 

**SAFEGUARDING POLICY 2025/26**

Brooke Taylor Education Consultancy Ltd (BTEC) Restart Programmes

Safeguarding (CHILD PROTECTION) Policy

BTEC (Restart Programme) is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children’s 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.

BTEC Child Protection (CP) policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2002 Education Act, The Education (Independent BTEC Standards) Regulations 2014 (for independent BTECs), and the guidance contained in “Working Together to Safeguard Children”, the DfE’s statutory guidance “Keeping children safe in education”, Ofsted Guidance and procedures and Safeguarding Children Board (SCB). We also have regard to the advice contained in DfE’s “What to do if you’re worried a child is being abused” and “Information Sharing – Advice for practitioners”. The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of BTEC.

We will ensure that all staff read at least Part one of DfE guidance “Keeping children safe in education” updated Sep 24 and that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one.

This policy has been devised following [Keeping children safe in education (2024) Statutory guidance for schools and colleges - Update - September 2024](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)  please follow link for copy and please read as a part of your understanding of our policy and your legal duties. Throughout the document there are links to information and support external to BTEC/Restart

**POLICY AIMS**

* The purpose of this policy is to:
* Identify the names of responsible persons at BTEC and explain the purpose of their role
* Describe what should be done if anyone has a concern about the safety and welfare of a child who attends BTEC and Restart Programmes (including Summer and Holiday Programmes)
* Identify the particular attention that should be paid to those children who fall into a category that might be deemed “vulnerable”
* Set out expectations in respect of training of all staff and employees and contractors
* Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff, volunteers and contractors
* Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-BTEC staff, e.g. volunteers, contractors etc.
* Outline how complaints against staff will be handled
* Set out expectations regarding record keeping
* Clarify how children will be kept safe through the everyday life of BTEC service delivery
* Providing help and support to meet the needs of children as soon as problems emerge
* Protecting children from maltreatment at home, whether that's within or outside the home, including online

This Policy should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

* Anti-Bullying Policy
* Prevent Duty
* Anti-Racist Policy
* Health and Safety Policy
* Internet Safety Policy
* Food Safety Policy
* Whistle blowing Policy
* Code of Conduct
* Missing from Education Policy
* Online safety Policy

[**The aims of this policy is to fully comply with Keeping children safe in education (2020) Statutory guidance for schools and colleges - Update - September 2024.**](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)

**RESPONSIBILITIES AND IMMEDIATE ACTION**

Safeguarding and promoting the welfare of children at BTEC is the responsibility of the whole the BTEC community. All adults working at BTEC (including visiting staff, volunteers and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of the BTEC’s leadership team.

No single practitioner 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

The Designated Safeguarding Lead (DSL) is: Mrs Kelly Brooke: [kbrooke@btedconsultanncy.uk](mailto:kbrooke@btedconsultanncy.uk) 01438 560103 t 07855807984 m Grove House, 1 Grove Place, Bedford, Bedfordshire, England, MK40 3JJ (Reg. Office). Deputy DDSL is Edward Gibson [egibson@btedconsultancy.uk](mailto:egibson@btedconsultancy.uk) 07960 982630

Our DSL shares all safeguarding and Child Protection concerns with a co-director – Chris Taylor [ctaylor@btedconsultancy.uk](mailto:ctaylor@btedconsultancy.uk) 07444036385 who checks and monitors all concerns raised internally or externally and that we are meeting our obligations and that external agencies are engaged and followed up.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the BTEC’s representation at CP conferences and Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for deciding upon whether or not this should be reported to other agencies as a safeguarding issue. Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Safeguarding Lead and the member of staff reporting the concern, advice will be sought from the Deputy Designated Safeguarding Lead, the LA’s Strategic Lead Officer for safeguarding in education services or the Early Help Service (EHS) Duty Manager. If a child is in immediate danger or is at risk of harm, a referral will be made to children’s social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead will be informed, as soon as possible, that a referral has been made.

DSL shall have responsibility for filtering and monitoring and online safety across our services to keep children and adults safe.

**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 care or from home

• is at risk of modern slavery, trafficking, sexual or criminal exploitation

• is at risk of being radicalised or exploited

• has a family member in prison, 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

• has returned home to their family from care

• is at risk of ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage

• is a privately fostered child, or

• is persistently absent from education, including persistent absences, experienced multiple suspensions or are at risk of permanent exclusion

* Have a parent or carer in custody or are affected by parental offending

**Types of child abuse and neglect:** **Abuse, neglect and exploitation**

**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. They may be abused by an adult or adults or 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.

**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 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.

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

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

All staff should be aware that abuse, neglect 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 with one another.

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.

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

**Child Sexual Exploitation (CSE)**

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing BTEC or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of BTEC, this will result in an immediate referral to Children’s Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the local Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

**Domestic Abuse**

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

This policy also covers staff and all other adults/professionals who could be victims of Domestic Abuse and should be reported to our DSL or DDSL. This includes individual staff at BTEC who are victims and can speak with other staff members or our DSL for support

**Female Genital Mutilation (FGM)**

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion.

FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East like Iraq and Yemen, it has also been documented in communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia.

FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

**Peer on Peer Abuse:** Staff are made aware that children can abuse other children (often referred to

as peer on peer abuse). This is most likely to include, but may not be limited to:

• bullying (including cyberbullying);

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

• sexual violence, such as rape, assault by penetration and sexual assault;

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

• upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

• sexting (also known as youth produced sexual imagery); and • initiation/hazing type violence and rituals.

Staff are clear as to BTEC’s policy and procedures with regards to peer on peer abuse and how to record and report and follow up.

Restart has a zero-tolerance approach to sexual violence and sexual harassment, it is never acceptable, and it will not be tolerated and must be reported to our DSL

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

**Sexual Violence :** can happen both inside and outside of Restart. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003134 as described below: All sexual violence concerns should be reported immediately to our DSL and records/notes taken.

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE –be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault).

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

**Sexual Harassment:** When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school or college.

When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names

• sexual “jokes” or taunting & physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.

• displaying pictures, photos or drawings of a sexual nature

• upskirting (this is a criminal offence), and

• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence, It may include:

o consensual and non-consensual sharing of nude and semi-nude images and/or videos, taking and sharing nude photographs of those aged under 18 is a criminal offence. UKCIS Sharing nudes and semi-nudes:

o sharing of unwanted explicit content

o sexualised online bullying

o unwanted sexual comments and messages, including, on social media

o sexual exploitation; coercion and threats, and o coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

All sexual harassment should be recorded and reported to our DSL

**Serious Violence :** All staff are made aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Staff are made aware of the associated risks and understand the measures in place to manage these.

All serious violence concerns should be reported immediately to our DSL and records/notes taken.

**Mental Health: S**taff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Our DSL has been trained by the Local Authority in Mental Health First Aid 2019.

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

If our staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following out child protection policy and speaking to the designated safeguarding lead.

BTEC embeds mental health awareness in all our programmes after consideration of referral paperwork, risk assessments and ECHP’s/PEP which is a part of our induction process for children, staff and parents and we attend all professional meeting to follow professional advice and support.

**Online safety:** As we work increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, staff ensure appropriate filters and appropriate monitoring systems are in place for all internet use while delivering our programmes.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk: content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes. Training will be provided to understand the risks to safeguarding with online activities/access for both staff and pupils and parents when required.

**Looked after children and previously looked after children:** The most common reason for children becoming looked after is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

We ensure that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child’s contact arrangements with birth parents or those with parental responsibility through staff training, our referral processes and pupil/staff induction which is bespoke to each child.

We share with staff the information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all our staff have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group and our DSL is experienced in this and trained.

**Care leavers:** Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Our Designated safeguarding lead therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver. This is performed in Professional meetings, session feedback and planning progression.

**Children with special educational needs and disabilities :** Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We ensure our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. 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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

• communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, we consider extra pastoral support for children with SEN and disabilities at our referral, induction and review stages and is monitored by our DSL.

**The use of ‘reasonable force’ in schools and colleges:** There are circumstances when it is appropriate for staff 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 and we recognise the additional vulnerability of these groups. We also consider our duties under the Equality Act 201041 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we reduce the occurrence of challenging behaviour and the need to use reasonable force.

‘Reasonable Force’ is only to be used in a safeguarding context and as minimal as possible with a valid reason with full recording of the incident to our DSL. Staff are aware of their duty as ‘In loco parentis’ to safeguard children in their care at all times which may include using ‘reasonable force’.

**County lines:** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

We monitor and identify potential involvement in county lines through missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism103 should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. We attend all professional multi agency meetings to obtain and to provide information when concerns are raised about county lines involvement.

**Child-on-child abuse**

Staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school’s or college’s policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will have an understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

All staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature.

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

**Child-on-child abuse** is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying)

• abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

• consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

• up-skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

**Child Criminal Exploitation (CCE)**

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

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.

They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims

They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation as well.

**Children who are lesbian, gay, bi, or trans (LGBTQ+)**

The fact that a child or a young person may be LGBTQ is not in itself an inherent risk factor for harm. However, children who are LGBTQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ

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

LGBTQ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

**Preventing Radicalisation**

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. BTEC can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

All staff are to be trained in the Prevent Duty

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children’s and youth services and offender management services) and the local community.

We will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to Multi Agency Safeguarding Hub (MASH). The MASH will share the referral details of new referrals with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed though the MASH multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

For Prevent concerns please report immediately to Kelly Brooke DSL [kbrooke@btedconsultancy.uk](mailto:kbrooke@btedconsultancy.uk) at head office

**Private Fostering**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that local authorities should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity.

**Referrals**

Safeguarding referrals should be made to the child’s LA Multi Agency Safeguarding Hubs (MASH) via a Common Assessment Framework (CAF) form and copied to the LA’s BTECs Safeguarding Coordinator. The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, Honour Based Violence, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the day, for example, urgent Police intervention will be requested.

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

All parents / Local Authorities or guardians applying for places at BTEC will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the BTEC, parents / Local Authorities / Guardians will be notified of this as soon as possible.

**VULNERABLE Pupils/Children/Adults**

Particular vigilance will be exercised in respect of pupils who are subject to Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing; copied to the LA’s BTECs Safeguarding Coordinator). If the pupil in question is a Looked-After child, this will also be brought to the notice of the Designated Person with responsibility for children in public care.

We acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration; children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.

BTEC also acknowledges the additional need for support and protection of children who are vulnerable by virtue of homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from and pupils where English is an additional language, particularly for very young children, using the translation service if necessary.

BTEC has a strong commitment to an anti-bullying policy and will consider all coercive acts and peer on peer abuse within a Child Protection context. We will always ascertain the views and feelings of all children. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour & demeanour

**TRAINING**

Whole-BTEC in-service training on safeguarding issues will be organised on at least a three yearly basis. In addition, all staff members will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All newly recruited staff (teaching and non-teaching) will be apprised of this policy and will be required to attend relevant LA or Safeguarding Board training. In addition, all new staff and temporary staff will be required to attend an induction session with the Designated Safeguarding Lead or their deputy on their first day at BTEC.

The Designated Safeguarding Lead (and their Deputies) will attend the LA’s dedicated induction course and then refresher training at least every two years. The designated safeguarding lead will also undertake Prevent awareness training. In addition to this formal training, their knowledge and skills will be refreshed (for example, via e-bulletins, meeting other designated safeguarding leads or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role. Designated staff will be encouraged to attend appropriate network meetings and to participate in the multi-agency training programme organised by LA Safeguarding Children Board (SCB).

**Filtering and monitoring:** Staff will monitor all access to IT and internet based services for the pupils they work with to ensure their safety, not accessing inappropriate materials/services (age related) and will report to DSL any concerns, block harmful and inappropriate content without unreasonably impacting learning and have effective monitoring strategies in place that meet their safeguarding needs.

Staff must be aware of and understand our Online/IT policy

All staff every 2 years and at induction complete Safeguarding Training at min of Level 1

**Additional information and support**

Advice, What to Do if You Are Worried a Child is Being Abused - [Advice for Practitioners provides more information on understanding and identifying abuse and neglect.](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2) Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/) website also provides useful additional information on abuse and neglect and what to look out for.

Contextual Safeguarding. [The online tool Report Child Abuse to Your Local Council](https://www.gov.uk/report-child-abuse-to-local-council) directs to the relevant local authority children’s social care contact number.

serious case reviews can be found in Chapter four of [Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2). Examples of poor practice include:

• failing to act on and refer the early signs of abuse and neglect

• poor record keeping

• failing to listen to the views of the child

• failing to re-assess concerns when situations do not improve

• not sharing information with the right people within and between agencies

• sharing information too slowly, and

• a lack of challenge to those who appear not to be taking action.

**What staff should do if they have concerns about safeguarding practices within Restart**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in Restarts safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures should be put in place for such concerns to be raised with he school’s or college’s senior leadership team.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

• general guidance on whistleblowing can be found via: [Advice on Whistleblowing](https://www.gov.uk/whistleblowing)

• the [NSPCC’s what you can do to report abuse dedicated helpline](https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) .

**Alternative Provision**

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

• Alternative provision [DFE statutory guidance](https://www.gov.uk/government/publications/alternative-provision), and

• Education for children with health needs who cannot attend school - GOV.UK ([www.gov.uk](http://www.gov.uk)) – DFE statutory guidance.

**Safeguarding and supporting the victim**

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

• The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible.

Wherever possible, the victim, if they wish, should be able to continue in their normal routine.

Overall, the priority should be to make the victim’s daily experience as normal as possible, so that the school or college is a safe space for them.

• Consider the age and the developmental stage of the victim, the nature of the allegation(s) and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).

• The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.

• Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

• BTEC should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC).

SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

• It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour.

Consideration should be given as to whether there are wider cultural issues within the school or college that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again.

Seek advice from our DSL DDSL for information advice and guidance in supporting victims

**Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Seek advice from our DSL DDSL for information advice and guidance in supporting children and families who are homeless or are at risk of homelessness

**RECRUITMENT**

BTEC follows and has adopted the procedures in Keeping children safe in education (2020) Statutory guidance for schools and colleges - Update - September 2024 in all our recruitment.

BTEC is committed to the principles of safer recruitment and, as part of that, adopts recruitment procedures that help deter, reject and/or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to BTEC will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks [Disclosure and Barring Service (DBS) checks], barred list checks and prohibition checks will be undertaken. The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in the BTEC, as outlined in Part three of the DfE guidance “Keeping children safe in education” 2024. We will also have regard to DfE’s statutory guidance for BTECs about the employment of staff disqualified from childcare “Disqualification under the Childcare Act 2006”, which also contains information about ‘disqualification by association’.

Relevant members of staff who are involved in recruitment will undertake safer recruitment training. BTEC will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations.

BTEC will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining BTEC on a permanent or temporary basis will be given a copy of this policy.

BTEC has a Single Staff Register which is managed by our Director and DSL.

Online searches will be carried out of staff and references obtained before starting any activity including social media.

**VOLUNTEERS**

Any person/organisation engaged by BTEC to work in a voluntary capacity with pupils will be subject to all reasonable vetting procedures and Criminal Records Checks.

Under no circumstances a volunteer in respect of whom no checks have been obtained will be left unsupervised or allowed to work in regulated activity.

Volunteers who on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis are deemed to be in regulated activity. We will obtain an enhanced DBS certificate (which will include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, we may conduct a repeat DBS check (which will include barred list information) on any such volunteer should we have any concerns.

Volunteers will be subject to the same code of conduct as paid employees of BTEC.

Voluntary sector groups that operate within BTEC or provide off-site services for our pupils or use BTEC facilities will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by LA Safeguarding Children Board. Premises lettings and loans are subject to acceptance of this requirement.

**STAFF CODE OF CONDUCT**

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. The Teachers’ Standards 2012 state that all teachers, including headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others’ safety, this will be appropriately recorded and reported to the DSL. Any physical restraint used will comply with DfE guidance “Use of reasonable force in schools”.

Except in cases of emergency, first aid will only be administered by qualified First Aiders. If it is necessary for the child to remove clothing for first aid treatment, there will, wherever possible, be another adult present. If a child needs help with toileting, nappy changing or washing after soiling themselves, another adult should be present or within earshot. All first aid treatment and non-routine changing or personal care will be recorded and shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a Medical Plan that has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; for example during musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting.

BTEC staff should also be alert to the possible risks that might arise from social contact with pupils outside of BTEC’s service delivery. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the DSL. Visits/telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the DSL. Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the DSL. Staff supervising off-site activities or BTEC journeys will be provided with a BTEC mobile phone as a point of contact for parents and carers.

Staff will only use the BTEC’s digital technology resources and systems for professional purposes or for uses deemed ‘reasonable’. Staff will only use the approved BTEC email, BTEC learning platform or other BTEC approved communication systems with pupils or parents/carers and only communicate with them on appropriate BTEC business and will not disclose their personal telephone numbers and email addresses to pupils or parents/carers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the BTEC’s whistle-blowing procedures and share immediately any disclosure or concern that relates to a member of staff with the DSL and nothing should be said to the colleague involved.

**CONTRACTORS**

Contractors who are engaged by or on behalf of the BTEC will be made aware of our policy and the reasons for this. Long-term contractors who work regularly with BTEC during term time will be asked to provide their consent for DBS checks to be undertaken. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the BTEC’s code of conduct for staff.

Individuals and organisations that are contracted by BTEC to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. Under no circumstances we will allow a contractor in respect of whom no checks have been obtained to work unsupervised, or engage in regulated activity. We will determine the appropriate level of supervision depending on the circumstances.

We will always check the identity of contractors and their staff on arrival while working with us.

**COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF**

BTEC takes seriously all complaints made against members of staff. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member staff or volunteer. All such complaints will be brought immediately to the attention of the of the Designated Safeguarding Lead. These procedures are used in respect of all cases in which it is alleged that a member of staff (including volunteers) at BTEC hat provides education for children under 18 years of age has:

* behaved in a way that has harmed a child, or may have harmed a child;
* possibly committed a criminal offence against or related to a child; or
* behaved towards a child or children in a way that indicates he or she would pose a risk of harm children.
* The Local Authority’s Designated Officer(s) (LADO) should be informed of all allegations that come to BTEC’s attention and appear to meet the criteria. Contact can also be made with LA’s BTECs Safeguarding Coordinator who will liaise with the LADO. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children’s social care services. In these cases, local arrangements will be followed to resolve cases without delay.

Some rare allegations will be so serious they will require immediate intervention by children’s social care services and/or police. In such cases, referral to the LADO will lead to a Strategy Meeting or Discussion being held in accordance with the DfE guidance and SCB procedures. This process will agree upon the appropriate course of action and the time-scale for investigations.

BTEC has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals will be made as soon as possible after the resignation or removal of the individual.

The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part Four of the DfE guidance Keeping children safe in education (2024) Statutory guidance for schools and colleges - Update - September 2024.

Staff should contact DSL straight away about concerns about another member of staff, volunteers or staff from other organisations who work with our young people

DSL will work with the local authority LADO and manage this process

If staff have allegations, they can also contact the LADO directly and these contact details can be found online by searching name of local authority and LADO

**RECORDS**

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as CP records. BTEC will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous “secrets”.

Child protection records are not open to pupils or parents. All CP records are kept securely by the Designated Safeguarding Lead and separately from educational records. They may only be accessed by the Designated Safeguarding Lead, their Deputies and the senior managers of BTEC.

The content of Child Protection Conference or Review reports prepared by BTEC will follow the headings recommended by Children’s Services and will, wherever possible, be shared with the parents/carer in advance of the meeting.

If a pupil is withdrawn from BTEC having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made to identify any new address and BTEC to which they are being admitted and to ensure that their educational records are sent without delay to the child’s new provision. If BTEC receives educational records concerning a child who is not registered with us, the records will be returned promptly to the sending organisation with a note, advising them to refer to their LA’s Children’s Services Department. A child’s name will only be removed from BTEC’s Admissions Register in accordance with the Pupil Registration Regulations.

BTEC will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate and up to date records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent. BTEC has a Single Staff Register which is managed by our Director and DSL.

We record and safely secure all Safeguarding concerns on our IT system which is password protected and DSL has a log sheet to ensure concerns are managed and followed up and if any ‘trends’ are present

**CURRICULUM**

BTEC acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

* to recognise and manage risks in different situations and then decide how to behave responsibly;
* to judge what kinds of physical contact are acceptable and unacceptable;
* to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
* to use assertiveness techniques to resist unhelpful pressure;
* emotional literacy.
* All computer equipment and internet access within BTEC will be subject to appropriate “parental controls” and Internet safety rules in line with our Online Safety Policy.

BTEC follows and has adopted the procedures in Keeping children safe in education (2024) Statutory guidance for schools and colleges - Update - September 2024 for teaching and learning.

**WORKING IN PARTNERSHIP WITH PARENTS/Local Authorities & Guardians**

It is our policy to work in partnership with parents or carers to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of BTEC and our services.

We will use clear statements in our brochures and correspondence.

We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families and children, especially CLA.

We will be alert to the needs of parents/carers who do not have English as their first language and will utilise the translation services as necessary.

We will make available a copy of this policy to any parent who requests it.

We will keep parents informed as and when appropriate.

BTEC follows and has adopted the procedures in Keeping children safe in education (2024) Statutory guidance for schools and colleges - Update - September 2024 for all partnership working and referrals.

**MONITORING AND EVALUATION**

The DSL will monitor the safeguarding arrangements for BTEC to ensure that these arrangements are having a positive impact on the safety and welfare of children. This will be evaluated on the basis of evidence of:

* the extent to which a positive culture and ethos is created where safeguarding is an important part of everyday life at BTEC, backed up by training at every level
* the content, application and effectiveness of safeguarding policies and procedures, and safer recruitment and vetting processes
* the quality of safeguarding practice, including evidence that staff are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community outside the setting
* the timeliness of response to any safeguarding concerns that are raised
* the quality of work to support multi-agency plans around the child.

BTEC follows and has adopted the procedures in Keeping children safe in education (2024) Statutory guidance for schools and colleges - Update - September 2024 in all monitoring and evaluations to ensure we always ‘get it right fist and every time’.

**COMPLAINTS**

All complaints arising from the operation of this policy will be considered under BTEC’s complaints procedure, with reference to the LA’s Strategic Lead Officer for safeguarding in education services as necessary.

Reviewed 19 March 2025

Kelly Brooke DSL



Next Review 19 March 2026

 Restart is a trade name for BTEC Alternative Education