuss it with the DSL or a deputy who will alert other relevant services as necessary.

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

8.1   The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. Unfortunately, children who are LGBT, or are simply perceived to be LGBT, can be targeted by other children. The risk to these children can be compounded where children who are LGBT lack a trusted adult with whom they can be open.

8.2   Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with a trusted adult, with whom they can be open with.

8.3   The 2024 Case review of gender identity services for children and young people identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs.

8.4   When supporting a gender questioning child, as recommended by statutory guidance, we take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

Child-on-child abuse

9.1   Child-on-child abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. It is more likely that boys will be perpetrators of child-on-child abuse and girls victims, but allegations will be dealt with in the same manner, regardless of whether they relate to boys or girls.

9.2   All staff should be clear about the school's policy and procedures for addressing child-on-child abuse and maintain an attitude of 'it could happen here'.

9.3   Child-on-child abuse can take many forms, including:

- **physical abuse** such as shaking, hitting, biting, kicking or hair pulling
- **bullying,** including cyberbullying, prejudice-based and discriminatory bullying
- **sexual violence and harassment** such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes
- **causing someone to engage in sexual activity without consent,** such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **upskirting**, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm
- **consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)** including pressuring others to share sexual content
- **abuse in intimate personal relationships between peers (also known as teenage relationship abuse)** - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
- **initiation/hazing** – used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond

9.4   Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

9.5   All staff recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

9.6   Minimising risk

9.6.1   We take the following steps to minimise or prevent the risk of child-on-child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using assemblies to outline acceptable and unacceptable behaviour
- Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities. Schools will refer to the RSHE 2020 and the DfE statutory guidance.
- Ensuring that the school is well supervised, especially in areas where children might be vulnerable.

9.7   Investigating allegations

9.7.1   All allegations of child-on-child abuse should be passed to the DSL immediately and recorded on CPOMs. The DSL will investigate and manage the allegation as follows:

- **Gather information -** children and staff will be spoken with immediately to gather relevant information.

- **Decide on action -** if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Child Protection and Safeguarding Policy.

- **Inform parents -** we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

- **Recorded** – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing, kept confidential and stored securely on the school's child protection and safeguarding systems and/or in the child's separate child protection file. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.

9.7.2   Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2024.

9.7.3   Children can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL and record on CPOMs in accordance with this policy.

9.7.4   Supporting those involved, our staff reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Our staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.

9.7.5   Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce several complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

9.7.6   The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. The support we provide could include counselling and mentoring or some restorative justice work.

9.7.7   Support may also be required for the pupil that caused harm. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. The consequences for the harm caused or intended will be addressed.

Serious violence

10.1   All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of mental health difficulties, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

10.2   All staff are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

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

11.1   Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This power imbalance can be due to a range of factors, including:

11.1.1   Age

11.1.2   Gender

11.1.3   Sexual identity

11.1.4   Cognitive ability

11.1.5   Physical strength

11.1.6   Status

11.1.7   Access to economic or other resources

11.2   The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

11.3   Child Criminal Exploitation (CCE)

11.3.1   CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, being forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

11.3.2   Children can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.

11.3.3 Children involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

11.3.4 It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

11.4 Child Criminal Exploitation (CCE) Indicators

11.4.1 **CCE** indicators can include children who:

(a) appear with unexplained gifts or new possessions

(b) associate with other young people involved in exploitation

(c) suffer from changes in emotional well-being

(d) misuse drugs or alcohol

(e) go missing for periods of time or regularly return home late

(f) regularly or increasingly miss school or education or do not take part in education

11.5 Child Sexual Exploitation (CSE)

11.5.1 CSE is a form of child sexual abuse which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.

11.5.2 CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

11.5.3 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. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

11.5.4 Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

11.6 Child Sexual Exploitation (CSE) Indicators

11.6.1 The above indicators can also be indicators of **CSE**, as can children who:

(a) have older boyfriends

(b) suffer sexually transmitted infections or become pregnant

11.7 We include the risks of criminal and sexual exploitation in our RSE and health education curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.

11.8 Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's physical and emotional health.

11.9   All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL. Staff must always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.

County Lines

12.1   County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

12.2   County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out at paragraph 11 of this policy.

12.3   Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out at 11.4 of this policy, with the main indicator being missing episodes from home and/or school.

12.4   Additional specific indicators that may be present where a child is criminally exploited include children who:

- go missing and are subsequently found in areas away from home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation with which they have no connection or in a hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

12.5   All staff are aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

Children and the court system

13.1   Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. A helpful guide for pupils aged 5-11 is available to support them.

13.2   Children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Sharing nudes and semi-nudes

14.1   Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple's AirDrop.

14.2   The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick

pics' or 'pics'. Other terms used in education include 'sexting', youth produced sexual imagery' and 'youth involved sexual imagery'.

14.3   The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

* children and young people find nudes and semi-nudes online and share them claiming to be from a peer

* children and young people digitally manipulate an image of a young person into an existing nude online

* images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

14.4   All incidents involving nude or semi-nude images will be managed as follows:

* The incident will be referred to the DSL immediately and recorded on CPOMs and the DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children involved.

* Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a child at risk of harm.

* At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, we will refer the matter to the police and/or children's social care.

14.5   The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in December 2020 - [UKCIS advice 2020](#) . The school will have regard to this advice when managing these issues.

14.6   Staff must avoid viewing or sharing any such images to avoid being accused or being involved in sharing nudes and, if they unintentionally see such an image, must report this immediately to the head teacher, for their own protection. Images which may indicate criminal activity must not be deleted in case they are needed as evidence by the police. They can be deleted when authorised by the police.

Cybercrime

15.1   Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

* unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded

* 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and

* making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

15.2   Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme.

Online safety

16.1 It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate and effective filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk. These filtering and monitoring systems block harmful and inappropriate content, and we take care to ensure that they do not unreasonably impact on teaching and learning. The systems are reviewed regularly (at least annually) to ensure their effectiveness and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our pupils.

16.2 Pupil's understanding of how to keep safe online, as part of a broad and balanced curriculum, and their resilience in protecting themselves and their peers will happen in the following ways:

16.2.1 Accessing information safely e.g. not sharing personal details (name, age, school, address) with others.

16.2.2 Awareness of "stranger danger" online e.g. online friends are not real friends.

16.2.3 Pupils are encouraged to tell an adult if they have seen something online that they are worried about or if they have been asked personal information. In addition, to ensure children can report their concerns easily, the school's website has a link to the Child Exploitation and Online Protection (CEOP) website.

16.2.4 Use of the internet whilst in the company of an adult.

16.3 Access to the internet in schools will be by adult demonstration and with directly supervised access to specific, approved on-line materials. BPET schools use an internet filtering and monitoring system called London Grid for Learning (LGFL). We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe. We will also inform parents and carers of what we are asking children to do online, including the sites they need to access, and with whom they will be interacting online. Periodically the school runs e-safety information meetings for parents, which may involve an external speaker, in order to raise their awareness of e-safety matters and help them develop their children's safe use of the Internet. Parents also have access to all of the online safety content and training available on the National College Online platform.

16.4 The teaching of safeguarding, within and beyond the curriculum, includes the teaching of online safety to raise children's awareness of the issues and develop their capacity and resilience in dealing with them. The school has regard to DfE guidance, produced in collaboration with UKCIS and the Samaritans, on Harmful Online Challenges and Online Hoaxes, which includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support. The guidance defines a hoax as a deliberate lie, designed to seem truthful, and notes that online challenges generally involve users recording themselves taking a challenge, and then distributing the video through social media channels, inspiring or daring others to repeat the challenge.

16.5 Online safety risks can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content such as pornography, fake news, misogyny, self-harm, suicide, radicalisation and extremism

- **Contact:** being subjected to harmful online interaction with other users such as peer to peer pressure and adults posing as children or young adults to groom or exploit children

- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images and online bullying

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

16.6   All staff are aware of these risk areas and should report any concerns to the DSL.

Handheld Devicesand Cameras Policy

17.1   Use of Cameras and the manipulation and storage of images

17.2   In this policy terms such as 'photography', 'pictures', 'images', 'camera', 'device' and 'digital technology' include both still and video media. The term 'camera' includes mobile phones, iPads and other equipment which has the capacity to take photographs.

17.3   At BPET we recognise that the appropriate use of photography enhances many aspects of school life and the pupils' education. Mobile phone technology has become more sophisticated over recent years and will continue to evolve. Wireless connections in particular, extend the capabilities of mobile phones further; which allow access to new content and services, such as the internet, social networking sites and instant messaging. Many mobile phones offer camera, video and audio recording as standard. Mobile phones, alongside other technologies aim to change the way we communicate. This speed of communication often provides security and reassurance; however, as with any other form of technology, there are associated risks.

17.4   Personal devices are only to be used by teaching staff when on a designated break away from the pupils. At all other times, personal devices are to be switched off.

17.5   This policy is intended to ensure an environment in which children, parents and staff are safe from images being recorded and inappropriately used by providing a clear framework to ensure that
  • the use of cameras and the storage of images reflect good practice
  • the safeguarding needs of the pupils are met
  • staff are not distracted from their work with children.

17.6   The policy also recognises that learning to use digital technology is an important part of the computing curriculum. Teaching needs to ensure that pupils are able to learn how to use digital cameras and to edit and store photographs with an understanding of safeguarding requirements, for themselves and others, which is appropriate for their age and taking due account of the cyber-bullying aspects of BPET School's anti-bullying policy. Reference should also be made to planning for the internet safety topic in the computing/PSHE scheme of work.

17.7   Photography is used at BPET Schools for a variety of purposes, including:
  • Recording pupils' achievements, learning and progress.
  • Contributing to each pupil's development file/profile/evidence portfolio.
  • Providing evidence to support pupils' application for entrance/scholarship to their future schools.
  • Recording school events and providing material for displays.
  • Communication with parents, for example to help reassure new parents or carers of young children that they have settled well into school life and provide prompt information on their children's activities on residential trips.
  • For publicity purposes (brochures, prospectus, media articles, website etc.) for both BPET Schools and Bellevue Place Education Trust.
  • To support work undertaken by members of staff or students on placements for training and gaining further qualifications.

17.8   On their child's admission to a BPET School, parents are asked to sign a consent form in relation to their child being photographed at school or during school events. The form provides the opportunity for parents to give permission at different levels (for example to consent to their child being photographed to record achievement and progress, but not for publicity purposes. The form also gives parents the opportunity to state whether a child in a photograph can be named. The parent consent form sits in our MIS system, Arbor.

17.9   Responses to the photography consent form are collated and stored on the MIS system, Arbor. It is important that staff familiarise themselves with this information. If parents withhold consent for certain aspects of photography in relation to their child, this must be respected. Images should be checked to determine whether

photographs have been taken which inadvertently include pupils for whom consent has not been given. If this is the case, images should be destroyed, cropped or otherwise edited to ensure that parental consent is respected. If an image is edited for this reason, the original must be destroyed.

17.10 Periodically, professional photographers visit BPET Schools by arrangement to take portrait photographs and formal pictures of sports teams etc. Care should be taken that parental consent is respected and also that parents have not unintentionally withheld consent regarding such photographs. Any areas of doubt should be discussed with the Headteacher, who will arrange for parents to be contacted as appropriate. It is not compulsory for pupils to be included in portrait and team photography, nor is there any obligation on parents to purchase the resulting photographs.

17.11 From time to time a teacher, student or trainee teacher on placement may undertake a case study of a child, for example, as part of a training course to gain a qualification. In such situations, parental consent with regard to photography must be respected. Case studies will only be undertaken following prior written consent from the parent or carer and, except by prior arrangement between the Headteacher and the parent/carer, the child's name will be changed in the case study to protect his or her identity.

17.12 Occasionally a photograph may be taken which inadvertently catches a pupil in an unfortunate, embarrassing or compromising position. If this is the case, the image and any copies of it must be destroyed immediately.

Photography by parents

17.13 It is very difficult to police the use of cameras by parents, for example at prize-giving or on the touchline at sports fixtures. However, if members of staff have concerns about the suitability of photography by parents, they should consult the Designated Safeguarding Lead and/or the Headteacher, who will consider the situation with reference to this policy and safeguarding procedures and take appropriate action. Concerns will be taken seriously, logged on CPOMs and investigated appropriately.

17.14 The parents' handbook includes guidelines for parents on the use of photography at school events.

17.15 Any parent who works at the school, for example as a volunteer, must abide by this policy. The teacher responsible (for example the Trip Leader for an educational visit which uses parent volunteers) must ensure that the parents involved are aware of this policy and abide by it.

17.16 If parents wish to make a video recording of a school event (nativity, concert, drama production etc), prior permission must be obtained from the Headteacher, who will consider the situation with respect to this policy and the levels of consent given by parents of other children involved. Since it is difficult to ensure that parental consent is respected in these situations, and not appropriate to share the details of consent given for particular children with other parents, the Headteacher may refuse permission for a video recording of the event to be made. As an alternative, a BPET School may make an official video recording/DVD, the editing of which, before it is made available to parents, will ensure that parental consent is respected.

Use of equipment

17.17 Except with specific permission from the Headteacher, staff may not use their own cameras, phones or other equipment to take pictures in school or at school events. A school camera is available in BPET schools for this purpose. Cameras are kept in a designated cupboard and should be signed out and back in when used. Please ensure that batteries are recharged as appropriate for the next user. Users bringing personal devices in to a BPET school must ensure there is no inappropriate or illegal content on the device. Staff must ensure that this policy is observed when using other equipment which can be used in connection with photographs (photocopier, scanner, printer, iPads etc.)

Editing and storage of photographs

17.18 All images taken by members of staff or volunteers at school or on school activities remain the property of the school. School may require images to be deleted or edited as appropriate and may also select images taken by members of staff or volunteers for other purposes, with due attention paid to the requirements of this policy.

17.19　When editing images, staff must take due professional care and ensure that edited images do not mislead or misrepresent. Care must also be taken to ensure that images do not result in their subject being vulnerable to embarrassment, teasing, bullying or abuse.

17.20　Close attention must be paid to the storage of images, particularly whilst kept on portable media such as flash cards and memory sticks. Staff are responsible for the security of such media and the images they contain and must take all reasonable measures to ensure that they are kept safe and do not come into the possession of unauthorised people.

17.21　Images must at all times be kept on school equipment and storage media and not transferred to personal devices or internet storage facilities. **OR** Images must not be stored permanently on personal devices or storage media. Members of staff may transfer images to personal equipment for the purpose of sorting and editing but they must be transferred into a BPET school's photograph archive and deleted from personal equipment at the earliest opportunity.

17.22　All images must be stored permanently only in a BPET School's photograph archive on a BPET School's intranet (except where they form part of other approved school documentation, such as a record of achievement, display, brochure or official website), where they will be monitored by the Designated Safeguarding Lead and Headteacher. Once sorted and edited, images must be transferred to the archive and deleted from other personal and school equipment and temporary storage media.

17.23　To maintain security and enable subsequent users to work effectively, images on flash cards and other portable media must be deleted once they have been transferred. Similarly, where cameras have the capacity to save images without the need for a removable card, these must be deleted after use.

17.24　Unless specific prior consent has been obtained, members of staff and volunteers must not post school images on personal pages of social networking sites or other websites. The use of images on a BPET school's official Facebook page, website and other approved sites is carefully monitored by the Designated Safeguarding Lead to ensure that it is in line with this policy and parental consent. The age limit for having a Facebook account is 13 and other social networks have similar restrictions. However, parents do not always enforce these restrictions. Staff must be vigilant in respect of any inappropriate use by pupils of school images or their own photographs of school events on social networks and must report any concerns to the Designated Safeguarding Lead.

17.25　The Designated Safeguarding Lead is responsible for liaising with the chair of the parents' association (or other delegated member of the association) to ensure familiarity with this policy and that images used on the association's Facebook, Instagram and/or Twitter page and in newsletters and other literature and media abide by this policy and respect the levels of consent given by parents in respect of photography.

17.26　Final responsibility for the appropriate use of photography at school and in connection with school events rests with the Headteacher and the child protection officer. They monitor school images and may require an image to be deleted, edited or removed from a particular document, website etc in accordance with the requirements of this policy.

17.27　Schools assess the risk of access to archived images by inappropriate individuals to be very low. Staff and volunteers must ensure that their use and storage of images maintains a similarly acceptable level of risk.

Domestic abuse

18.1　The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear or experience the effects of abuse.

18.2　Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It includes people who have been or are married, are or have been civil

partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial and emotional abuse.

18.3 Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.

18.4 Children can witness and be adversely affected by domestic violence in their home life. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long term impact on their health, well-being, development, and ability to learn.

18.5 Where police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child.

18.6 All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

Honour-Based abuse

19.1 So-called 'honour-based' abuse (HBA) encompasses actions taken 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.

19.2 Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take.

19.3 If staff are concerned that a child may be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead.

19.4 Female Genital Mutilation

19.4.1 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 and a form of child abuse with long-lasting harmful consequences.

19.4.2 FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child may be at risk of FGM or who has suffered FGM, they should speak to the designated safeguarding lead. Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as inform the designated safeguarding lead.

19.5 Forced Marriage

19.5.1 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. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse. Forced marriage is illegal. It is also illegal 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, which is 18 years old.

19.5.2   Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

19.5.3   Forced marriage is not the same as arranged marriage, which is common in many cultures.

19.5.4   If staff are concerned that a child may be at risk of forced marriage, they should speak to the designated safeguarding lead.

Radicalisation and Extremism

20.1   BPET is committed to supporting the 'Prevent' strategy in relation to radicalisation, extremism and terrorism, in line with the Prevent Duty 2021.

20.2   Extremism is defined as vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process of a person legitimising support for, or use of terrorist violence.

20.3   Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism. 'Prevent' is considered carefully in the appointment of new staff, volunteers and contractors, and in the admitting of visitors and visiting speakers to the school.

20.4   If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to the designated safeguarding lead.

20.5   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 may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are susceptible to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Staff/pupil relationships

21.1   Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.

21.2   We provide our staff with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.

21.3   Our Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

22.1   If a safeguarding concern or allegation is made about a member of staff, supply staff, contractor or a volunteer, or relates to incidents that happened when an individual or organisation was using one of the BPET school premises for the purposes of running activities for children our set procedures must be followed. The BPET Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers Policy and procedure can be provided on request and the full procedure for managing such allegations or concerns are set out in Part Four of Keeping Children Safe in Education 2024.

22.2   Safeguarding concerns or allegations made about staff who no longer work at the school will be reported to the police.

Whistle blowing if you have concerns about a colleague

23.1　It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the headteacher, unless the complaint is about the headteacher, in which case the concern should be reported to their line manager, with the Director of Education or Executive Headteacher.

23.2　Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

23.3　The BPET Whistleblowing Policy is the route directed for staff to raise concerns or make allegations and for an appropriate enquiry to take place.

Staff and local governor/trustee training

24.1　Our staff receive appropriate safeguarding and child protection training which is annually updated. For BPET schools, this will be Level 1 Safeguarding Training either through National College or through the LA (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff receive safeguarding and child protection updates annually and training on risk assessments relevant to their role, to ensure they are up to date and empowered to provide exceptional safeguarding to our pupils.

24.2　Part One of Keeping Children Safe in Education should be read and understood by all staff. Annex B is also to be read by school leaders and those who work directly with children. Employees who do not work directly with children can, with the consent of the BPET CEO, be asked to read Annex A, a condensed version of Part One, instead of Part One. A record of this is stored on the SCR.

24.3　New staff, volunteers receive a briefing during their induction which covers this Child Protection and Safeguarding policy and our staff code of conduct, how to report and record concerns and information about our Designated Safeguarding Lead and deputy DSLs. The BPET Induction, Probation and ECT Induction Policy sets out further policies for inclusion in induction like the Behaviour Policy, On-line safety, Collection, Non-collection and Missing Child Policy etc.

24.4　Our local governorss/trustees receive appropriate safeguarding and child protection (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole trust approach to safeguarding. This training is updated annually.

24.5　Our safeguarding & compliance auditor receives additional training to empower them to support and challenge the Designated Safeguarding Lead and support the delivery of high-quality safeguarding in schools.

Safer Recruitment

25.1　The BPET Board and our senior leadership team are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with Keeping Children Safe in Education 2024 and the local safeguarding partner arrangements.

25.2　All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.

25.3　We ensure that our volunteers are appropriately checked and supervised when in school, along with a risk assessment in place for every volunteer. We check the identity of all contractors working on site and request DBS checks where required by Keeping Children Safe in Education 2024. Contractors who have not undergone checks will not be allowed to work unsupervised when pupils are on site.

25.4   When using supply staff, we will obtain written confirmation from supply agencies or third-party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers and students on childcare courses undertaking work placements will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

25.5   BPET maintains the single central record of recruitment checks undertaken in each of our schools. Our safer recruitment policy and procedures can be accessed here.

Site security

26.1   Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times.

Child protection procedures

27.1   Recognising abuse

27.1.1   Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

27.1.2   Keeping Children Safe in Education 2024 refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

27.2   Taking action

27.2.1   Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- log the concern on CPOMs and report your concern to the DSL as soon as possible
- share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family

27.3   If you are concerned about a pupil's welfare

27.3.1   Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour has changed, their appearance has changed or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are OK.

27.3.2   If the pupil does reveal that they are being harmed, staff should follow the advice below.

27.3.3   Staff 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. Children may feel embarrassed, humiliated, or being threatened, which could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child.

27.4   If a pupil discloses to you

27.4.1   If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- remain calm and not overreact
- allow them to speak freely
- not be afraid of silences

- not ask investigative questions
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not automatically offer physical touch as comfort
- let the pupil know that in order to help them they must pass the information on to the DSL
- tell the pupil what will happen next and give them an opportunity to ask questions about what will happen next
- log the disclosure on CPOMs and pass it to the DSL as soon as possible
- report verbally to the DSL even if the child has promised to do it by themselves
- let the pupil know when they can expect to be updated or receive more information, emphasising that the pupil can talk to them or the DSL at any time

27.5   Notifying parents

27.5.1   The school will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified.

Referral to children's social care

28.1   The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (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. Any referrals must also be recorded on CPOMs using the parent category 'Referral to Children's Social Care'.

Reporting directly to child protection agencies

29.1   Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the Designated Safeguarding Lead, the deputies or the head teacher are not available and a referral is required immediately.

Early Intervention and Help

30.1   Early Help means providing extra help and support to children of all ages, young people and families as soon as problems start to emerge, using approaches that promote, strengthen and improve a family's resilience and outcomes or reduce the chance of a problem getting worse. The school aims to work with families in a supportive, non-judgemental way so that trust is built up and the best possible outcomes are achieved. Our Early Help support falls into three broad areas:

30.1.1   General Pastoral Care

30.1.2   Focused Pastoral Care

30.1.3   Early Help Assessment - For children, young people and families whose circumstances make them more vulnerable, or where the school requires specialist support to meet a child's needs. Referrals to for Early Help should be recorded on CPOMs using the 'Early Help' sub-category of 'Referral to Children's social Care'.

30.2   The school will always involve the family in all Early Help strategies and most will only be put in place with their permission. However, there may be occasions when the school's safeguarding team feel that a child may be at immediate risk of significant harm and that by informing the parents/carers of the concern the child may be put at further risk. If such a case should arise, the school will make an immediate referral to social care without the parents/carer's knowledge.

Confidentiality and sharing information

31.1   Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or headteacher.

31.2   Sharing information

31.2.1   The DSL will normally obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for deciding to do so on CPOMs.

31.2.2   Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.

31.2.3   Information sharing decisions will be recorded on CPOMs, whether or not the decision is taken to share.

31.2.4   The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the BPET Data Protection Officer.

31.3   Storing information

31.3.1   Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. BPET schools use CPOMs for recording child protection information about a pupil. It will be stored and handled in line with the BPET Information and Records Retention Policy.

31.3.2   Transferring the child protection file to a child's new school should take place within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

31.3.3   Our Confidentiality and Information Security Policy and BPET Information and Records Retention Policy is available to parents and pupils on request.

Special Circumstances

32.1   Looked after children

32.1.1   The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. The role of virtual head includes a responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. In this context, the DSL may have more formal contact with the virtual head for children in care.

32.2   Children who have a social worker

32.2.1   Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decisions about safeguarding and promoting the child's welfare.

32.3 Work Experience

32.3.1 The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with statutory guidance.

32.4 Children staying with host families

32.4.1 The school may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible.

32.4.2 Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our Designated Safeguarding Lead will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

32.4.3 Some overseas pupils or within the UK, may reside with host families during school terms and the school is responsible for vetting the families, through the local authority to check that such arrangements are safe and suitable.

32.5 Private fostering arrangements

32.5.1 A private fostering arrangement occurs when someone <u>other than</u> a parent or a 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 aged under 18 if the child is disabled. 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.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will tell the DSL and the school will notify the local authority of the circumstances.

32.6 Homelessness

32.6.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

Use of Reasonable Force and Physical; acceptable physical contact

The Legal Framework

33.1 Physical Restraint should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in BPET Schools, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)

- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at a BPET school or among its pupils, whether during a teaching session or otherwise. (Examples of possible situations are given in Section 6) This policy draws on 'Use of reasonable force; Advice for Headteachers, staff and governing bodies' published by the DfE in July 2013 and KCSIE 2024.

33.2   Definition of restraint - Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

33.3   General Policy Aims - Staff recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety/well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Behaviour and Child Protection policies.

33.4   Specific Aims of The Restraint Policy
- To protect every person in a BPET school community from harm.
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

33.5   Why use restraint? - Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within their BPET school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

33.6   Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and wellbeing. Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

33.7   BPET does not have a "no-contact" approach to pupil management, since this may leave staff unable to protect pupils. This section on reasonable force and physical restraint should, therefore, be read in connection with the section on physical contact, below. It is the intention of these policies to allow and support staff to make appropriate physical contact.

33.8   Alternative Strategies - There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. if a pupil is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with BPET school's policy on behaviour.

Use of Physical Restraint

33.9   Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment. Staff are authorised to use reasonable force only in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule,

only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

33.10   There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary. In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

33.11   KCSIE 2024 provides additional guidance that reasonable force may involve either *passive* physical contact, such as standing between pupils or blocking a pupil's path, or *active* physical contact such as leading a pupil by the arm out of the classroom.

33.12   When considering the use of reasonable force towards children with SEND or medical conditions, the risks should be carefully considered and reasonable adjustments made in relation to individual needs. Individual behaviour plans, personal health or medical plans and other forms of proactive behaviour support should be taken into account to reduce the need for reasonable force.

When physical restraint becomes necessary:
DO
- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T
- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil.

Actions after an Incident

33.13   Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed on the same day by the Headteacher (see below). An incident form must be completed by the member of staff involved and any adult witnesses on the same day as the incident and passed to the person reviewing the incident. In incidents where a member of SLT or the Headteacher is involved or a senior member of the BPET Central Team the Director of Education and/or CEO must be informed. The incident is then recorded on to CPOMs using the 'Physical Intervention' parent category (or on to own school system) if transitioning to using the behaviour element of CPOMs.

33.14   If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural EHC plan, which may include an anger management programme, or other strategies agreed by the SENCO. It is also helpful to consider the circumstances precipitating the incident to

explore ways in which future incidents can be avoided. All incidents should be recorded immediately. All sections of this report should be completed so that in the event of any future complaint a full record is available. The Headteacher (or, in his/her absence, a member of the leadership team) will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Risk Assessments

33.15   If the school becomes aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, the BPET School will plan how to respond if the situation arises. Such planning will address:
- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate.

Complaints

33.16   A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures. It is our intention to inform all staff, pupils, parents and trustees about these procedures and the context in which they apply.

When might it be appropriate to use reasonable force?

33.17   Examples of situations that may require restraint are when:

- a pupil attacks a member of staff, or another pupil
- pupils fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area
- a pupil behaves in such a way that seriously disrupts a lesson.

Acceptable Physical Contact

33.18   It is inappropriate to rule out all forms of physical contact between adults and pupils in school. In many circumstances, particularly with younger pupils, physical contact is important in providing comfort, reassurance and trust. It is important, therefore, that acceptable parameters for physical contact are understood and followed. Staff should be careful that their actions do not lead to misinterpretation, making themselves vulnerable to accusations of inappropriate contact. In this context, this section should be read in conjunction with the BPET employment policies.

33.19   General Principles:

- Physical contact should always be a response to the needs of the child, not the adult and should last only as long as is necessary
- It should take place only with the child's clear consent
- Adults should be aware of any religious or cultural practices or beliefs which may influence whether physical contact is acceptable

- Aspects of the curriculum, such as coaching in sport, music, drama and dance, may be more effectively taught through strategies which involve physical contact. However, these should be undertaken in a public arena, such as a class situation, and not in one-to-one tuition.

Specific Considerations

33.20   The administration of first aid or medication may necessitate contact proximate to intimate areas of the body. In such circumstances, administration should be undertaken in a manner which respects the dignity of the patient by someone who is suitably qualified. Except with the youngest children, and thereafter, in accordance with age-appropriate expectations, administration should preferably be undertaken by someone of the same gender and a second adult should be present.

Vetting visiting speakers

34.1   The school is aware of the potential risk to children through exposure to views of visiting speakers whose presentations may include material of an extremist nature or which contradicts the school's commitment to provide pupils with a balance of opposing political views. Accordingly, the school undertakes a range of measures to vet the content of presentations by visiting speakers. The level of checking will be determined by an assessment of the likely level of risk and may include the following measures;

- The visiting speaker will be asked to provide assurance that the content of the presentation does not include material of a radicalising or extremist nature and is not in any other way inappropriate for the pupils involved.
- Presentations, such as a PowerPoint, will be required in advance and will be checked by the member of staff responsible and discussed with the speaker
- Visiting speakers will always be accompanied. A member of staff will attend presentations to pupils and will be prepared to intervene, should the content stray from agreed expectations
- An appropriate level of checks, including an identity check, will be undertaken on visiting speakers, particularly any not previously known to the school. Most speakers will be well known to the school (parents, local professionals, religious leaders) and the school will be familiar with their standing and reputation. Where a speaker represents an organisation, for example, the fire service or a charity, identity checks will include verification of the speaker's connection with the organisation.
- The school's vetting procedures may include an internet search to check for links with inappropriate organisations or the expression of extremist views which would indicate that it would be inappropriate to address pupils at the school.

34.2   The above procedures apply at an appropriate level, to all situations where visitors present to the pupils, not simply formal talks, but also the more informal visits to class, covering topics from dental care to Diwali. The procedures are also followed where speakers visit at the invitation of pupils. Any such pupil invitation must be approved by a member of the SLT.

Appendix One - Four categories of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.

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

1   Physical abuse

Physical abuse is 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.

1.1   Indicators of physical abuse

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- An injury that is not consistent with the account given
- Symptoms of drug or alcohol intoxication or poisoning
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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.

2.1   Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes him/herself in negative ways
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Inappropriate emotional responses, fantasies
- Self-harm
- drug or solvent abuse
- Running away
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis

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, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children...

3.1   Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Aggressive behaviour including sexual harassment or molestation
- Reluctance to undress for PE or swimming
- Anal or vaginal discharge, soreness or scratching
- Bruises or scratches in the genital area
- Reluctance to go home
- Refusal to communicate
- Depression or withdrawal
- Isolation from peer group
- Eating disorders, for example anorexia nervosa and bulimia
- Self-harm
- Substance abuse
- Acquire gifts such as money or a mobile phone from new 'friends'

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate 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.

4.1   Indicators of neglect

The following may be indicators of neglect:
- Constant hunger or stealing, scavenging and/or hoarding food
- Frequent tiredness
- Frequently dirty or unkempt
- Poor attendance or often late
- Poor concentration
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones or to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is left at home alone or with inappropriate carers

Appendix Two - Related Safeguarding policies

- Staff Code of Conduct

- Behaviour and exclusions

- Complaints

- Anti-bullying

- Whistleblowing

- Special Educational Needs

- Collection, Non-Collection and Missing Child Policy

- Safer Recruitment

- Allegations of abuse against staff

- Grievance

- Searching, Screening and Confiscation Policy

- Safeguarding Concerns and Allegations Made About Staff, Supply Staff, Contractors and Volunteers