

Keeping Children Safe In Education



Belmont School Safeguarding Policy

Approved by LAB & SAND AT

Designated Safeguarding Lead: Mr Kevin Day (Headteacher)

Deputy Designated Safeguarding Lead: Mrs Rachel Carroll

Safeguarding Link Governors: Mrs Anne Wilson

Authorised:
(Headteacher)

Authorised:
(Chair of Local Advisory Board)

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Common Safeguarding abbreviations / acronyms and terms.

CAF – Common Assessment Framework (part of Early Help)

CAMHS - Child & Adolescent Mental Health Services

CEOP - Child Exploitation and Online Protection centre(tackling child sex abuse & providing advice)

CME - Children Missing from Education

CP – Child Protection

CRB checks – Criminal Records Bureau checks (now called **DBS** – Disclosure and Barring Service)

CSA - Child Sexual Abuse **CSE** – Child Sexual Exploitation (one aspect of CSA)

DSL – Designated Safeguarding Lead **DDSL**- Deputy Lead; Staff that co-ordinates child safeguarding concerns and makes referrals (Named safeguarding staff, Level 3 training)

Early Help – “providing support as soon as a problem emerges, at any point in a child’s life”. Essentially intervening to prevent abuse/neglect before it occurs

FGM - Female Genital Mutilation **HBA** - Honour Based Abuse

LA - Local Authority **LADO** - Local Authority Designated Officer

MASH - Multi-Agency Safeguarding Hub (Gloucestershire)

TAC – Team Around a Child (Early Help) **TAF** – Team Around the Family (Early Help)

This policy is written with due regard to:

‘Working Together to Safeguard Children’ (July 2018) available at www.workingtogetheronline.co.uk

‘Keeping Children in Safe Education’ (September 2020) (available at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)

‘Prevent Duty Guidance’ (June 2015) (available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf)

‘Multi Agency Child Neglect Toolkit for Gloucestershire’ April 2017 available at <https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/issues-affecting-children-and-young-people/children-living-with-neglect-neglect-toolkit/>

Belmont School Child Protection Policy is carried out in liaison with our safeguarding partners:

- Local authority (LA)
- Clinical commissioning group within the LA
- Chief office of police within the LA
- SAND AT

Local Contacts:

Gloucestershire Safeguarding Children Board (GSCB) - www.gscb.org.uk
GSCB Helpdesk: 01452 426565

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’ 2020. 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 Executive (GSCE) 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 Authority Designated Officer.

The Schools Local Advisory Board and SAND Academy Trust 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

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,

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.

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 they 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 now 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.

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, behavioral 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.

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012 (I'm not sure this is the latest guidance? Might be better to quote the DBS 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,

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.

The School, through its pastoral support system and PSHE curriculum, will endeavor to help children to understand what is and is not acceptable behaviour towards them. It will teach children about staying safe from harm and how to speak up / communicate if they have worries or concerns. Staff will take into account the effect of [Adverse Childhood Experiences \(ACEs\)](#), and how these could influence children and young people's mental health and behaviour. Staff will also recognise that changes in Mental Health could be an indicator of abuse. Staff will make use of the Gloucester Healthy Living and Learning (GHLL) resources to support the mental and physical health of children and young people. Staff will also recognise the effect of external factors in the possibility of abuse.

Staff will also be aware of the risk of peer on peer abuse, including up-skirting, and where that abuse may take place outside school hours and / or via the Internet.

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 DSLs 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 and any weaknesses in Safeguarding or Child Protection are remedied immediately.
- A member of the school's Local Advisory Body is nominated to liaise with the LA and Trust CEO on Safeguarding issues, in the event of an allegation of abuse made against the Headteacher they will work with the LADO.
- Safeguarding policies and procedures are reviewed at least annually and that the Safeguarding policy is available on the school website or by other means on request
- 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 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.

Procedures

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

The name of the designated members of staff for Safeguarding and 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 policy, with the DSL'S names clearly displayed, as part of their induction into the school, all new staff members will also meet with the DSL in person when joining Belmont.

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 information for Parents and website. 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. No lettings commence in school before 4.30pm. 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 are reported to the MASH and all 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 last DBS check including arrests, charges, convictions or current investigations.

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).

Additional procedures in relation to Covid-19 are set out on Appendix 8.

Recognition of children at risk of abuse and neglect

Child abuse can be physical, sexual, emotional or neglectful. Recognition of signs and symptoms is dependent upon professionals being open to the possibility of non-accidental injury or other forms

³ LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer (The LADO isn't also an AEO)

⁴ Contact the LADO for guidance in any case or allegation against a member of staff or volunteer.

of abuse and sharing any possible concerns. Professional concerns about “false allegations” need to be set aside as the need to protect the child must be paramount.

Indicators of abuse are set out in **Appendix 1**.

When abuse is suspected / disclosed

Refer to **Gloucestershire Safeguarding Children Executive (GSCE) Child Protection procedures – live version**, available at

<https://www.gscb.org.uk/media/19429/dsl-handbook-version-live10-dec-17.pdf>

See 2.1, page 7 – “Procedure Where Abuse is Suspected / Disclosed”

Any member of staff who, either by virtue of a child’s behaviour or appearance becomes suspicious of abuse or neglect or, is told that abuse has taken place, should immediately inform the school’s **Designated Safeguarding Lead (DSL), Kevin Day, or Rachel Carroll (DDSL)**. School and GSCP procedures will be followed. The Safeguarding Staff regularly review processes and procedures to ensure they are updated, review individual cases and identify pupils who are a cause for concern, or who may be at an increased risk of harm.

If an injury requires immediate treatment, the designated person should arrange this without delay, in whichever way seems appropriate. The procedures set out below should then continue to be followed.

If a child begins to talk about an abusive incident, he/she should be allowed to speak. No leading questions should be asked or words suggested.

The concern or the child’s comments should be accurately and legibly recorded using the on-line Sleuth Concerns module. If staff have not received an immediate confirmation that their concern is being dealt with, they should phone the DSL or DDSL and not assume that the concern is being followed up.

If the child is felt to be in any danger, he/she may not be allowed to go home.

Discussions with Social Care staff should involve consideration of how, when and by whom, the parents should be informed of the concern. This should bear in mind on the one hand the need to protect the child and on the other, the duty placed upon both the Social Services Department and the Education Department to work in partnership with parents wherever possible.

In the event of a sudden death of a child, Belmont staff will follow procedures laid out by the Local Authority (Appendix 7). Full Sudden Child Death Review Guidance from Gloucestershire Local Authority is held by the DSL.

Alleged abuse by members of staff / Whistle-blowing and Allegations Management

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.

If staff members have concerns about another staff member, they must contact the Headteacher (DSL) or Deputy Head Teacher immediately. The Government’s Allegations Management

Procedures (from Working Together 2010, www.workingtogetheronline.co.uk) will be implemented. This includes contracted employees, supply staff, contractors and volunteers. Please see the Belmont School Whistle-Blowing and Allegations Management Policies. Should a concern be raised and investigation finds that a member of staff had prior knowledge of that concern but did not report it, or knowingly caused a delay in reporting and allegation which could have placed a child at risk, that member of staff may be subject to disciplinary proceedings.

The Head Teacher or Deputy Head Teacher will contact the **Local Authority Designated Officer for Allegations (LADO) on 01452 426994 or 01452 583638** for an Initial Discussion. This is currently Nigel Hatten.

If a staff member has concerns about the Head teacher, the Chair of Governors or the governor with responsibility for Safeguarding must be contacted. They, in turn, will immediately contact the Local Authority Designated Officer for Allegations (**LADO) on 01452 426994 or 01452 583638**. The decision to suspend will be made by the Chair of LAB with advice as a result of a consultation with the LADO and CEO from SAND Academy Trust.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff are advised to contact:

1. The **Gloucestershire County Council whistle-blowing phone line** on 01452 427052 or, write to :

The Director of Strategy and Challenge
Gloucestershire County Council
Shire Hall, Gloucester, GL1 2TG

and / or,

2. The **NSPCC whistle-blowing helpline - 0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

GLOUCESTERSHIRE & BELMONT ENCOMPASS COMMITMENT

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.

Resources & Training

Belmont School is committed to providing all staff with good quality in-service training on an ongoing basis. Clear records will be kept by the DDSL to ensure training for all staff is current. Refresher training will be arranged by the DDSL and be within at least 3 years for all staff members and within 2 years for less for DSL training.

The School will ensure that Designated Safeguarding staff are trained to the required standard (Currently level 3).

The link to the Government on-line e-safety resources is:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

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.

The school will also ensure the schools Safeguarding Governor receives specialist training to be fully effective in this area of responsibility, this post is currently held by Anne Wilson.

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).

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. The school has an appointed online safeguarding champion this post holder is currently Mr James Grover who sends very regular updates to students, staff and parents and carers around concerns and current best practise.

All other staff and governors, have annual 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 or what actions to take if concerns about an adult or staff member.

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

Staff Induction and Specialist Knowledge

All newly appointed staff are required to meet with the school's Deputy Safeguarding Officer and to read:

- (i) The school's Safeguarding Policy;
- (ii) "Guidance for Safer Working Practice for Adults Who Work with Children";
- (iii) Safeguarding Induction – a Power-point presentation;
- (iv) Keeping Children Safe in Education 2020.

All class-based staff will receive annual training – "Basic Introduction to Child Protection". This will be delivered by staff from Gloucestershire Safeguarding Children Executive (GSCE) or the DSL. Newly appointed staff whose start dates do not coincide with GSCB-delivered training, will be required to undertake the on-line version of the training and to provide the school with a certificate to confirm completion (**see Appendix 2**).

In addition, yearly updates / amendments to KCSIE will be communicated to staff through weekly Briefing and / or staff meetings. Additional training on Sleuth Concerns Module and aspects of Safeguarding will also be delivered at staff meetings or inset training sessions.

Female Genital Mutilation (FGM)

Staff will be provided with information and training in connection with FGM (**see Appendix 3**).

Prevent Duty

The school will work with the local Channel panels to prevent students from being drawn into extremism and radicalisation according to the Counter-Terrorism and Security Act. This will include providing appropriate Prevent training for all staff. (See **Appendix 4** for information on Prevent

Honour Based Abuse (HBA)

HBA is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Abuse can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Abuse cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBA may exist.

Children Missing from Education (CME)

The school 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 LCSP.

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.

Children missing from education is a potential indicator of abuse and neglect, and as such, these children are at potential risk of harm, exploitation and radicalisation.

The school will follow the latest DfE guidance, available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

Offer of Early Help

Details of the school's offer of early help – its commitment to trying to support young people and families as soon as problems emerge –see **Appendix 5** below.

Please also see '**Multi Agency Child Neglect Toolkit for Gloucestershire' April 2017** available at <https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/issues-affecting-children-and-young-people/children-living-with-neglect-neglect-toolkit/>

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

"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology." (**Revised Government statutory definition of child sexual exploitation - February 2017**)

(See **Appendix 6** – 'Details and Indicators of CSE')

Health & 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 and SAND AT. 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 and staff are encouraged to do so.

Responsibilities

The Local Advisory Governing Board (LAB) with SAND AT 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 LAB will ensure availability of a DSL during all school operating hours, the school's interpretation of 'availability' includes the DSL being reachable by phone and both DSLs have safeguarding phones for out of hours contact.
- has a nominated governor to liaise with the DSL (Mrs Anne Wilson)

- 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 safer recruitment practices are always followed;
- has in place procedures to deal with allegations of abuse against members of staff and volunteers (see GSCE on-line Handbook);
- has undertaken appropriate training about best practice to safeguard children;
- will annually review all safeguarding policies and procedures;
- will receive updates from the Headteacher on safeguarding pupils in all LAB meetings the received a copy of the schools comprehensive annual safeguarding audit.
- 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 Leads 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 GSCE 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 general 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 DSLs 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.

⁵ On-line at GSCB 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,

- 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 GSCE 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 LAB & SAND Trust, 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
- 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 in person or via sleuth secure safeguarding module:
 - 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;
- know how to contact the LADO or Chair of LAB if concerns with conduct of 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.

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,

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 all 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
- know to contact the chair of LAB or LADO if concerns with the Headteacher.

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 to talk to if they have any concerns;
- they feel their views are listened to and acted upon
- if they have confidence in Belmont and would recommend the school to others

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 relationship/behaviour policy which is aimed at supporting all pupils in the school, with particular benefit for the vulnerable. The school will ensure that pupils know that some behaviour is unacceptable and school staff must keep everyone safe, 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 Executive (GSCE) 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) or Belmont's Mental Health lead and to seek further support as appropriate.

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 or that of others.

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 the Children's Helpdesk (Front Door) and the Multi Agency Safeguarding Hub to make an informed decision with other professionals.

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.⁷

If physical intervention is required parents and carers are always notified, records are recorded of what happened and the child has a debrief session from a adult who has not been physically involved in keeping the young person safe, so that they feel safe and able to raise a concern or make a complaint if they need to.

⁷ '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,

Anti-Bullying & Hate Crime & Relationship policy

Within the Belmont School Relationship policy is the school's 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.

Peer on Peer Abuse

The school recognises the potential serious impact of peer on peer abuse and via the school's PSHE curriculum and Relationship 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".

Concerns 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.

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 mental health lead and where appropriate will often use restorative practise sessions to reduce the risks for future concerns.

Racist Incidents

Our PHSE & Relationship/Behaviour policies also include 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.

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.

Monitoring and Evaluation

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

- Local Advisory Body visits to the school and via 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 TeamTeach / Use of Force data
- Scrutiny of LAB minutes
- Logs of bullying/racist/behaviour incidents for SLT and LAB 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

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 and the safeguarding governor.

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 LAB & Trust.


This policy will be reviewed at least annually* and in line with any additional guidance issued. [*This policy will be updated more frequently if necessary, to reflect changes made in the 'live' (i.e. the definitive version) of "**Gloucestershire Safeguarding Children Executive (GSCE) Child Protection procedures**"]





Links with Other School Policies

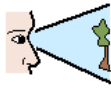



- Attendance Policy
- Relationship Policy 2020
- Education Visits and Journeys Policy
- Equality and Diversity Policy
- Responsible ICT and Internet Use Policy
- Recruitment, Selection and Disclosure Policy
- SEND Policy
- Staff Handbook and Code of Conduct and Whistleblowing Policy





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.

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,

Appendix 1

Recognition of children at risk of abuse and neglect

Child abuse can be physical, sexual, emotional or neglectful. Recognition of signs and symptoms is dependant upon professionals being open to the possibility of non-accidental injury or other forms of abuse and sharing any possible concerns.

It is the responsibility of professionals to report concerns, NOT to decide whether it is or is not child abuse.

When all agencies share concerns about the child and family with social services, informed decisions can be reached and appropriate assistance can be made available if necessary.

Professional concerns about “false allegations” need to be set aside as the need to protect the child must be paramount.

Indicators of physical abuse

Most healthy children will collect bruises or other injuries from time to time. Accidental bruises will usually occur on the skin where it is covering bony prominence (e.g. shin, forehead, elbow, and hipbone). Also, a very small number of children may suffer from rare conditions, like haemophilia or brittle-bone disease, which makes them more susceptible to bruising and fractures.

Bruising that suggests the possibility of physical child abuse includes:

- bruising in children who are not independently mobile
- bruising in babies
- bruises that are seen away from bony prominences
- bruises to the face, back, abdomen, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry an imprint – of an implement or cord
 - bruises with *petechiae* (dots of blood under the skin) around them

Non-accidental injury indicators:

- Burns and scalds have:
 - clear outline
 - no or few splash marks
 - unusual positions
 - indicative shapes (e.g. cigarette, electric fire).
- Injuries maybe suspicious if:
 - bite marks
 - large and deep scratches
 - incisions.
- Fractures if:
 - numerous
 - unreported
 - healed at different times
 - child under two.

Other Indicators of Abuse:

- Delay in seeking medical attention
- No explanation or inadequate explanation of injuries
- Child/parent/witness reports abuse
- Changing explanation of injuries
- Recurrent injuries - particularly if forming a pattern (e.g. always on Mondays)
- Inadequate parental concern
- Multiple injuries that occurred at different dates
- Child may be failing to thrive for no apparent reason.

Possible Behavioural Indicators of Abuse:

- Fear of adults generally or of certain adults in particular
- Poor peer relationships
- Social isolation and withdrawal
- Aggression and acting out/pseudo maturity
- Frozen awareness (a combination of a lack of expression, lethargy and watchfulness)
- Detachment or indiscriminate attachment
- Eating disorders
- Sleep disturbance
- Running away
- Sudden changes in behaviour or poor school performance
- Psychosomatic complaints
- Self-destructive behaviour (self-mutilation, substance abuse and suicide)
- Changes in the mental health and well-being of a child or young person

Risk Factors Associated with Physical & Emotional Abuse

Parental	Child	Social - linked to stress factors
Drug and alcohol misuse	Has a disability	Unemployment
Mental illness	Demanding as a baby	Bad housing
Isolation or lack of support	Under 2s are consistently the most vulnerable	No income
Young parents	Child or siblings previously on child protection register	Domestic violence
Lack of attachment/unresponsive to child's needs	Premature birth or poor feeders/sleepers	Unwanted pregnancy
Lax and inconsistent parenting	Poor bonding	Recent accident/ill-health
History of violence/abuse of children	Failure to thrive	
Inappropriate expectation	ACEs	
Abused themselves		

While none of these indicators would be 100% diagnostic of abuse in itself, each would be a cause for some concern that would need to be explored with the family and with other agencies.

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,

Indicators of child sexual abuse:

A child's verbal allegations must always be treated with the greatest respect. Children are entitled to be listened to, and to have their allegations treated seriously. Although there can be occasions when children invent allegations, as a result of adult pressures or for a variety of other reasons, research suggests that such fabricated allegations are rare and that children are in fact more likely to claim they are not being assaulted when they are, than vice versa.

Once concerns are reported it is important that the indicators are weighed in terms of significance and in the context of the child's life, before the assumption is made that the child is or has been sexually assaulted. Some indicators take on greater or lesser weight depending on the child's age. It is essential you do not question the child but record carefully what is said and contact Social Services. Do not discuss with a suspected abuser.

Indicators suggesting that there is a high likelihood of sexual abuse

- The child's own verbal allegation ("disclosure") that an assault has occurred
- Physical symptoms for which the only explanation is sexual activity, including genital tearing, sexually transmitted diseases, and pregnancy in younger children
- Children's sexual abuse of other children
- Suicide attempts
- Compulsive masturbation in an inappropriate setting
- Vivid details of sexual activity in talk/play/drawings, showing awareness of penetration, ejaculation, oral or anal sex (younger children).

Indicators suggesting cause for concern and a need to investigate - in order to find a satisfactory explanation

- Pregnancy and sexually transmitted diseases
- Drug and alcohol abuse
- Persistent running away
- Sexualised stories/poems
- Self-mutilation
- Chronic urinary/vaginal infections or soreness
- Exposure of genitals
- Eating disorders
- Clinical depression
- Unexplained money or gifts
- Fear of particular people or situations
- Obsessional behaviour
- Developmental regression.

Appendix 2

Safeguarding Children On-line Training

All staff must have a current Safeguarding Children certificate (valid for 3 years). Training can be completed online via the GCSE website.

Before you start please ensure you work at a computer attached to a printer or you have means to print. This is important as you are **NOT** able to print your certificate after you have logged off or at a later date (your certificate is evidence that you have completed the training).

Sent on behalf of the Gloucestershire Safeguarding Education Partnership

The new child protection e-learning module for educational settings is now available. This course is appropriate for staff working in Education, Early Years and Chaperones. Guidance on how to register is shown below.

Guidance for Partner Agencies / Other Partners

- Click the link <https://www.gscb.org.uk/safeguarding-training-development-and-events/how-to-access-gscb-e-learning-courses/>
- Click the self-registration button
- Complete **ALL** fields on the form to register for your training.
- Select sector named **Partner Agencies / Other Partners**
- Select the relevant **Service** type
- Please select the profile named '**Safeguarding Children in Education**' Do NOT select any other profiles from the list
- Select the correct school from the **Education Providers** list before completing your registration
- Follow the instructions on-screen to access your training

Please remember to print your certificate at the end of the course and bring it into the school to record on the Single Central Record and your personnel file.

Appendix 3

Female Genital Mutilation (FGM & Breast Ironing)

From 31st October 2015 school staff along with doctors, nurses and midwives have been required to report cases of female genital mutilation (FGM) to the police. We are also required to report to Social Services, girls who are considered to be 'at risk' of FGM.

The rules apply in England and Wales when girls under 18 say they have been cut or staff recognise the signs. The government is committed to ending the "abusive and illegal practice" within a generation.

UNDERSTANDING THE ISSUES AROUND FGM

FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris.

FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It is estimated that 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.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. Despite the historic link to the African countries FGM can happen to white or children from mixed heritage as it's often a decision made by two or three generations up the family chain.

FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

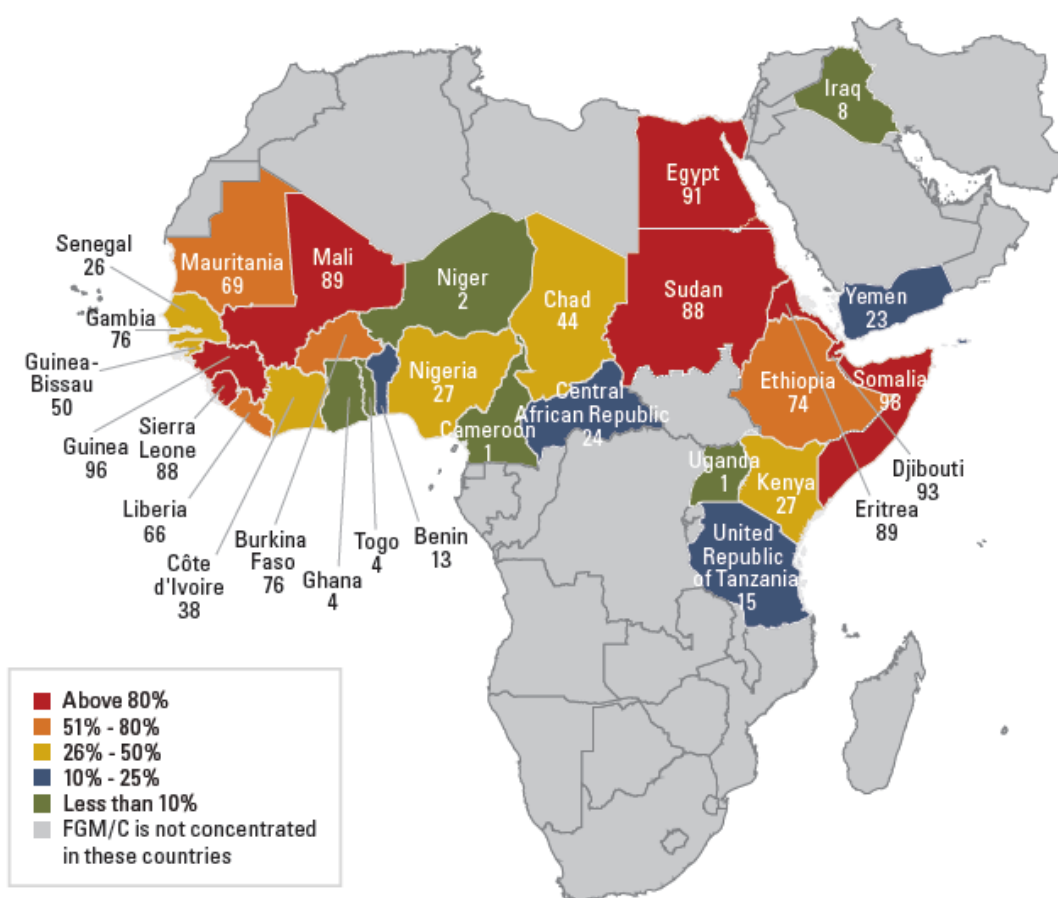
FGM is a deeply rooted tradition, widely practised mainly among specific ethnic populations in Africa and parts of the Middle East and Asia, which serves as a complex form of social control of women’s sexual and reproductive rights.

The World Health Organization estimates that between 100 and 140 million girls and women worldwide have experienced female genital mutilation and around 3 million girls undergo some form of the procedure each year in Africa alone. See below for African countries’ prevalence.

FGM has also been documented in communities in **Iraq, Israel, Oman, the United Arab Emirates, the Occupied Palestinian Territories, India, Indonesia, Malaysia and Pakistan.**

PREVALENCE OF FGM AMONG WOMEN AGED 15-49 IN AFRICA AND THE MIDDLE EAST

(Source: UNICEF (July 2013), global databases based on data from Multiple Indicator Cluster Survey, Demographic and Health Survey and other national surveys, 1997–2012.)



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,

IDENTIFYING GIRLS AND WOMEN AT RISK

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl or woman being at risk of FGM, or already having undergone FGM. **There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.**

Victims of FGM are likely to come from a community that is known to practise FGM.

Provided that the mutilation takes place in the UK, the nationality or residence status of the victim is irrelevant.

Professionals should also note that the girls and women at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

SPECIFIC FACTORS THAT MAY HEIGHTEN A GIRL'S OR WOMAN'S RISK OF BEING AFFECTED BY FGM

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.

Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.

Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.

Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

INDICATIONS THAT FGM MAY BE ABOUT TO TAKE PLACE SOON

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.

A professional may hear reference to FGM in conversation, for example a girl may tell other children about it (See below for commonly used terms in different languages).

A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.

A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.

Parents state that they or a relative will take the child out of the country for a prolonged period.

A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.5 for the nationalities that traditionally practise FGM).

Parents seeking to withdraw their children from learning about FGM.

INDICATIONS THAT FGM MAY HAVE ALREADY TAKEN PLACE

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman affected can be supported to deal with the consequences of FGM.
- enquiries can be made about other female family members who may need to be safeguarded from harm.
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.

TERMS USED FOR FGM IN OTHER LANGUAGES

Country	Term used for FGM	Language
CHAD – the Ngama Sara subgroup	Bagne Gadja	
GAMBIA	Niaka Kuyungo	Mandinka
	Musolula	Mandinka
GUINEA-BISSAU	Fanadu di Mindjer	Kriolu
EGYPT	Thara Khitan	Arabic Arabic

	Khifad	Arabic
ETHIOPIA	Megrez	Amharic
	Absum	Harrari
ERITREA	Mekhnishab	Tigregna
IRAN	Xatna	Farsi
KENYA	Kutairi	Swahili
	Kutairi was ichana	Swahili
NIGERIA	Ibi/Ugwu	Igbo
	Didabe fun omobirin/ ila kiko fun omobirin	Yoruba
SIERRA LEONE	Sunna	Soussou
	Bondo	Temenee
	Bondo/sonde	Mendee
	Bondo	Mandinka
	Bondo	Limba
SOMALIA	Gudiniin	Somali
	Halalays	Somali
	Qodiin	Somali
SUDAN	Khifad	Arabic
	Tahoor	Arabic
TURKEY	Kadin Sunneti	Turkish

Appendix 4

Prevent Duty

From 1st July 2015, schools and education providers have been required to prevent young people from being drawn into terrorism. Staff must know how to identify children who are at risk of radicalisation and what to do if children are identified.

Staff should be aware of the following:

- **British Values**

“Democracy, the rule of law, equality of opportunity, freedom of speech and the rights for all men and women to live free from persecution of any kind”.

- **Extremism**

“vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”.

- **Radicalisation**

“the process by which a person comes to support terrorism and forms of extremism leading to terrorism”.

What should I do if I have a concern?

Notice → Check → Share concerns

- Refer concern to the school’s Safeguarding Officers.

- Safeguarding officer considers options that include seeking advice from Safeguarding Helpdesk. Duty social worker will advise (eg Social Care involvement; CP referral; school-based intervention; Channel referral via police*)

specialbranch@gloucestershire.pnn.uk

Channel

Channel is a programme that uses a multi-agency approach to protect vulnerable people by:

- Identifying individuals at risk (people of all ages).
- Assessing the nature and extent of that risk.
- Developing the most appropriate support plan for the individuals concerned.

The **Channel Vulnerability Assessment Framework** is used to guide decisions about whether an individual needs support to address their vulnerability to being drawn in to terrorism as a consequence of radicalisation.

Stage 1: Engagement with a group, cause or ideology (psychological hooks)

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

Stage 2: Intent to cause harm

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- 'Them and Us' thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

Stage 3 : Capability to cause harm

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability

Appendix 5

The Belmont School Offer of Early Help

Often the best support for family and young people is at the earliest or most opportune time to be the most effective. Belmont school staff work with numerous agencies to offer help at the earliest opportunity. Common areas where we can help are links to the School Nursing Service and wider health professionals, links and information to support social inclusion and safeguarding and, on occasions, we also work with charities and trusts to help families going through difficult times whether financial or emotional. If you would like more information of any of our wider services please contact Rachel Carroll at the school or use the [Gloucestershire Family Information Services](#) website.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Belmont Schools Early Help Co-ordinator is: Rachel Carroll

‘Working Together to Safeguard Children’ guidance re-emphasises the collective responsibility placed on all agencies – including schools – to identify, assess and provide effective targeted early help services. An aim is to ensure that professionals are clear when it is their responsibility to help children and families as problems emerge from families living in difficult circumstances.

When involved in assessing needs the school will, where possible, seek to obtain the views of the child about their experiences, and will ask for their thoughts and feelings about their circumstances. Assessments will also include as much information as possible about the family history, needs, risks and strengths. This should lead to sound conclusions and outcomes, based on a good analysis of the information.

The school’s Pastoral and Family Support team are central to the school’s commitment to support young people and families, offering early help to avoid an escalation of issues. The teams aim to provide help as soon as problems start to emerge, or when there is a strong likelihood that problems will arise in the future.

The following are examples of the types of help available from the school:

- Benefits Advice
- Parent Counselling (subject to availability)
- Parent tea and chat / social groups / siblings groups on fun days
- Details of Out of School and holiday activities
- Provide contact details of other support services and agencies
- Parent Workshops, including family Thrive
- Pastoral Support
- General care, support and advice
- A listening ear

Contact: Rachel Carroll 01242 216180

School attendance is monitored by the school's attendance officer, Mary Pincott (01242 216180), who is available to support families when necessary and can link families onto wider support opportunities and staff.

Pupils whose needs require unexpected additional targeted support at any time are reviewed by the school's Intervention Team and can involve support from the Head-teacher, the Deputy-Head, the Pastoral Team, DDSL and the lead teacher for inclusion and Team Teach.

Staff are aware of the GSCB Multi Agency Child Neglect Toolkit for Gloucestershire, which forms part of the Offer of Early Help. Copies of the Neglect Toolkit are in the staffroom and available from Rachel Carroll.

Where a higher level of assessment and support for families or the professionals helping them is required, contact should be made with one of six Early Help Partnerships across Gloucestershire. These are made up of representatives of services who decide the help that's needed and offer advice, guidance and support to practitioners. These groups are supported by Families First teams in each District. Details of the of the six Early Help Partnerships may be found at:

http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=3_2_2

Indicators that a child and/or their family might benefit from Early Help services.

The Child Assessment Framework: a guide for practitioners, published by the CWDC in 2009 suggests that over and above access to high quality universal services, some children and young people have additional needs relating to their development, education, health, social welfare or other areas. It points out that,

These needs will in many cases be cross-cutting and might be associated with:

- disruptive or anti-social behaviour
- overt parental conflict or lack of parental support/boundaries
- involvement in, or risk of, offending
- poor attendance or exclusion from school
- experiencing bullying

- special educational needs
- disabilities
- disengagement from education, training or employment post-16
- poor nutrition or inadequate clothing
- ill health
- substance misuse anxiety or depression
- experiencing domestic violence
- housing issues
- teenage pregnancy and parenthood (including the risk of pregnancy and early parenthood, as well as actual pregnancies and parenthood among young people)
- young carers who exhibit additional needs which are as a direct result of their caring responsibilities, eg. truancy/lateness, ill health, housing issues

Clearly, these are examples rather than an exclusive list, and in many cases (eg substance misuse or mental health issues) may relate to problems experienced either by the child or young person themselves or by someone close to them.

Appendix 6

Child Sexual Exploitation (CSE) :

CSE involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain - '**sexting**' (see below). In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

CCE involves exploitative situations where a child or young person may be persuaded or coerced into taking part in criminal activities and now comes under Criminal Exploitation and is linked with things like modern slavery, so the police now have a criminal exploitation unit to support schools.

Sexting

The term 'sexting' is derived from texting and refers to the sending of sexually provocative material (including photos, videos and sexually explicit text) from modern communication devices or applications, such as mobile phones, tablets, email, social networking sites and instant messaging services.

Belmont deems sexting as inappropriate and unsafe behaviour which threatens the social, emotional and/or physical safety of pupils. Sexting can result in the humiliation, bullying and harassment of pupils.

The school has a responsibility to prevent sexting and the dissemination of inappropriate or offensive material and to educate both students and staff about both the legal and social dangers of sexting.

The 'distribution of an intimate image' or to 'threat to distribute an intimate image' is an offence under the law. The offence applies to the distribution of images of anyone under 18 years of age, and the distribution of images of adults without consent. The offence for distribution carries a penalty of up to two years in prison and the offence of threatening to distribute carries a penalty of up to one year in prison.

All staff members are required to notify the DSL/DDSL upon becoming aware that sexting by, or featuring, a pupil is likely to have occurred.

CSE is the sexual exploitation of children and young people under 18. It involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Possible Indicators of Child Sexual Exploitation (CSE) :

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Appendix 7

Child death What to do in the event of a Child's Death

The deaths of all babies / children under 18 years resident in Gloucestershire, regardless of where the death took place, should be notified to the Child Death Review

Mailbox: cdop@gloucestershire.gov.uk . Deaths of children not normally resident in the Gloucestershire area and who die here should also be notified; this information will be passed onto the relevant Panel who will then coordinate the information.

For notifications, advice and information please contact the Child Death Review Co-ordinator either by email to cdop@gloucestershire.gov.uk or by telephone 01452 426228

For advice about how to support pupils and members of staff following a child death at an educational setting please contact Georgina Summers, Safeguarding Officer (education) 01452 42 6221.

All Local Safeguarding Children Boards have a statutory duty to hold a review whenever a child dies.

The Child Death Review (CDR) process is designed to ensure Local Safeguarding Boards are in a position to learn any lessons there might be from the unexpected death of a child or young person. Further it is understood that when a child dies those left grieving; parents, siblings, other family members, friends and acquaintances, will need extra support and a good understanding as to what caused the loss of their loved one. The child death review process is designed to help with providing the appropriate support to families and schools to gain information about why children die. There are two aspects to a CDR.

- A rapid response by a group of key professionals who come together for the purpose of enquiring into and evaluating each unexpected death of a child.
- An overview of all child deaths in the Local Safeguarding Children Board area (in this case the Gloucestershire Safeguarding Children Board area), undertaken by a panel.

An unexpected child death is defined as the death of a child that was not anticipated as a significant possibility 24 hours before the death, or where there was a similarly unexpected collapse leading to or precipitating the events that led to the death. This includes children and young people with disabilities or life limiting illnesses, children and young people who die in road traffic accidents, by drowning etc and children who are admitted to a hospital ward and subsequently die unexpectedly in hospital.

During 2016/17, the panel was notified of a total number of 36 child deaths. Of these, 23 were expected child deaths and 13 were unexpected. This is an increase on the previous year where the panel were notified of 10 expected, and 9 unexpected deaths.

Each unexpected death of a child is a tragedy for his or her family and subsequent enquiries will seek an appropriate balance between forensic and medical requirements and the family's need for support and information.

Critical Incident Procedure

Unexpected death of a pupil (or a pupil's sibling)

Where this occurs out of school time:-

1. The news may be received initially by a member of SLT, a KSL, class teacher or another member of staff
2. That person will notify other relevant members of staff (cascaded where relevant). Business Manager will ensure Admin staff are informed.
3. Out of school hours, notification will be by text, phone call or email according to the best judgement of the person passing it on. No information will be exchanged via social networking sites (e.g. Facebook) or any other insecure method.

At the first opportunity on return to school:-

4. Member of SLT/MLT will see the class team and offer support. According to the circumstances this could include counselling or contact with external agencies (e.g. Winston's Wish)
5. The Head will notify the LA & Chair of Governors and CEO of SAND AT
6. Member of SLT will notify the Child Death Review Co-ordinator on 01452 426228 and email cdop@gloucestershire.gov.uk
7. Other staff/whole school to be informed
8. A letter from the Head will be sent to families of other pupils in class
9. Business Manager will ensure home to school transport informed (where relevant)
10. Where relevant, a letter will be sent to families of other pupils on the same transport route
11. Depending on the circumstances, other relevant staff will be offered support from outside agencies, or in-house. Contact LA Safeguarding Officer: Georgina Summers for advice on 01452 426221

Where this occurs in school:-

12. Emergency services called as appropriate:- ambulance, police
13. Parents called or visited (depending on circumstances, distance etc) and accompanied to school or hospital
14. Arrangements made to ensure other pupils in class are cared for and are not in sight of any activity related to the incident
15. Class staff and/or any other staff involved to be supported away from classroom, next of kin called where relevant
16. Business Manager will ensure SHE Unit informed

Points 4 – 10 also followed.

Death of member of staff

Where this occurs out of school time, follow points 1 – 6 above, and

17. Letter to be sent to all parents/carers where relevant, or as appropriate
18. Appropriate arrangements for emergency cover to be made and/or identify key tasks which must be addressed as a matter of urgency
19. Ongoing support as required for the individual's close work colleagues, and any pupils particularly affected.

Where this occurs in school:-

20. Emergency services called
 21. Next of kin called immediately and supported sensitively when in school (e.g. given privacy if required)
 22. Arrangements made to ensure pupils and other staff removed from the area & not in sight of any activity relating to the incident
 23. Business Manager ensure SHE Unit and HR informed
- Points 10, 16, 17, 18 also followed.

In such an event there may be interest from the media (local papers etc). GCC advises that schools don't make comments to the press unless they are through the GCC press office on 01452 426887.

Record to be kept of all actions.

Appendix 8

Annex to Child Protection Policy: Covid-19

Background

Due to the Covid-19 pandemic, there have been significant and on-going changes within Belmont School, and in the home circumstances of many children and young people. Some pupils may continue to remain at home. Other may experience anxiety over returning to school. School routines and procedures in place to control the virus, will be unfamiliar to pupils. Staffing could be significantly affected through illness and self-isolation.

Despite the changes, the school's Child Protection Policy is fundamentally the same: **children and young people always come first, staff will respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following [advice from government](#) and local agencies. Covid-19 helpline: 0800 046 8687. Please also see: <https://www.sec-ed.co.uk/best-practice/domestic-abuse-the-hidden-pandemic-coronavirus-safeguarding-covid-19-trauma-students-schools-teachers>

Reporting arrangements

The school arrangements continue in line with our Child Protection policy. All concerns will be logged promptly via Sleuth.

The Designated Safeguarding Lead is: Kevin Day Head@belmont.sandmat.uk

01242 216180

07957 629421 (not to be shared with parents or outside agencies. This number is registered with MASH.)

The Deputy DSL: Rachel Carroll Rachel.Carroll@belmont.sandmat.uk

01242 216180

07957 629451

The school's approach ensures the DSL or a deputy is always contactable on these numbers. All staff have been re-issued with contact details and should also report any concerns via Sleuth welfare concern in line with the current policy. This will send an alert email to the DSL/ DDSLs). During the adapted school day (9.00am to 3.00pm) a member of SLT and a member of the safeguarding team will be on site at all times.

Staff will continue to follow the Child Protection procedure and advise the safeguarding team immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting the Multi-Agency Safeguarding Hub (MASH) are: **01452 426565 or by email childrenshelpdesk@gloucestershire.gov.uk**

Further details can be found at [Gloucestershire Safeguarding Children Executive](#)

Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children executive escalation procedure. **If it is felt that a child is in immediate harm, staff should dial 999.**

Identifying vulnerability

All pupils at Belmont are categorised as vulnerable by Government guidance as all have an EHCP. The staff team are aware of pupils who may be at increased risk depending on the individual needs / circumstances of the child or family.

We have put in place specific arrangements in respect of the following groups of pupils if they are not returning to school:

- Children in Care – individual agreements with carers and Social Worker. Will be contacted weekly by Rachel Carrol (DDSL).
- Children who are CiN or CP – will be contacted weekly by Rachel Carrol (DDSL).

These children will be actively encouraged to attend school, and Belmont will work with families and social care to enable this to happen.

- Children who have previously been Children in Care – individual agreements with carers and SW. Will be contacted weekly by KSL Key Stage Leader who reports to DSL.
- Any other pupils identified as being at additional risk (usually via Safeguarding meetings). Parents of these children will be contacted weekly by a member of the class staff.

Weekly contact calls will be logged, including any actions. If any concern is raised during weekly contact calls, DSL/SLT or a member of SLT will undertake a home visit (socially distanced) with the aim of speaking directly to the child. Any remaining concerns will be recorded via Sleuth in the usual way.

More children may be added to this group in response to concerns raised with the DSL. Contact arrangements will be agreed with parents/carers, SLT and DSL.

Where appropriate school will liaise with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Children in Care and those who have previously been Children in Care.

Further Covid-19 restrictions / Lockdown

School will remain open to children of key workers, and children who are considered additionally vulnerable (see above list).

All pupils not attending will be contacted on a weekly basis (as above) and provided with work packs sent home and online learning resources with regular updates provided by teachers and subject leaders. Learning packs will ensure that individual pupil EHCP outcomes are addressed. Following feedback from parents completing the Home learning Survey, teachers will ensure that feedback on learning is provided for pupils and parents.

Attendance

The school is following the [attendance guidance issued by government](#). Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:45am the Attendance Officer must be informed. The Attendance Officer will attempt a range of methods to contact the parent but if necessary arrange a home visit by the school or another appropriate agency. A risk assessment will be undertaken to consider manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 does not override the duty on the school to ensure children and young people are safe.

Staff will be aware of increased risk

The pressures on children and their families during lockdown have been significant, and many anxieties may remain, or be heightened by the return to school. These may include: family pressures through being contained in a small area, poverty, and financial or health anxiety. The Belmont staff team recognises that most pupils will need, and respond to, the routine of the school day. However, the curriculum will be supplemented by the Recovery Curriculum and increased PSHE sessions and emotional check-ins.

Incidences of Domestic Abuse were expected to significantly increase during the period of isolation as perpetrators will use this time as a “tool of coercive and controlling behaviour”, and victims and their children are consistently more vulnerable during periods of societal stress see: <https://www.sec-ed.co.uk/best-practice/domestic-abuse-the-hidden-pandemic-coronavirus-safeguarding-covid-19-trauma-students-schools-teachers>

Operation Encompass will continue as normal with notifications being sent to the school’s email address and directly to the DSL & DDSL.

For further information please contact Halah Shams El-Din on 01452 328953 or by email halah.shamsel-din@gloucestershire.gov.uk

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,

Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and [other risks online](#) and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure appropriate filters and monitors are in place in school
- The school has taken on board guidance for [safer working practice](#) from the Safer Recruitment Consortium.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Children and young people accessing remote learning receive guidance
- Parents and carers have information via DoJo messages about keeping children safe online with peers, the school or others *in* the wider internet community.

Parents have been offered the following links:

- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

Allegations or concerns about staff

With such different arrangements, young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO (Nigel Hatten) at the local authority remain unchanged: amadmin@gloucestershire.gov.uk

The school's Allegations management policy will be followed at all times. If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk

New staff or volunteers

New starters must have an induction before starting or on their first morning with the DSL or school leader. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or DDSL will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

Safer Recruitment processes will be followed at all times.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers, they have read Part I and Annex A of Keeping Children Safe in Education (Sept 2020), and where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment (see flowchart on Page 40 of KCSiE 2020) to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children. The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with [DBS guidance](#). *Please note that at present, volunteers and visitors are not allowed on site – this will be subject to ongoing review.*

- When undertaking ID checks on documents for the DBS it is reasonable to [initially check these documents online](#) through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by the Local Advisory Board and is available on the school website at <https://www.belmont.gloucs.sch.uk/>