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

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Bellevue Place Education Trust – Our commitment

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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

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 20D8.78W˙ṅ0̇.00000886.82 595.32 841.92 reW˙ṅ41.04 Tf1 0 0 1 90.024 462.19 Tm0 g0 G[(2)-3(0)7(D8.78W˙ṅ0̇0

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 –

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.

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

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.

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 headteacher, 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. I08871 0 595.3 G[( )] eK/2019 841.0.0000.0000088.78019 841.anB.

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,

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.   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

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

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

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

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

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

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

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

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

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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

Sexual abuse

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