



BFC School

CHILD PROTECTION POLICY September 2024

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children are referred to the BFC School.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Behaviour Policy. In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2024). This policy will be reviewed and updated in order to include the changes that come into effect on 1st September 2024 and on-going amendments.

This policy will be reviewed in full by the Trustees and DSL on an annual basis and following any serious incidents where:

- A child is known or suspected to have been abused and
- Either the child has died or the child has been seriously harmed and there is a concern in how BFCCT responded to deal with the incident

Signature: Head of School Date: 2nd September 2024

Signature

Chair of Trustees

Date:

Purpose and Aim:

The BFC School's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. This policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in The BFC School creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of this policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Trustees and staff are committed within The BFC School to keeping children safe by safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

Safeguarding is Everyone's Responsibility

Introduction:

The BFC School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to school's Child Protection Policy:

- 1. Prevention** - positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, criminal and sexual exploitation, preventing radicalisation (extremism, radicalisation and terrorism) and issues such as honour based abuse, female genital mutilation and forced marriage.
- 2. Protection** - following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead (Head of School), or Deputy Designated Safeguarding Lead (Selina Hayes) or the Integrated Contact and Referral Team directly IF NECESSARY. In certain specific cases such as female genital mutilation (Mandatory reporting of FGM from October 2015), radicalisation or forced marriage there are SPOCS/named teams and individuals within the police who can be contacted.
- 3. Reconsideration** - following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances.

4. **Support** - for pupils and school staff and for children who may be vulnerable (due to their individual circumstances or extra-familial harm) and taking action to enable all children to have the best outcomes.

All staff **must** be able to recognise children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school and college staff should be particularly alert to the potential need for early help for a child who:

What school and college staff should look out for Early help

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

(KCSIE 2023)

All staff have a responsibility to recognise child abuse, neglect and peer on peer (child on child) abuse in its many forms. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Additional guidance on how our school supports the following areas of additional need or harm are provided in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2022.

(KCSIE 2024)

Recent amendments to KCSIE include terms “must” and “should” throughout the guidance. We use the term “must” when the person in question is legally required to do something and “should” when the advice set out should be followed unless there is good reason not to. Unless otherwise specified:

- ‘school’ means: all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools, 1 and pupil referral units.
- ‘college’ means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector. F 2 College also means providers of post-16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended). 16-19 Academies, Special Post-16 institutions Independent Training Providers.
- For colleges, the guidance relates to their responsibilities towards children who are receiving education or training at these institutions. For further information please see KCSIE 2024 Part 1 [Department for Education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

This policy applies to The BFC School’s whole workforce.

Framework and Legislation:

At Blackpool Football Club School, we take a child centred and co-ordinated approach to safeguarding

1. Our staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.
2. Safeguarding and promoting the welfare of children is everyone’s responsibility. ‘Children’ includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all staff must make sure their approach is child centred. This means that they must consider, at all times, what is in the best interests of the child.
3. No single staff member or professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

The BFC School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Blackpool Safeguarding Children Partnership's Multi Agency Safeguarding Arrangements (MASA) and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.
(*Adoption and Children Act 2002*)

Local Authorities have a duty to investigate (under Section 47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Integrated Contact and Referral Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2024 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all schools, including maintained nursery schools. The Children Act 1989 sets out the legal framework.

Roles and Responsibilities for All Staff:

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation (CCE), child sexual exploitation (CSE), honour based abuse (HBA) inclusive of female genital mutilation (FGM) and forced marriage, preventing radicalisation, (extremism, radicalisation and terrorism), harassment, bullying and victimisation) preventing impairment of children's health (physical and mental health) or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

BFC School is committed to keeping pupils' safe online. We therefore ensure that:

- ALL staff and volunteers must understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour
- The school's Online Safety Policy details how we keep pupils' safe when using the internet and mobile technology
- Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying / Behaviour Policy
- There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children
- DfE advice; Searching, Screening and Confiscation is followed where there is a need to search a pupil for a mobile device
- When school become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school's Online Safety Policy

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at The BFC School have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm (inclusive of low level concerns) to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Integrated Contact and Referral Team if necessary and the police. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to The BFC School's Recording and Information Sharing Policy/Procedure.
- Ensure that they maintain an attitude of '**it could happen here**' and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Head of School.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the Staff Behaviour/Code of Conduct Policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.

- Ensure from the 1st July 2015 for schools, (or 18th September 2015 for Colleges) that under the Counter Terrorism and Security Act, April 2015, that the school has 'due regard to Prevent' and to assess risk of children and young people being radicalised or drawn into extremism/terrorism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that they understand, through online safety training, the additional risks for pupils online and continue to promote the school's Online Safety Policy and acceptable usage in the protection of all pupils. This includes the management of internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety policy/acceptable usage, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.
- School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- All staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.
- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

The Designated Safeguarding Lead:

The BFC School has appointed from our SLT **Gemma Trickett to be our Designated Safeguarding Lead**, with Support from the Blackpool Football club Community Trust Designated Safeguarding Lead Nathanael Howell. Gemma Trickett person has the overall responsibility for safeguarding and child protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The Designated Safeguarding Lead (and any deputies- Selina Hayes) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2024).

Role of the Designated Safeguarding Lead:

At The BFC school we have appointed the following Deputy Designated Lead Jordan Whittle who is part of the safeguarding team. This individual is trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

The Designated Safeguarding Lead has a very detailed role, (see below)
However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Integrated Contact and Referral Team.

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

Manage referrals:

- Refer cases of suspected abuse to the Integrated Contact and Referral Team.
- Support staff who make referrals to the Integrated Contact and Referral Team.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.

Work with others:

- Act as a point of contact with the three safeguarding partners (Blackpool Safeguarding Children Partnership).
- Liaise with the Head of School to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Head of School, or where the Head of School is the subject of the allegations the Chair of Trustees, Chair of Management Committee or Proprietor of an Independent School) and the Designated Officer with the Local Authority for child protection concerns (all cases which concern a staff member).
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCOs or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for all staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Work with the Head of Operations and IT services to ensure that filtering and monitoring systems within the school are in line with KCSIE 2024.

Training:

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school's Child Protection Policy and procedures, especially new and part time staff
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school or college, and with the three safeguarding partners (Blackpool Safeguarding Partnership), other agencies, organisations, and practitioners.

- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training course.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness:

The Designated Safeguarding Lead should:

- Ensure the school's policies are known understood and used appropriately.
- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Blackpool Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding and
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child Protection File

Where children leave the school (including in-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability:

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual, working with the Designated Safeguarding Lead, to define what “available” means and whether in exceptional circumstances availability via phone and /or teams or other such media is acceptable.

It is a matter for school and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The Safeguard Lead must:

- Ensure each member of staff has access to and understands the school’s suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure that a Professional Supervision Policy is in place for all Designated Safeguarding Leads and is a well embedded process in schools that allows for critical and reflective practice to promote the educational outcomes and improved mental health and wellbeing of all vulnerable children.
- Ensure that a whole school policy for Induction is in place for all new starters including members of the workforce and volunteers, to induct them thoroughly into all key aspects of their role and responsibility in the school.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range

from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of 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. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

- Ensure an effective whole school policy against bullying/online bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA of any pupil to be deleted from school admission register and follow missing from education protocols.
- Inform the LA of any pupil who fails to attend school regularly or has been absent without schools' permission for a continuous period of 10 days or more.

Responsibilities of The BFC School's Trustees Body/Proprietors/Management Committees/Directors Trust Board:

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements.

At The BFC School the Head of Trustees for safeguarding is Wendy Swift.

The role of this individual is to:

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the changes to Local Safeguarding Children Partnership arrangements and the need for the school to understand their role in effective multi-agency working under the new arrangements.

If the Safeguarding Governor is NOT the Chair of Trustees it is important to indicate the role of the Chair in safeguarding, which is to:

- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head of School.
- Ensure that in the event of allegations of abuse being made against the Head of School, allegations should be reported directly to the Designated Officer (DO). Therefore, ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Governing Body for safeguarding holds the Head of School to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow their school / setting's acceptable use policy / online safety policy.
- Ensure that children are taught about safeguarding, keeping themselves safe, including online safety through Relationships Education (Primary) or Relationships and Sex Education (Secondary).
- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after children, including working with the LA and discuss how pupil premium funding for looked after children will be used.
- Ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure their Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

Information for Parents:

At The BFC School, Trustees and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Blackpool Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA) and inform the Integrated Contact and Referral Team or police of their concern.

Procedures:

The Designated Safeguarding Lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

All concerns are to be reported and recorded through MyConcern.

The categories of harm :

Abuse:

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

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

Neglect: : the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, 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 13 from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Sexual Abuse:

involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

Female Genital Mutilation (FGM)

is encompassed within the term Honour Based Violence

- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Violence to the DSL immediately
- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences and staff understand they must refer directly to the police themselves, this should be done with the support of the DSL
- ALL staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them
- DSLs must report to the police cases where they discover that an act of FGM, Forced Marriage or other HBV appears to have taken place

Modern Slavery

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools)

bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA.

'Sexting' is the act of generating and / or sharing sexually explicit photographs or images, primarily through SMS on mobile phones but also using the internet. This often occurs after the breakdown of relationships involving young people (U18's) and can cause enormous distress to the young person affected.

Crimes involving child abuse images fall under the Protection of Children Act 1978 and Sexual Offences Act 2003.

Child on child abuse -

Child-on-Child peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18. 'Child-on-child' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

There is no clear definition of what peer on peer abuse entails. However, it can be captured in a range of different definitions:

- **Domestic Abuse:** relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships

Child Sexual Exploitation: captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts, and situations by a person of any age - including another young person

Teenage Relationship abuse: Abuse in teenage relationships for under 16's is when you begin to feel scared or controlled by the person you're with. You may be confused because it feels like a loving relationship but often only when you behave in a certain way. This can happen at any age, regardless of gender.

- **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours)

- **Serious Youth Crime / Violence:** reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18

Cyberbullying': involves sending inappropriate or hurtful text messages, emails, or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos

- **Racist and Religious Bullying:** A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin, or national status

- **Sexual, Sexist and Transphobic Bullying:** includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls

- **Homophobic Bullying:** targets someone because of their sexual orientation (or perceived sexual orientation)

- **Disablist Bullying:** targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

Where there is any concern that Child-on-Child abuse is taking place, inform the DSL immediately. (Please see our child-on-child policy)

Children potentially at greater risk of harm:

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

The Designated Safeguarding Lead will keep a full record of concerns raised on MyConcern and make referrals to the Integrated Contact and Referral Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system (MyConcern). The Head of School will be kept informed at all times.

Online Safety

Blackpool Football Club Community Trust is committed to keeping students safe online. We therefore ensure that:

- ALL staff and volunteers understand that students (in particular children and students with additional needs) can be harmed online via hurtful and abusive messages, enticing them to engage in age-inappropriate conversations, sharing and production of indecent images or encouraging risk-taking behavior.
- Online bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through other policies and procedures.
- When School becomes aware of an online safety issue that has occurred outside of School, it is managed in accordance with the Schools ICT policies.
- Opportunities to teach online safety are embedded into curriculum and enrichment as part of a broad and balanced curriculum.
- Operational Safeguarding Group. carries out self-assessment and monitors practice against best practice and legislative guidance.
- The School has appropriate filters and monitoring systems in place regarding use of the internet whilst on School site to safeguard from potentially harmful and inappropriate online material.
- We are mindful of the increasing online learning and working environment and the associated risks and challenges.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology often provides the platform that facilitates harm.

The School approach to online safety empowers us to protect and educate the whole School community in our use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. Online Safety is managed within the Safeguarding structure.

Additional information to support the School to keep students safe online (including when they are online at home) is provided in Annex C of Keeping Children Safe in Education

Actions where there are concerns about a child



In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this KCSIE 2024, Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the early help process. Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children. 4 Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children. This could include applying for an Emergency Protection Order (EPO).

Actions where there are concerns about a child:

1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of KCSIE 2024
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter One of Working Together to Safeguard Children provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of Working Together to Safeguard Children.
5. This could include applying for an Emergency Protection Order (EPO).

Safe Schools/Safe Staff:

Trustees have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

Whistle Blowing/Confidential Reporting:

The BFC School's Whistle Blowing/Confidential Reporting Policy, Low level concern provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Management of a safeguarding concern or allegation about an adult:

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then this should be referred to the Head of School; where there are concerns/allegations about the Head of School, this should be referred to the Chair of Trustees, chair of the management committee or proprietor of an independent school; and in the event of concerns/allegations about the Head of School, where the Head of School is also the sole proprietor of an independent school, this should be reported directly to the Designated Officer(s) at the local authority.

Consultation without delay with the Designated Lead/Officer – Nathanael Howell DSL/DSO for Blackpool Football Club Community Trust will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Head of School/senior member of school staff must attend this meeting, which will be arranged by the Designated

Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

Training and Support:

All staff members should be aware of the systems within the school which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. The Governing Body decides the frequency and content of this CPD. At The BFC school our whole school training is held every three years. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

Record Keeping:

Well-kept records are essential to good safeguarding practice The BFC School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the schools Information Sharing and Recording Policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018 and any amendments.

Safeguarding recording within The BFC is through an online system using MyConcern, these can be printed for student files and monitored by the DSL. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or a deputy).

Attendance at Safeguarding Conferences:

In the event of The BFC School being invited to attend child protection conferences, the Designated Safeguarding Lead (or deputies), will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to child protection

conference (initial/review). In the event that those staff members cannot attend, other trained members of staff may attend.

Supporting Children:

The BFC School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. The BFC School may be the only stable, secure, and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

The BFC School also recognises that children are capable of abusing their peers. Child on child abuse formerly Peer-On-Peer can take many forms, and any concerns raised will be investigated and dealt with appropriately. No child-on-child abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Child on Child Abuse Policy for detailed information.

Therefore, The BFC School Must and will support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety both on and offline. This can include topics covered as part of Relationships, Relationships and Sex Education and Health Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime.
- A coherent management of Behaviour and Discipline Policy & Procedures inclusive of the Use of Reasonable Force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

The BFC School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental), mood or injury must be considered for each individual child and their own circumstances and must not be dismissed.

Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

The BFC School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related school policies.

These include: Safeguarding Policy, Anti-Bullying Policy, Behaviour for Learning Policy.

- **A Robust School Recruitment and Selection Policy:**

Inclusive of safer recruitment guidance and regulation, for example a Single Central Record which demonstrates the pre-appointment checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going safeguarding culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment

panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2021 and Working Together 2018. At The BFC School we share this commitment.

Staff Behaviour Policy:

Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, May 2019 and Addendum April 2020. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

All the following policies can be found on our website:

- **Behaviour & Discipline Policy** – inclusive of the Use of Reasonable Force/positive handling and confiscating and searching.
- **Anti-Bullying Policy/Online Bullying Policy.**
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
- **Inclusion & Special Education Needs Policy.**
- **The Schools Educational Visits/Off Site Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, when undertaking school trips, visits or pupils being creatively educated.
- **Attendance Management Policy** - school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every pupil, where possible.
- **Missing Children Policy** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints and Appeals Policy - See website**
- **Confidentiality and Whistle Blowing Policy.**
- **Child with a Cared Experience (formerly Looked After Child)** inclusive of named Looked After Teacher whose role is to champion the achievement of looked after

children in your school and work closely with the Designated Safeguarding Lead and the Head of School within the LA who has responsibility for the LAC.

- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Wellbeing and Fundamental British Values.
- **Relationship and Sex education (RSE) Policy (Secondary)** inclusive Health Education content.

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our School/Setting at any time that local solutions such as front door services in social care or details change. This policy may also be amended following the annual review with staff where our School/Setting's procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the governing body signed/dated by both the Head of School and Chair.

Whole-School Policy: Child Protection

The BFC School

Academic Year	Designated Safeguarding Lead	Deputy /deputies	Senior Board lead Safeguarding Governor
2021/2022	Head of School – Gemma Trickett	Selina Hayes	Chris Lickiss/ Wendy Swift
2022/2023	Head of School – Gemma Trickett	Selina Hayes	Wendy Swift
2023/2024	Head of School – Gemma Trickett	Selina Hayes	Wendy Swift
2024/2025	Head of School – Gemma Trickett	Jordan Whittle – Deputy DSL	Wendy Swift

Review Date	Changes made	Ratification Body	Date Governing by
August 2022	Updated in line with KCSIE 2022		
September 2024	Updated inline with KCSIE 2024		

