

Keeping Children Safe In Education

Belmont School Safeguarding Policy



Designated Safeguarding Lead: Mr Kevin Day (Headteacher)

Deputy Designated Safeguarding Lead: Mrs R Carroll

Safeguarding Link Governors: Mr R Lyons

Authorised:
(Headteacher)

Authorised:
(Chair of Governors)

Date Approved: 19-11-19

Date for review: Autumn 20/21

In September 2019 the DfE updated the statutory guidance on safeguarding.

Full guidance, ***Keeping Children Safe in Education Sept*** at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KC_SIE_gdnce_FINAL.pdf

The summary for staff at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737606/Keeping_children_safe_in_education_part_1_Sept_2019.pdf

Local Contacts:

Gloucestershire Safeguarding Children Board (GSCB) - www.gscb.org.uk

GSCB Helpdesk: 01452 426565

1. Introduction

Safeguarding is what we do for all children. Child Protection is what we do for children who have been harmed or are at significant risk of being harmed. This Safeguarding Policy includes the Child Protection Policy, as well as links to other policies.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' July 2018 and 'Keeping Children Safe in Education' 2018. Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2003.

This policy supports the work of the Gloucestershire Safeguarding Children Board (GSCB) and is written with partnership working as a priority to best protect children. All staff and governors are aware of the GSCB and have the details of the current Local Area Designated Safeguarding Officer.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that safeguarding incidents could happen anywhere and all adults, including temporary staff¹, volunteers and governors, should be alert to possible concerns, have a full and active part to play in protecting our pupils from harm and demonstrate their commitment to the child's welfare being our paramount concern. The school undertakes to do this by: creating a positive school atmosphere; through our teaching and learning; through pastoral support and care for both pupils and school personnel; training for school personnel and by working with parents.

At Belmont School we provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc,

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To acknowledge the many vulnerable children at Belmont and ensure our policies and procedures ensure these students are supported and safe.
- To ensure all teaching and non-teaching staff are aware of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. Due to the day to day contact with children, school staff are well placed to observe the outward signs of abuse and are trained to know t must report and investigate all injuries for the safety and protection of the children in our care.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To ensure that there are good levels of communication between all members of staff and that it is recognised that GDPR and protecting information must not limit our ability to best safeguard children.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse or concerns.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff and governors working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory CRB (Criminal Records Bureau) or DBS (Disclosure and Barring Service) check (according to guidance)², and a central record is kept for audit. Potential future school governors will be subject to section 128 checks.

2. School context & Vulnerable Children

All pupils who attend the school all have an Educational Health and Care Plan; this identifies them as being 'Vulnerable Children'. Although all students have a recognized learning need, many of the children face additional challenges that could include; social, emotional, behavioural difficulties, communication and interaction needs, living in a home environment where there is domestic violence, drug or alcohol abuse or circumstances that have led to a young person becoming a child looked after.

The school staff and governors recognize these additional vulnerabilities of our children and are committed to ensuring additional steps via policy, procedures, training and our PSHE curriculum and intervention team to ensure best practice for these children.

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc,

3. Safe School – Safe Staff.

We will ensure that:

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- There is a Safeguarding policy together with a staff code of conduct and confidential reporting (Whistle Blowing) policy
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned.
- A senior leader is responsible as the school Designated Safeguarding Lead (DSL).
- On appointment, the DSL's undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years.
- All other staff have Safeguarding training updated as appropriate any weaknesses in Safeguarding or Child Protection are remedied immediately.
- A member of the Governing Body is nominated to liaise with the LA on Safeguarding issues and in the event of an allegation of abuse made against the Headteacher.
- Safeguarding policies and procedures are reviewed at least annually and that the Safeguarding policy is available on the school website or by other means
- The Governing Body considers how children may be taught about safeguarding. This may be part of our broad and balanced curriculum covering relevant issues through personal, social and health education (PSHE) and/or through sex and relationship education (SRE) to support pupils by raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- School staff work closely with pupils and the School Council and to hear their views and opinions on safe guarding as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Training

The school ensures that the school's two Designated Safeguarding Leads (DSL's) are suitably skilled and experienced and have received the current specialist training. These staff members are currently Mr Kevin Day DSL, who is also the Headteacher and the Deputy Designated Safeguarding Lead Ms Rachel Carroll.

Staff involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years.

All members of staff and volunteers are provided with safeguarding awareness information at induction, including the school safeguarding statement so that they know who to discuss a concern with before working with children.

All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

All other staff and governors, have Safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.

To further support both staff and student safety all staff working directly with children receive behavioural management training and effective use of de-escalation techniques.

Procedures

Our procedures will be regularly reviewed and up-dated, we will follow the procedures set out by the Gloucestershire Safeguarding Children's Board and account of and follow guidance issued by the DfE.

The name of the designated members of staff for Safeguarding, the Designated Safeguarding Leads, will be clearly advertised in each Reception area of the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse or concerns. Similar information will also appear on the reverse side of staff identity badges.

All new members of staff will be given a copy of Belmont's safeguarding statement, and Safeguarding policy, with the DSL'S names clearly displayed, as part of their induction into the school.

The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school prospectus/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding Policy, and reference to it in our Parents' Handbook. Pupils receive information and updates via annual safeguarding assemblies lead by the DSL and via pastoral staff and the schools PSHE curriculum.

Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time. Community users organising activities for children are aware of the school's safeguarding and child protection guidelines and procedures.

We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO³ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁴ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

At the start of each academic year all staff members as a minimum will receive updates from the DSL, read and sign current safeguarding guidance including KCSE section 1 and Annex A and be challenged on disclosures since their least DBS check including arrests, charges, convictions or current investigations.

³ LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

⁴ Contact the LADO for guidance in any case

Governors will also receive a copy of the latest version of the Keeping Children Safe in Education guidance to read and sign a declaration to confirm they have read the core sections on governance and for staff (Sections 1 & 3 and Appendix A)

Belmont & Encompass

As part of Belmont School's commitment to keeping children safe we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**.

In signing up to Gloucestershire Encompass the Governing Body and Senior Leadership Team:

- Endorse the Gloucestershire Encompass Model and support the key adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

4. Responsibilities

The Governing Body will ensure it:

- has in place a safeguarding policy and other related procedures;
- has appointed a senior member of staff to act as the schools designated safeguarding lead (DSL) Mr Kevin Day and a deputy DSL to lead in the absence of the DSL.
- the governors will ensure availability of a DSL during all school operating hours, The schools interpretation of 'availability' includes the DSL being reachable by phone.
- has a nominated governor to liaise with the DSL (Mr R Lyons)
- has delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy;
- has in place safe recruitment procedures and safe recruitment practices are always followed;
- has in place procedures to deal with allegations of abuse against members of staff and volunteers (see GSCB on-line Handbook);
- has undertaken appropriate training about best practice to safeguarding children;
- will annually review all safeguarding policies and procedures;
- will receive an annual report from the Headteacher on safeguarding pupils in the school;
- has responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher will:

- ensure the implementation of this policy and monitor its effectiveness;
- ensure everyone connected with the school is aware of this policy;
- work closely with the designated teacher and nominated governor for safeguarding children;
- nominate a deputy designated safeguarding lead (Mrs Rachel Carroll):
- provide adequate resources for the DSL to undertake the role;
- ensure all safeguarding policies and procedures are fully implemented;
- ensure DBS checks are undertaken as required;

- ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- ensure appropriate training in safeguarding and child protection is undertaken;
- ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the school prospectus;
- ensure that GDPR and sensitive information is secure and that data protection practise is never a barrier to offering the best protection to children.
- report annually to the governing body on the effectiveness of the policy

The Designated Safeguarding Lead (DSL) will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- Undertake statutory and further training in safeguarding and child protection issues;
- Refer a child if there are concerns about possible abuse, to the *Local Authority*, and act as a focal point for staff to discuss concerns. Referrals should be made in writing, using the Multi Agency Referral Form (MARF)⁵ in line with GSCB procedures;
- Keep written records of concerns about children, even where there is no need to refer the matter immediately, Ensuring that all such records are kept confidentially and securely and are separate from pupil records. The DSL and Deputy DSL will ensure that all concerns recorded electronically are only stored on the schools highly secure system (Sleuth) which is only accessible by the DSL's via a secure electronic key system.
- Ensure that when a child leaves the school the written records are securely passed on to the child's next school or college, or if this is not possible, ensure they are securely retained in accordance with current data retention requirements.
- Ensure that an indication of the existence of the additional file in (above) is marked on the pupil records;
- Keep up to date with all new guidance on safeguarding children;
- Keep all school personnel up to date with any changes to procedures;
- Follow procedures where an allegation is made against a member of staff or volunteer (see procedures on-line in GSCB Handbook);
- Organise appropriate training for school personnel and governors including issuing copies of 'Safer Working Practice with Children & Young People';
- Work closely with the nominated governor and school's Key Stage Leaders;
- Liaise with other agencies and professionals.
- Ensure that either they or a staff member attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- Ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for one day is referred to their key worker's Social Care Team.
- Provide, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)⁶

⁵ On-line at GSCB website

⁶ A model format for the Governors Annual Report is available from Governor Services and at www.surreycc.gov.uk/safeguardingchildren

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc,

- Organise a questionnaire to be given annually to pupils asking questions about feeling safe in school, behaviour and access to adults for help.
- Produce and display information posters about Safeguarding in School.

School personnel and volunteers will:

- be made aware of this policy and all other safeguarding policies e.g. Whistleblowing and procedures during induction, the school personnel handbook and training;
- be aware of the names of the Designated Safeguarding Lead and Deputy DSL's;
 - be trained in identifying signs of harm and abuse and know to report these to the DSL with:
 - Date
 - Time
 - Place
 - Nature of concern
 - All facts
 - Observed injuries and bruises
 - Notes of the actual words of the child
- undertake training on responding to a child;
- respond immediately to a concern with a child;
- know what to do if a child makes a disclosure;
- know how to report any suspected case of harm or abuse and know that all staff may raise concerns directly with Children's Social Care Services;
- know that safeguarding concerns about an adult/s in the school should be made to the Designated Safeguarding Lead or to the Headteacher;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference.

Pupils must be made aware of:

- basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- how to keep themselves safe
- who the schools DSL is and that they can report concerns to any staff member

Parents are:

- asked to work hard with the school to establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our pupils;
- aware that we have a duty to involve Social Services if we have any concerns about a child;
- aware they will be informed of our actions
- aware who the schools DSL is and that they can report concerns to them or any staff member or direct to social care or police

Annually we will ask parents if:

- they feel their child is safe in school and if they have any concerns about the safety of their child when in school;
- they know who talk to if they have any concerns;
- they feel their views are listened to and acted upon

5. Supporting Vulnerable Students and Children In Care

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children who have been abused or are at risk of harm. We accept that research shows that when at school the behaviour of a child in these circumstances may range from that which is perceived to be normal and they may be challenging and defiant or withdrawn.

The school will endeavour to offer support through:

- The content of the curriculum as well as our relationships, encouraging self esteem and self-assertiveness whilst not condoning aggression or bullying.
- The school ethos which promotes a caring, safe, secure, positive and supportive environment which gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils know that some behaviour is unacceptable but they are valued and are not to be blamed for any abuse which has occurred.
- Liaising and working together with other agencies and services that support pupils and those involved in the safeguarding of children such as Gloucestershire Safeguarding Children Board (GSCB), Social Care Services, Children and Young People's Services (CYPS), Educational Psychology Service, Youth Support Service (YSS) and Prospect Training when arranging work experience placements and other work related opportunities for pupils.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Ensuring that where a pupil with a Care Plan leaves the school their information is transferred to the new school immediately and that the child's social worker is informed.
- Notifying Social Care as soon as there is a significant concern.

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead (DSL) and to seek further support as appropriate.

6. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headteacher or DSL will disclose any information about a child to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with GSCB Helpdesk on this point.

7. Allegations against staff

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

All Staff should be aware of guidance on managing behaviour issues as identified in the Behaviour / Relationship policy. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction⁷, (see also advice contained in

Guidance for safer working practice for those working with children and young people in education settings October 2015 ').

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher⁸.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will discuss the content of the allegation with the Local Authority Designated Officer (LADO), without notifying the Headteacher first.

The school will follow the GSCB procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

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

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as a result of a consultation with the LADO.

⁷ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

⁸ or Chair of Governor in the event of an allegation against the Headteacher

8. Whistle-Blowing

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

The school will make all staff aware of their duty to raise concerns, this is supported via the Belmont Code of Conduct and Confidential Reporting Procedure (Whistle Blowing) Policy.

Where there are concerns about adults working with children, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.

Whistle-blowing re: the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (in main school office).

9. Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be formally recorded on the schools secure Sleuth system.

Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach techniques to de-escalate and manage challenging behaviour.

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

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.⁹

10. Anti-Bullying & Hate Crime & Relationship policy

Within the Belmont School Behaviour policy is the schools approach towards anti-bullying and hate crimes, this section outlines and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms; cyber, racist, homophobic, hate, peer to peer, relationship abuse, sexting and gender related bullying. The school keeps a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

11. Peer on Peer Abuse

The school recognises the potential serious impact of peer on peer abuse and via the schools PSHE curriculum and Behaviour policy it is made clear to children and wider stake holders that abuse of this nature will never be tolerated or passed off as "banter" or "part of growing up".

⁹ 'Guidance on Safer Working Practices is available on the DfE website

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc,

Allegations of peer on peer abuse will be taken seriously and investigated by pastoral leaders in the first instance with support from SLT and the DSL. The school recognises that peer on peer abuse can take many forms and can include sexting, via social media, face to face or via other methods. For concerns regard sexting staff are training to take the concern to the DSL and if a device is involved – secure it and switch it off.

The DSL leads annual training that includes peer on peer abuse and shares the DfE guidance “Sexual violence and sexual harassment between children in schools and colleges” May 2018.

The school governors recognise that currently data and DfE guidance reflects gender differences around peer on peer bullying and as such staff training and the school PSHE curriculum attempts to support and empower groups who may traditionally have been victims and challenge and educate cohorts who may have previously bullied other groups. In addition school staff and governors are aware that children with SEND are three times more likely to be a risk of peer on peer abuse so staff received additional support and the PSHE curriculum helps empower and educate children.

When managing concerns staff will communicate effectively with parents/carers, offer support and reassurance to victims via pastoral staff and our school counsellor and where appropriate offer restorative practise sessions to reduce the risks for future concerns.

12. Children Missing Education

The school governors recognise the September 2016 statutory guidance for CEM and the SEND code of practice January 2015 when working to support CME. In line with this guidance and our Attendance Policy Belmont takes the following actions;

Notify the local authority and hold an emergency annual review if the child could leave the school in the near future.

Make reasonable enquiries to establish the whereabouts of the child jointly with the local authority and LCSB.

Ensure Belmont has at least two emergency contact details from parents / carers for all children.

Ensure effective information sharing between parents, other schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

Monitor school attendance closely and contact parents/carers on day one of any absence. The attendance officer will inform the school DSL immediately of absence from children currently on child protection plan and the DSL will investigate and link with the child’s social worker.

13. Vulnerable Children

Belmont staff receive annual training and guidance relating to vulnerable children and specific circumstances that young people could find themselves managing. One of the Belmont DSL has extensive experience of working with the Police and Social Care and is equipped to directly support children and advice staff within the following areas of safeguarding in line with Annex A from KCSE Sept 2018.

- Children and the court system
- Children with family members in prison

- County lines & Dangerous Drug Net Work
- Domestic abuse
- Homelessness
- Sexual violence and sexual harassment
- Honour based violence (HBV) and the preventing radicalisation

Staff received annual training that includes awareness of these potential concerns and guidance on what to do if they have concerns.

14.Racist Incidents

Our Behavioural policy also includes guidance on racist incidents, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and will report any incidents to the LA and to governors.

15. Prevention and supporting the National Prevent Strategy

Staff and governors recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school also provides training for all staff to support the National Prevent Strategy.

The school community will therefore:

- Monitor and support children and families to encourage access to “Early Help” via school website, newsletters and direct meeting with families.
- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an emotionally available adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, health & wellbeing, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Ensure that Belmont staff have the skills and training to proactively decrease risks to children and others. In addition to general safeguarding training this would include training around the FGM (Female Genital Mutilation) and the National Prevent Strategy.

16. Equal Opportunities

'The provision for child protection adheres to the school policy for equal opportunity.'

'Equal opportunity ensures the right of every pupil to equal access to all aspects of child protection in school, regardless of 'age, ethnicity, gender, social circumstances, ability/disability and sexuality.' Each individual is respected for who they are and for the circumstances they find themselves in.

17. Health and Safety

Health and safety issues are described fully in the school health and safety policy, which forms part of the guidance issued by the Local Authority. It reflects the consideration we give to the protection of our children both physically within the school environment, in relation to internet use, when away from the school, attending other education settings, and when undertaking school trips, work placements, extended services and visits. Belmont staff deliver all extended services to our children, these include Breakfast Club, Sport and Art clubs. It is the responsibility of each adult to report health and safety issues without delay.

18. Professional Development

In line with the school aims all staff are encouraged to develop and utilise their talents and expertise effectively in handling child protection issues. Professional development opportunities will be sought to support the member of staff responsible for child protection in the school. The designated teacher will keep abreast of relevant national guidance through attendance on professional training courses and through publications and will ensure opportunities are provided for all other staff to participate in child protection training.

19. Monitoring and Evaluation

Our Safeguarding Policy and Procedures will be monitored and evaluated by:

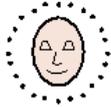
- Governing Body visits to the school and via committee reports
- SLT 'drop ins' and discussions with children and staff
- Pupil, Staff, Governor and annual Parental surveys and questionnaires
- Scrutiny of Attendance and Exclusion data
- Scrutiny of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Review of facilities, levels of supervision and activities at break and lunchtimes
- External support and challenge 'Health Check' reports

20. Accessible / Child Friendly Policy

The key messages and values from this policy have been adapted to help our children access this important message. The below "child friendly" copies are shared with children and referenced during PSHE, ICT and safeguarding lessons and on the safeguarding notice boards.



Staying safe



If I don't feel safe ... I must tell an adult.



If I see something bad ... I must tell an adult.



If I am hurt ... I must tell an adult.

Links with Other School Policies

This policy links with the following school policies:

- Attendance Policy
- Behaviour, Anti Bullying & Hate Crime Policy
- Relationship Policy (from 2020)
- Education Visits and Journeys Policy
- Equality and Diversity Policy
- Responsible ICT and Internet Use Policy
- Recruitment, Selection and Disclosure Policy
- SEND Policy
- Staff Handbook and Code of Conduct and Whistleblowing Policy

Monitoring and Review

This policy was drawn up by the Designated Safeguarding Lead with responsibility for Safeguarding and Child Protection in school, working in consultation with other members of the school staff.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Designated Safeguarding Lead with responsibility for Safeguarding in the school, on behalf of the Headteacher and Governors.

This policy will be reviewed at least annually and in line with any additional guidance issued.