





SAFEGUARDING AND CHILD PROTECTION POLICY

Date of policy	September 2020
Review Cycle	Annually
Review Date	September 2021 or on the publication of new advice/practice
Chair of Governors	Janet Saunders

Safeguarding Team at Belmont:

Role	Designated Teacher for Child Protection	Deputy Designated Teachers		
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Linked policies include: Health and Safety, Whistle blowing, Safer Recruitment, Policy for managing behaviour including anti bullying and anti-racism strategy, Peer-on-Peer Abuse Policy, PREVENT Strategy; Exclusions Policy, Bexley LSCB Protocol for Managing allegations against staff, E-Safety Policy, Critical incident and Continuing Business Policy & Staff Handbook Procedures & Guidance.

I. Introduction

We at Belmont Academy are committed to practice which protects children from harm. Staff, Governors and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues which cause children harm.

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the **London Child Protection Procedures and Practice Guidance (30 September 2016)**. This policy also reflects the requirements of **Working Together to Safeguard Children (July 2018)**; **What to do if you are worried a child is being abused – Advice for practitioners and Keeping children safe in Education (September 2020)**, **Sexual Violence and sexual harassment between children in schools and colleges (May 2018)**.

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes:

- Preventing the impairment of children's health or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

The school also acknowledges the following key safeguarding issues:

1. Child Missing from Education
2. Child Sexual Exploitation
3. Female Genital Mutilation
4. Sexual violence and harassment
5. Peer-on-peer abuse
6. Private Fostering
7. Racism
8. Radicalisation and Extremism
9. Registered Sex Offenders
10. Domestic violence and abuse
11. Photography
12. Children who are not collected from school

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect for a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will take action to promote the welfare of the child in need of additional support.

2. Duty of care

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school and adhere to the ethos 'it could happen here'.

- Teachers must take reasonable care to ensure that their students do not meet with foreseeable injury. They have a duty to protect the children against foreseeable risks of personal injury or harm.
- The standard of care is that of a reasonably prudent parent. The degree of care depends on such factors as the age of the pupils.
- There must be an effective system of supervision in operation in the school.

The duty of care applies while the pupils are on the school premises during school opening hours. It may also apply if the pupils are present outside of official school hours, e.g. if they arrive early or leave late and the teacher/school has agreed to the pupils being present

The same duty of care applies if a teacher voluntarily supervises children.

Teachers are required to follow good standards and approved practice. Risky classes and activities require a greater degree of supervision. If goggles, protective clothing, etc. are supplied for certain activities, it is the teacher's duty to ensure that they are worn. If there is a risky activity then a written risk assessment will be completed by the class teacher, approved by SLT and followed when such activities are carried out.

Aims:

We will aim to safeguard children by:

1. Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
2. Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
3. Sharing information about concerns with agencies who need to know, and involving parents/carers and children appropriately.
4. Carefully following the procedures for recruitment and selection of staff and volunteers and ensuring that induction procedures for new staff are in place.
5. Providing effective management for staff and volunteers through support, supervision and training.
6. We are committed to reviewing our policy and good practice annually.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.

2. Ensure children know they can approach adults employed in the school if they are worried.
3. Include opportunities in the PSCHE curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse including Child Sexual Exploitation and Female Genital mutilation.

3. Procedures – Definitions of abuse, signs and symptoms of abuse

We will follow the procedures set out by London Child Protection Procedures and Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:

1. Ensure we have a Designated Safeguarding Lead for child protection who has received updated appropriate child protection training every two years. The Designated Safeguarding Lead is Lucy Childs and the Federation Safeguarding Lead is Madelaine Caplin. Deputy Safeguarding Leads are Tom Lynch, Tanya Knight and Kate Law.
2. Ensure we have a nominated governor responsible to liaise with the local authority and/or partner agencies on issues of child protection. At the time of writing this policy it is Mrs. Rita Sugden.
3. Ensure every member of staff (including temporary and supply staff and volunteers) and Governing Body knows the name of the Designated Safeguarding Lead responsible for child protection and their role.
4. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead responsible for child protection.
5. Ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
6. Notify Children's Social Care immediately if there is an unexplained absence of a pupil who is subject to a child protection plan.
7. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. (If it proves impossible to send a representative a written report should be submitted to the child protection conference chair.)
8. Keep written chronological records of concerns about children even if it is assessed that a referral is not necessary; and if that is the case, consider whether a common assessment should be undertaken.
9. Ensure all records are kept securely; separate from the main pupil file in a locked filing cabinet and in electronic files with restricted access.
10. Follow procedures laid down by the London Borough of Bexley LSCB where an allegation is made against a member of staff or volunteer.
11. Ensure safer recruitment practices are always followed.
12. When a child transfers to another school the Designated Safeguarding Lead will contact the designated member of staff of the receiving school to inform them that there are concerns.
13. If a pupil attends a pupil support centre during school hours and makes a disclosure to a member of staff, the member of staff must follow procedure (see *Appendix A*).

Definition of abuse

This definition is based on those from *Keeping children safe in Education (September 2020)*.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

Types and possible indicators of abuse: Children with autism can be more vulnerable to abuse because they may find it difficult to communicate with others and find it difficult to understand people's motives. They may be less able to report abuse. Some traits of autism can be confused with signs of abuse such as avoiding eye contact and becoming withdrawn. It is important that adults working with children with autism are especially vigilant about changes in behaviour and provide the pupils with alternative approaches to communicate.

Pupils may exhibit signs that may or may not be indicators that physical, emotional and/or sexual abuse, including neglect, has taken place, but the possibility should be considered. ***Guidance on recognising signs & symptoms of abuse can be found in the Part 1 of Keeping Children Safe in Education Statutory Guidance (September 2020)***

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

Possible signs of physical abuse: injuries (bruises, welts, cuts, burns, bite marks, fractures, etc.) that are not consistent with the explanation offered (e.g. extensive bruising to one area); presence of several injuries that are in various stages of healing; repeated injuries over a period of time; injuries that form a shape or pattern that may look like the object used to make the injury (e.g. buckle, hand, iron, teeth, cigarette burns); injuries not consistent with the child's age and development; runaway attempts and fear of going home; stilted conversation; vacant stares or frozen watchfulness; no attempt to seek comfort when hurt; describes self as bad and deserving to be punished; cannot recall how injuries occurred or offers an inconsistent explanation; wary of adults or reluctant to go home; often absent from school; child care may flinch if touched unexpectedly; extremely aggressive or withdrawn; displays indiscriminate affection-seeking behaviour; abusive behaviour and language in play; overly compliant and/or eager to please; poor sleeping patterns, fear of the dark, frequent nightmares; sad, cries frequently; drug/alcohol misuse; depression; poor memory and concentration; suicide attempts

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

Possible signs of emotional abuse: mental or emotional development lags; behaviours inappropriate for age; fear of failure; overly high standards; reluctance to play; fears consequences of actions often leading to

lying; extreme withdrawal or aggressiveness; mood swings; overly compliant; too well-mannered; excessive neatness and cleanliness; extreme attention-seeking behaviours; poor peer relationships; severe depression; may be suicidal; runaway attempts; violence is a subject for art or writing; complaints of social isolation; forbidden contact with other children.

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

Possible Signs of sexual abuse: fatigue due to sleep disturbances; sudden weight change cuts or sores made by the child on the arm (self-mutilation); recurring physical ailments; difficulty in walking or sitting unusual or excessive itching in the genital or anal area due to infection(s); torn, stained or bloody underwear; sexually transmitted disease(s); injuries to the mouth, genital or anal areas (e.g. bruising, swelling, sores, infection) sad, cries often, unduly anxious short attention span inserts objects into the vagina or rectum change or loss of appetite sleep disturbances, nightmares excessively dependent fear of home or a specific place, excessive fear of men or women, lacks trust in others age-inappropriate sexual play with toys, self, others (e.g. replication of explicit sexual acts) age-inappropriate, sexually explicit drawings and/or descriptions bizarre, sophisticated or unusual sexual knowledge reverts to bedwetting/soiling dramatic behavioural changes, sudden non-participation in activities poor peer relationships, self-image overall poor self-care.

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

Possible Signs of Neglect: unattended medical and dental needs; consistent lack of supervision; ingestion of cleaning fluids, medicines, etc.; consistent hunger; nutritional deficiencies; inappropriate dress for weather conditions; poor hygiene; persistent (untreated) conditions (e.g. scabies, head lice, diaper rash, or other skin disorders); developmental delays (e.g. language, weight); irregular or nonattendance at school; depression; poor impulse control; demands constant attention and affection; lack of parental participation and interest; delinquency; misuse of alcohol/drugs; regularly displays fatigue or listlessness; falls asleep in class; steals food or begs for food from classmate(s); reports that no caregiver is at home; frequently absent or tardy; self-destructive.

What to do if you suspect that abuse may have occurred

You must report the concerns immediately to the Designated Safeguarding Lead (Lucy Childs) or in her absence to a Deputy Safeguarding Lead (Kate Law, Tom Lynch or Tanya Knight) by completing a "Safeguarding Incident/Concern Form" which is a bright green form located in the school office, staff room, leadership office and the office kitchen area. It should be handed directly to a DSL, explaining your concern. This also includes situations of abuse which may involve staff members. In the absence of Designated Safeguarding Lead or

Deputies, please to the Federation Safeguarding Lead: Madelaine Caplin. All of these people are contactable on their mobile phone when not on the school premises. See Appendix A

Suspicions will not be discussed with anyone other than those nominated above.

All staff may raise concerns directly with Children’s Social Care Services 020 8303 7777. If for any reason you believe that the nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

If a child’s situation does not improve the staff member should press for re-consideration.

4. Other safeguarding concerns

Safeguarding children within the context of the London borough of Bexley:

At Belmont Academy we recognise the importance of recognising the risk posed to children in the wider community. Research by Carlene Firmin (Contextual Safeguarding) November 2017 acknowledges that *‘as individuals move from early childhood and into adolescence they spend increasing amounts of time socialising independently of their families. During this time the nature of young people’s schools and neighbourhoods, and the relationships that they form in these settings, inform the extent to which they encounter protection or abuse. Evidence shows that, for example: from robbery on public transport, sexual violence in parks and gang- related violence on streets, through to online bullying and harassment from school-based peers and abuse within their intimate relationships, young people encounter significant harm in a range of settings beyond their families’.*

In light of this evidence, all staff members at Belmont must be mindful to and aware of the risks posed to children outside of the school setting within the wider community. As the school is an outer borough of London, issues including knife crime, gang related violence on streets, on line bullying and harassment, violence within community spaces such as parks and woodland and possible drug involvement are potential risks to children. Collaboration with local agencies including the Local Policing Team and the NSPCC ensures that staff are kept up to date and are made aware of any local issues that may pose harm or risk to children.

Safeguarding children with SEND

At Belmont Academy we recognise that children with special educational needs and disability (SEND) are three times more likely to be abused than neurotypical peers. For example some may have speech, language and communication needs which make it difficult to tell others what is happening.

At Belmont we will ensure that all our pupils and specifically those with communication difficulties and disabilities are supported to ensure that their voice is heard and acted upon.

All staff will be mindful of the fact that our pupils with SEND including physical disabilities may be disproportionately impacted by safeguarding concerns including peer-on-peer abuse.

Belmont staff should not assume that possible indicators of abuse such as behaviour/mood change or injuries are related to the child’s disability and to remain vigilant and mindful that children with SEND may not always outwardly display indicators of abuse.

All members of staff must remain vigilant at all times as safeguarding is everyone’s responsibility.

Peer-on-Peer Abuse (allegations of abuse made against other children, including cyber bullying).

Peer-on-Peer Abuse is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. This is most likely to include, but may not be limited to:

Bullying including cyber-bullying via text messages or the internet (please see the E-Safety policy and Behaviour Management policy).

Physical abuse such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm

Sexual violence and sexual harassment

Sexting (please see the E-Safety policy)

Initiation/hazing type violence and rituals/ceremonies for example into gangs

Please refer to the following policies which provide specific guidance on the above:

- Peer-on-Peer Abuse policy
- E-Safety Policy
- Anti-Bullying Policy

Sexual violence and sexual harassment between children in schools and colleges

(Reference: Sexual violence and sexual harassment between children in schools and colleges – GOV.UK)

Sexual harassment and sexual violence can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or a group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

As Belmont Academy, we operate a zero tolerance approach to sexual harassment and to equip staff to develop confidence to intervene when such comments or inappropriate language arise by:

Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them;

Understanding that all of the above can be driven by wider societal factors beyond the school such as everyday sexist stereotypes and everyday sexist language; and

Understanding that children who are lesbian, gay, bi or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Children Missing Education

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving,

being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. There are particular groups of pupils more likely to be at risk of missing from education these include the following:

Pupils at risk of harm/neglect – Children may be missing from education because they are suffering from abuse or neglect.

Children of Gypsy, Roma and Traveller (GRT) families – Research has shown that many children from GRT families can become disengaged from education; although many are settled some GRT families move regularly and their children can be at risk of missing education, particularly during the secondary school phase. Belmont school will inform the local authority when a GRT pupil leaves the school without identifying a new destination school. Belmont School works in close liaison with the Local authority Traveller Education Support Services to ensure continued attendance for children from GRT families.

Children of Service Personnel – Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice. Schools and local authorities should contact the MoD Children’s Education Advisory Service (CEAS) on 01980 618244 for advice on making arrangements to ensure continuity of education for those children when the family moves.

Missing children and runaways – Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education. *Further sources of information about missing children are listed at the back of this document.*

Children and young people supervised by the Youth Justice System – Children who have offended or are at risk of doing so are also at risk of disengaging from education. Local authority Youth Offending Teams (YOTs) are responsible for supervising those young people (aged 8 to 18).

Child Sexual Exploitation

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship with the perpetrator always holding some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

At Belmont Academy all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of CSE
- vigilant to the risk of it being practised and
- Alert to the signs of potential or actual abuse.

We take this abuse very seriously and will take timely and appropriate action in respect of concerns about any child suspected to be at risk or being sexually exploited.

Domestic violence and abuse

The definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Although not a legal definition, coercive behaviour is deemed an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

At Belmont Academy we are aware that pupils witnessing domestic violence at home are at risk of physical harm and/or neglect. Also due to the needs of some of our pupils they may be more at risk of controlling or coercive behaviour from others. We will ensure that all staff understand their role and responsibilities in monitoring, providing the appropriate support and in safeguarding pupils.

Female Genital Mutilation

Female genital mutilation (FGM) is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons. The procedure is typically performed on girls aged between four and 13 years, but in some cases FGM is performed on new born infants or on young women before marriage or pregnancy. The age at which girls undergo FGM varies according to the community. FGM is illegal in the United Kingdom (UK) and carries 14 years jail sentence. It is also illegal to take a child abroad to undergo FGM. FGM is considered child abuse in the UK and causes physical, psychological and sexual harm. (see *Appendix E*)

At Belmont Academy, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of FGM,
- vigilant to the risk of it being practised
- alert to the signs of potential or actual abuse
- expected to refer the case to 'Children's Social Care' once they are aware that a girl is at risk or has already undergone 'FGM'. Staff will personally report to the police, cases where they discover that an act of FGM appears to have been carried out on a female under 18. However, the duty does not apply in relation to at risk or suspected cases or in cases where the woman is 18 or more*.

We take this abuse very seriously and will take timely and appropriate action in respect of concerns about any child suspected to be at risk or to have undergone Female Genital Mutilation. The school will comply with the statutory obligation to report all known cases from October 31st 2015 that if FGM is reported to a member of staff then the member of staff must make a report to the police.

Private Fostering

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

At Belmont Academy all staff and volunteers working in our school have a duty to keep children safe and as such will notify the Designated Safeguarding Lead if they become aware of any pupil in the school being the subject of a private fostering agreement or if they suspect that a child is or is likely to become the subject of such an agreement.

Trafficking

Whilst the majority of child trafficking cases known about involve cross border movement, it is also known that child trafficking occurs within the UK. A number of serious cases involving organised child sexual exploitation and trafficking have raised this issue and, whilst the Keeping Children Safe in Education 2016 guidance focuses mainly on trafficking from abroad, schools should be aware of the risks in relation to this type of trafficking. Trafficked children may not only be deprived of their rights to health care and freedom from exploitation and abuse, but may also be denied access to education. The creation of a false identity and implied criminality of the children, together with the loss of family and community, may seriously undermine their sense of self-worth. At the time they are found, trafficked children may not show any obvious signs of distress or imminent harm, but they may be vulnerable to particular types of abuse and may continue to experience the effects of their abuse in the future.

At Belmont Academy, all staff and volunteers working in our school have a duty to keep children safe and as such will notify the Local Authority if we are aware of any child, or strongly believe to have been trafficked.

Extremism and Radicalisation and the Prevent Duty

Under Section 26 of the Counter-Terrorism and Security Act 2015, Belmont Academy is subject to the 'Prevent Duty' which means that in the exercising of our functions, we have due regard to the need to prevent children from being drawn into terrorism. We therefore assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. We understand that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology as it can happen in many different ways and settings.

Extremism is defined as the 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. We also include in our definition of extremism calls for the death of members of our armed forces or those of our allies.

At Belmont Academy, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of extremism and radicalisation (including the Prevent agenda)
- vigilant to the risks posed to vulnerable pupils for example those who are looking for role models, trying to fit in, in need of someone to talk to, disillusioned.

- alert to the signs that a pupil is potentially being groomed for radicalisation including emotional, verbal and physical signs. For example Change in looks, dress, wearing of motifs or badges, change in behaviour including more vocal or more withdrawn, asking unusual questions, looking at inappropriate websites, speaking/ parroting stock phrases.

We take the risk of extremism and radicalisation very seriously and will take timely and appropriate action to refer the incident to the MASH team who will investigate the incident.

Please also refer to Belmont's PREVENT strategy statement.

Photography and Video images Taken of Pupils by Non Staff Members

The school understands that people other than staff members may wish to take photos and videos of children during visits to school events. Parents and families may wish to preserve memories of their children's education and private companies the school has contracted may wish to take images for marketing purposes. This is a delicate issue where the school must balance the interests of legitimate persons wishing to take important and harmless images of pupils and our responsibility to safeguard pupils. The school understands that images placed into the public domain can present a risk to pupils, especially those in care. The school also understands that once the images reach the public domain, they can never be fully recovered.

Photography by Private Companies

The school will grant permission to companies to take photographs and videos for marketing purposes when:

1. The company has the express written permission of the parents of the children whom they will photograph.
2. The company has been made aware of pupils who must not be photographed and agree not to do so
3. The school has approved images to be used in marketing material by confirming that they only contain images of pupils with written permission

Photography by Parents and Families at School Events

Belmont Academy works in close partnership with the families of our pupils and fully understands the desire of families to preserve the memories of their child's education. We choose to take a common sense compromise approach that allows this to happen whilst securing the welfare of our most vulnerable pupils.

Parents and families will be permitted to take images of pupils at school on the condition that these images are not ever placed into the public domain, specifically, onto *any* publicly accessible online forum. This includes, but is not limited to *any* social media site such as Twitter, Facebook or Instagram, *any* online photo gallery such as imgur or Flickr, photo sharing apps such as Snapchat and blogs such as Wordpress or Blogger. The school accepts that most photography taken on a smartphone will be backed up to the cloud and this is acceptable so long as parents take reasonable steps to secure these accounts. Any images taken must be for private and personal use only and shared among others in private and secure ways such as email or instant messaging with known recipients.

A statement to this effect will always be given to remind parents of this policy at the beginning of all school events by the teacher leading the event.

Parents will be required to sign a document indicating their agreement to this policy upon joining the school.

5. Key roles and responsibilities:

School personnel and volunteers must:

- understand that safeguarding and promoting the welfare of children is everyone's responsibility. This means that at all times we must consider what is in the best interests of the child.
- Understand we all have a responsibility to provide a safe environment in which children can learn.
- be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance, staff should discuss early help requirements with the designated lead.
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding procedures during induction, in the school handbook and training;
- be aware of the names of the Designated Safeguarding Leads;
- be trained in identifying signs of harm and abuse;
- be aware of the effects of abuse and neglect on children;
- log any unfounded concerns that arise from an observation or 'feeling' in the class cause for concern book. This may include a child presenting as dirty on a one off occasion, a child reporting that they have not had breakfast, a change in behaviour that isn't explained. Please remember that any real concerns should always be directed to the DSL.
- undertake training on responding to a child;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- encourage pupils to assess risks themselves;
- write down, date and sign concerns on the green "Concerns Form"
- Concerns should not be discussed with anyone other than the Designated Safeguarding Lead or deputy.
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- 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;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.
- concerns about the Head of School or Executive Head must be taken to the Chair of Governors or LADO.

All staff will be provided with a copy of the Part one of the Keeping Children Safe in Education 2020, which they will be expected to read and sign to denote that this has been done.

In addition, office staff should:

- ensure that relevant checks are carried out during the process of recruitment and selection;
- update and maintain the Single Central Register;
- monitor attendance and make calls on the first day of absence as soon as possible (usually before 9.30 a.m.) where no contact has been made with the parents.
- record the names of visitors to the sites using the appropriate recording system.

The Site Manager should:

- ensure that the premises are maintained well and kept secure in order to safeguard and protect children.
- Support senior staff in ensuring that vehicles entering and leaving the premises do so safely.

The Executive Head Teacher will:

- ensure the implementation of this policy, all procedures and other related policies;
- ensure everyone connected with the school is aware of this policy;
- work closely with the designated person and nominated governor for child protection;
- provide adequate resources for the designated teacher to undertake his/her role;
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- ensure that all new staff undertake training in child protection procedures;
- create and provide a learning environment that is safe, secure and welcoming for children combined with sound security systems and procedures;
- establish an environment where children feel safe to talk and a culture where school personnel listen to children;
- not promise confidentiality to any child but always act in the interests of a child;
- have in place effective anti-bullying strategies;
- encourage pupils to assess risks themselves;
- ensure school personnel are constantly encouraging pupils to assess risks to themselves;
- regularly report to the governing body and keep them updated;
- undertake training in safeguarding and child protection;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report annually to the governing body on the effectiveness of the policy.
- follow safer recruitment procedures when appointing new staff.

Designated Safeguarding Leads will:

- Ensure the implementation of this policy;
- Ensure everyone connected with the school is aware of this policy;
- Work closely with the Head of School and nominated Governor;
- Be trained in child protection policy procedures;
- Renew training every two years in order to:
 - Understand the assessment process,
 - Understand the procedures of a child protection case conference and child protection review conference

- Understand the specific needs of children in need;
- Understand the specific needs of children with special educational needs and those of young carers;
- Have in place a secure and accurate record system of all concerns and referrals;
- Take the lead in dealing with children protection issues
- Keep a confidential child protection register of all those pupils known to be at risk;
- Be trained in working with all agencies;
- Familiarise school personnel with the policy and procedures;
- Investigate and deal with all cases of suspected or actual problems associated with child protection;
- Ensure parents are aware that referrals about suspected abuse or neglect may be made;
- Make child protection referrals
- Co-ordinate action within the school
- liaise and seek advice from the Local Authority Designated Officer (LADO) when the need arises
- liaise with social care and other agencies;
- transfer the child protection file of any pupil leaving to join another school;
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interest of the child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel where necessary;
- annually review the policy with the Head of School;
- ensure parents are aware of this policy through uploading it to the school website;
- respect parents and children's need for privacy;
- when making a referral, share all information with parents unless it places the child at risk.

The Nominated Governor will:

- ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and Local Safeguarding Children Board procedures;
- take responsibility for the oversight of procedures relating to handling allegations against school personnel and volunteers;
- take responsibility for taking action according to Local Authority procedures where there are allegations against the Head of School or Executive Head Teacher;
- ensure recruitment of school personnel and volunteers is in line with the Safer Recruitment Policy;
- Undertake safeguarding training at relevant intervals.

Pupils should be made aware of:

- basic safeguarding procedures in school such as visitors signing in and wearing visitors' badges;
- how to assess risk for themselves;
- how to keep themselves safe;
- the opportunities they have to express their feelings and opinions about safeguarding issues;

- their role in helping to make and implement policy.

Parents:

- are asked to work hard with the school to establish excellent home-school relationships;
- are aware that we have a responsibility for the welfare of our pupils;
- are aware that we have a responsibility to involve social services if we have any concerns about a child;
- are aware they will be informed of our actions;
- are asked about safety of children when they are in school;
- know who to talk to if they have any concerns;
- feel their views are listened to and acted upon.

6. Responding to a child making an allegation of abuse - See Appendix A

- Stay calm, listen carefully to what is being said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets
- Allow the child to continue at his/her own pace
- Ask questions for clarification only and at all time avoid asking leading questions.
- Reassure the child that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- Immediately record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Use the green form 'Safeguarding Incident/Concern form' to record what has been shared.
- Where the allegation involves physical abuse and the child shares that they have visible marks, complete the 'Body Map' form and attach this to the green 'Safeguarding Incident/Concern form'
- Ensure that all forms are fully completed and passed immediately to your Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in her absence located as follows:
 - Lucy Childs (Designated Safeguarding Lead – Head of School Office)
 - Tom Lynch (DHT) – Leadership office on UKS2 corridor
 - Tanya Knight (Leader of Pastoral Care) – Mentor office on UKS2 corridor
 - Kate Law (Inclusion Leader) – SEN office on UKS2 corridor

After a child has disclosed abuse, the Designated Safeguarding Lead should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

Concerns relating to a member of the school staff or other person in a position of trust

Please also refer to the Whistleblowing policy

7. Responding to Allegations of abuse against a member of staff, other worker or volunteer

The Bexley LSCB procedures on allegations against school staff, other workers or volunteers will be followed in all such cases. It is available on the school portal and the Bexley LSCB website.

It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in the school has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or

- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

The Head of School will liaise directly with the Executive Headteacher and contact will immediately be made with the LADO (within 1 working day) discuss the situation. The LADO who has overall responsibility for the management of allegations to agree a course of action. See Appendix C regarding the role of the LADO.

Any allegation that meets the threshold for ‘significant harm’ or ‘risk of significant harm’ will be reported to police and social care for investigation. Investigations may have three related, but independent, strands:

- Enquiries and assessment by Children’s Social Care (CSC) regarding whether a child is in need of protection or in need of services;
- A police investigation into a possible criminal offence;
- Consideration by the employer of whether disciplinary action is necessary.

The following definitions should be used when determining the outcomes of investigations:

- Substantiated - there is sufficient evidence to prove the allegation
- Malicious - there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False - there is sufficient evidence to disprove the allegation
- Unsubstantiated - there is insufficient evidence to prove or disprove the allegation

Allegations against a teacher no longer working at the school will be referred to the police.

In the event that an employee is dismissed from their post because of a safeguarding concern, the employer has a statutory duty to refer the employee to the Disclosure and Barring Service (DBS) for consideration as to whether barring the employee from working with children is appropriate.

Suspension: Suspension should not take place without careful thought and consideration being given to other suitable alternatives, such as a transfer of duties or additional supervision. Suspension is a ‘neutral’ act that does not imply innocence or guilt and is designed to give the employee the right to representation and protects both parties (adult and child) until the matter is resolved. The decision to suspend remains solely with the employer but they should consult the LADO and other senior managers in making their decision.

Records - Details of allegations that are found to have been malicious or deliberately invented should not be retained on personnel records. A clear and comprehensive summary of all other allegations made, a chronology of events and decisions reached will be kept on file at least until normal retirement age, or for 10 years if that is longer. This applies even if the person leaves. The purpose of this record is to:

- provide clarification in cases where a future DBS check reveals information from the Police that an allegation was made but did not result in a prosecution or conviction;
- enable an accurate response to be given to any future request for a reference;
- prevent unnecessary re-investigation if allegations resurface after a period of time.

Responding to Allegations of abuse against another pupil

After a child has disclosed abuse by another child (with particular reference to sexually harmful behaviour), the designated teacher should make a referral to Children’s Social Care in line with the ‘*London Child Protection Procedure*’. This is also the case when there is a suspicion or an allegation of a child:

- Having been seriously physically abused or being likely to seriously physically abuse another child;
- Having been seriously emotionally abused or being likely to seriously emotionally abuse another child;
- Having harmed another child.

Please see the Peer-on-Peer Abuse Policy

8. The referral process

The referral should be made to Children's Social Care in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Social Care Department in that borough (see Appendix B for contact details). In Bexley referrals are made to the Children's Social Care department. Some pupils at Belmont are designated as disabled and therefore referrals should be made to the disabled children's service. A telephone referral should be made and confirmed in writing using Safeguarding Incident/Concern form'

- When making a referral, the designated teacher should keep a written record of:
 - Discussions with child
 - Discussions with parent/s
 - Discussions with staff
 - Information provided to Social Care
 - Advice given and decisions taken (clearly times, dated and signed).
- Children's Social Care should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days.
- Following referral, Children's Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the Designated Safeguarding Lead.

9. Recruitment and appointment of workers and volunteers

Refer to standard recruitment and appointment policy for staff recruitment. In recruiting and appointing workers we, *Belmont Academy*, will be responsible for following London South East Academies Trust HR Service, Recruitment and selection guide for schools. A summary of pertinent points follows:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- Draw up the Selection criteria and put together a list of essential and desirable qualifications, skills and experience.
- All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience.
- We will make sure that we measure the application against the selection criteria
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them "substantial, unsupervised access on a sustained or regular basis" to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that your applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly.
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport & proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates for a job.
- We will have at least two people from our organisation on the interview panel one of whom must have successfully completed safer recruitment training.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary we will also try and follow up written references with a telephone call.

- The same principles apply to ex-pupils who have been involved with the organisation and have become volunteers.
- We will ensure that we are compliant with all the requirements of the new Disclosure and Barring service (DBS*). We will ensure that all new members of staff are registered with the ISA and that all existing staff are registered. (*The CRB and ISA have now merged into the DBS; as such CRB checks are now called DBS checks.)
- When using supply teachers, the school will ensure that the agency has undertaken appropriate checks. The supply teacher will be asked to provide evidence before they start work in the form of two types of identification such as their photographic ID as well as a letter (from the agency).

In recruiting and appointing volunteers we, Belmont Academy, will be responsible for the following:

- All volunteers will be asked to provide a brief written application confirming their details, experience, etc.
- All regular volunteers who undertake regulated activity complete an enhanced DBS check. The school will carry out a risk assessment with regard to any volunteer not engaging in regulated activity according to guidelines specified in KCSIE 2020.
- References are sought for all volunteers. It is acknowledged that this may not be from an employer but can be a personal reference.
- All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.
- Volunteers may encompass visiting speakers to the school such as librarians, authors and companies that lead workshops. The information shared by these visitors will be disclosed to a member of the Senior Leadership team prior to the event taking place to ensure that the content is age appropriate and does not present risk or harm to pupils. Any presentation will be made in the attendance of teaching staff and senior leaders who will assert their own judgement in line with this policy to stop any speaker who they deem to be sharing inappropriate content.

Further information regarding work experience students to be supplied by their place of work/college/school

10. Supervisory arrangements for the management of Belmont Academy out of school hours activities.

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines in line with the school's Safer Working Practices Policy and Code of Conduct:

- Written consent from a parent or guardian will be obtained for every child attending our activities.
- The club will keep a register of all children attending our activities.
- We will keep a register of all staff / outside providers (both paid staff members and volunteers).
- Where applicable, all clubs independent of the school must have their own child protection policy & procedure in line with the school's
- The club will take a register of the pupils attending that session and give a copy to the school.
- The after school Safeguarding leader will be present to check attendance of pupils at clubs within 30 minutes of the start of the clubs and will notify parents/ carers of any pupils that were present in school and signed up for a club but have not attended.
- Where possible staff / outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful. A member of the safeguarding team is available to provide support as and when necessary.
- Staff / outside providers should not be alone in a closed room with a child.

- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed.
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child are left alone.
- All team members should treat all children with dignity and respect in both attitude language and actions.

Student who go missing on / off school site:

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. Procedures are in place if a student should go missing in / out of school (see *Appendix G*).

11. Education of students through Personal Social Health & Economic (PSHE) and Assemblies:

Students are encouraged to safeguard themselves and are educated on the use of drugs and alcohol, and in appropriate sex and relationships and through e safety through the schools provision of PSHE programmes and Assemblies.

12. Safeguarding of Vulnerable Pupils:

Safeguarding of vulnerable pupils is paramount at Belmont Academy and we therefore take into account difficulties experienced by the pupils with regard to their safety whilst navigating the school site. This includes how they move around before and after school times, break times and lunch times. The school is committed to supporting our vulnerable students in many ways and this includes the provision of and access to

- Child and Adolescent Mental Health Services (CAMHS): Vulnerable students that are suspected to have mental issues will be referred to CAMHS for assessment.
- Services for disabled children, young people and families: Disabled students who are in need of emotional and social support will be referred to the appropriate support agencies.

Additional vulnerabilities for 'Looked After Children'

At Belmont Academy, we have a 'Designated Safeguarding Lead for Looked After Children' who has appropriate training to promote the educational achievement of children who are looked after. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff and volunteers have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, we ensure that appropriate staff have the information they need in relation parents or those with parental responsibility. We also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The 'Designated Safeguarding Lead for Child Protection', through the 'Designated Safeguarding Lead for Looked After Children', have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. To a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth.

Individual Pupil Plans and Additional Support Plans (Behaviour support):

This includes strategies that help to prevent safeguarding issues in school such as:-

- Positive physical intervention when necessary
- Behaviour interventions
- Specific strategies for individual students such as identifying who pupils can talk to about their concerns. What they can do in times of high anxiety. Learning Mentor that sweeps up behaviours

- Pupils with 1:1 Teaching Assistant support
- Sensory integration (where and when necessary)

I3. Individual Risk Assessments:

Children in the school; especially those with complex additional needs will be assessed individually to ensure that their safeguarding needs are met. Given the behaviour of some students, the level of risks differ. In addition, there might be risks assessments attached to a student specific to locations.

Behaviour and discipline and Exclusions:

Any pupil who causes physical harm, sexual harassment or persistent bullying will be dealt with through the schools behaviour management policy. Our policy is that any pupil who physically or sexually harasses others may be excluded.

I4. Management of Children with Child Protection Plan:

- If a child is subject to a Child Protection Conference, the Designated Safeguarding Lead or member of the DSL team will attend the conference to share any relevant information.
- If the child has a Child Protection Plan, the DSL is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends Child Protection Conferences and all Core Group Meetings
- Information will be shared with staff on a need to know basis but key personnel working with child should have sufficient information to support them in their work with that child.
- If a child with a Child Protection Plan has an unexplained absence from school the DSL will inform the Social Worker.

Support and Training of staff and volunteers

- New staff receive a safeguarding briefing from the DSL as part of their induction and a clear and concise leaflet explaining the process of raising concerns relating to the safety of a child.
- All staff access child protection training to enable them to identify and recognise signs of abuse and raise their concerns appropriately.
- All staff access this training on an annual basis.
- Designated Safeguarding Leads will attend multi agency training run by the Bexley LSCB annually and supplement this training with DSL or deputy DSL training to support them in their role.
- All record of staff safeguarding training are kept by the school office.
- In addition to this Policy, staff must have read the Part One of the 'Keeping Children Safe in Education (September 2020) and the 'School's Staff Code of Conduct' (which they sign and agree to), Peer-on Peer abuse policy, confidentiality policy, PREVENT strategy and the E-Safety policy. E-Safety training for all children, parents, staff and Governors and the PREVENT training for all staff have already taken place.

I5. Record Keeping

- Department of Education guidance says that the Designated Safeguarding Lead should keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.
- Belmont Academy maintains a chronological record for concerns.
- If a child transfers to another school or other educational establishment, the Designated Safeguarding Lead should forward the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked '**confidential, to be opened by**

addressee only. Electronic filing should be sent under a protected password system agreed by the recipient.

- The Designated Safeguarding Lead should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a pupil who has ceased to become of compulsory school age should be archived and catalogued.
- The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

Confidentiality

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

- The Head of School or Executive Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.
- However, 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 well-being or that of another.
- We will always undertake to share our intention to refer a child to Children's 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 Bexley Safeguarding Children Service on this point. Please also refer to the Confidentiality policy

16. Information Sharing and working together with parents/carers

When considering sharing information the staff will consider the seven golden rules:

1. Remember that the General Data Protection Regulation 2018 is not a barrier to sharing information, it provides the framework.
2. Be open and honest with the person from the outset about how information may be shared.
3. Seek advice, do not fail to share information because you are unsure what to do.
4. Share with consent where appropriate & respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared.
5. Consider safety and well-being of the child and base information sharing decisions on this.
6. Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure. Ensure any third party or hearsay information is identified and that you have consent to share it.
7. Keep a record of your decision and reasons for it. Record what you have shared, with whom and the purpose.

Working together with parents / guardians to better safeguard children:

To better safeguard children, parents / carers will be asked to agree to an Information Sharing Protocol so that the school can liaise with other agencies involved. The school will also inform parents /carers (unless to do so could put the child at greater risk of harm), if their child is referred to another agency.

Schools have a statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children both in and out of school. As part of our admission arrangements parents and guardians are given, and are required to sign, the following statement in respect of disciplining their children:

17. Safer working practice for staff

• Interviewing Pupils

All staff, male or female, should be aware of the potential risks regarding, for example false allegations that may be made against them. The school has a staff handbook that provides information regarding for example interviewing or working with pupils alone and the care that must be taken. All staff try to ensure that they are not in a compromising position where allegations can be made against them.

Suggested protective measures to consider:

- Ask another person (teacher or pupil's friend – as appropriate to the content) to sit in on the interview:
- Sit in a room where it is possible to be observed through a window or glass-panelled door:
- Do not close the door of the room, if you are not clearly visible from outside the room.

• Transporting Pupils

Situations occasionally arise, which requires a member of staff to take a pupil home or transport them in their own car. Staff are aware of the risks involved in this and undertake a risk assessment. All pupils being taken home are agreed by a member of the senior leadership team. All decisions taken regarding transporting pupils in staff cars take account of the safety of both pupils and staff and particularly in regard to false allegations being made against staff. As much as possible we will ensure that no staff member will be left alone with a pupil in this situation. Similarly when transporting pupils in school or hired transport the same procedures are adhered to.

• Use of Technology

All staff must read the school e-safety policy and sign the e-safety agreement. This forms part of all new staff induction.

All staff in our school will use technology to support and promote the learning and welfare of the children. However certain safeguards should be remembered:

- Mobile phones - Staff will NOT give any child their personal mobile phone number and will not contact the child on the child's mobile phone either by voicemail or by texting without the consent of the parent and in line with the school's policy in respect of use of mobiles. Staff should not use a mobile phone in the presence of school pupils and pupil areas of the school site unless it is an emergency. All mobile phones should be stored in lockers and secure drawers and only used in the designated staff areas. Staff should not show pupils any image or text on their phone; especially any content which is online. In relation to photographs, staff **must not** use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school. Staff will have an absolute commitment to seek advice from a senior manager regarding any situation that may be capable of being understood as inappropriate.
- Staff will ensure Bluetooth is disabled when on school premises on all their personal mobiles and laptops
- Communication by email should only be through the school's email system and personal emails must not be shared with children. Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but must use official email and networking sites sanctioned by the school. Staff should be extremely careful in their personal use of social networking sites and must not discuss school business or any issues relating to pupils.
- Use of Internet: Staff will NOT access or expose children or young people to unsuitable material on the internet. Staff will ensure that they follow e-safety standards about access to and use of the internet and be mindful of the Teacher Standards. The Headteacher will have the final decision on whether a member of staff has behaved in an inappropriate or unprofessional manner.

Examples of inappropriate conduct might include

- Participating in chat rooms with pupils,
- Use of a social media site such as Facebook or Twitter to communicate with pupils,
- Text-messaging.
- The promotion of non-school activities such as outside clubs and organisations or
- Sending emails that are not directly related to the pupil/teacher relationship and specifically relating to school business.

18. E-Safety in Belmont Academy

Most young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of E-Safety do arise as some students use the technologies negatively.

- We realise that some children in Years 5 and 6 travel to school independently and parents like them to bring a mobile phone to be sure of their safety. In this instance pupils are required to switch off their mobile phones at the school gate and store their phone in a locked cupboard in the school office.
- Use of mobile phones on school premises is not permitted to anyone.
- In Belmont Academy, we have a robust filter for the internet and a system for monitoring
- The school is committed to working within the Bexley LSCB Combating Bullying Strategy
- E-safety training is held for all staff, governors, pupils and parents at least annually. Staff will sign an agreement to show they are committed to the expectations laid out in the policy.

Please refer to the Behaviour Management Policy, Anti-bullying Policy and E-Safety Policy

Use of physical intervention

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place.

A “limited touch” policy is in place as 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries

Please refer to guidance in the Behaviour Management Policy

Use of Physical Intervention

See Behaviour Management Policy which includes information on physical interventions including restraint

- There are times when restrictive physical intervention is required for example to prevent another pupil or a staff member being hurt, or to prevent a pupil from harming themselves such as by running into the road
- Section 93 of the Education and Inspections Act 2006 enables school staff to use ‘reasonable force’ to prevent a pupil from :

- a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil) ;
- b. causing personal injury to , or damage to the property of, any person (including the pupil himself) ; or
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

The school will make use of the powers to search pupils for items that the school deems as banned because they may cause pupil harm, pose a safeguarding risk, or prevent the maintenance of good order and discipline, e.g. mobile phones, articles intended for use against another person.

19. Whistle blowing

Staff should be aware that children may feel unable to express their concerns in an environment where staff fail to do so on their behalf. All staff should therefore feel free to voice concerns about the attitude, comments and actions of their colleagues in accordance with the council's whistle blowing policy.

Please refer to the Whistleblowing Policy

Equality Statement

Belmont Academy is committed to promoting equality and prevent discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

20. Commitment of the Governing body of Belmont Academy

The governors of Belmont Academy are committed to safeguarding practices, which protect children from harm. This commitment is shared by the staff and volunteers of Belmont Academy. We accept and recognise our responsibilities to develop awareness of the issues, which cause children harm. We are supported by London Borough of Bexley in all child protection matters.

We have accepted this policy and will implement it. As part of our commitment, we, the governing body of Belmont Academy, will ensure that this Safeguarding and Child Protection Policy is reviewed on an annual basis. We will also make child protection a standing agenda at all of our meetings and monitor this Policy by replying to reports, from the Head of School and staff, tabled at Full Governing Body meetings.

This policy should be given to all new employees and made freely available to all staff, parents and carers.

ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

Staff have concerns about a child and take immediate action. Staff follow their child protection policy and speak to the Designated Safeguarding Lead or in her absence, a Deputy DSL.

School action

Other agency action

Referral not required, school takes relevant action, possibly including early help (2) and monitors locally

Referral (3) made if concerns escalate

Designated Safeguarding Lead or staff member makes referral (3) to Children’s Social Care (and call Police if appropriate).

Within 1 working day, Social Worker makes a decision about the type of response that is required.

Child in need of immediate protection:
Referrer informed

Section 47 (4) enquiries appropriate:
Referrer informed

Section 17 (4) enquiries appropriate:
Referrer informed

No formal assessment required:
Referrer informed

Appropriate emergency action taken by Social Worker, Police or NSPCC (5)

Identify child at risk of significant harm (4):
Possible child protection plan

Identify child in need (4) and identify appropriate support.

School considers early help assessment (2) accessing universal services and other support.

At all stages, staff should keep the child’s circumstances under review and re-refer if appropriate, to ensure the child’s circumstances improve – the child’s best interests must always come first.

- (1) In cases which also involve an allegation of abuse against a staff member, see Part 4 of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of Working together to Safeguard Children provides detailed guidance on the early help process.
- (3) Referrals should follow the local authority’s referral process. Chapter One of Working together to Safeguard Children.
- (4) Under the Children’s Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of Working together to Safeguard Children.
- (5) This could include applying for an Emergency Protection Order (EPO)

Belmont Academy safeguarding incident/concern form. This form is green in colour and is found in the main school office, staff room, leadership room and kitchen by the HOS's office. It must be used by any staff member who has received a disclosure from a child or has a concern about a child's safety.

**BELMONT PRIMARY SCHOOL
SAFEGUARDING INCIDENT/CONCERN FORM**



This form is to be completed by any member of staff logging a concern about a child's safety and welfare.

On completion, it must be passed immediately to the Designated Safeguarding Lead or in their absence, a Deputy Designated Safeguarding Lead.

Pupil's Name:	Date of Birth:
Year Group/ Class:	
Date and Time (of writing):	
<p>Record the incident/concern factually and verbatim: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)?</p>	
<p>Any other relevant information (previous concerns, witnesses, any other contextual information).</p>	
<p>Name of person who completed the form:.....</p> <p>Job title:</p> <p>Signature:</p>	

**BELMONT PRIMARY SCHOOL
SAFEGUARDING INCIDENT/CONCERN FORM**



TO BE COMPLETED BY A DESIGNATED SAFEGUARDING OFFICER ONLY

Name of DSL:					
Time form received:					
Any other relevant information obtained following original incident/disclosure (see overleaf):					
Next steps taken (onward referrals):					
Referred to MASH/Front Door Team		Parents informed		No Further Action taken	
Social worker informed (if already under Social Care)		Police informed (if deemed necessary or advised to by MASH)			
Note actions from onward referral(s) including name, position and contact details of anyone to whom the information was passed to:					
Any further additional information:					
Signature of DSL:					

Appendix B

For general queries about Safeguarding or to arrange training:

Contact	Numbers	Further information
Bexley Children's Social Care	020 8303 7777	Anytime
Safeguarding Service	020 3045 3260	

In case of a concern about a child's/young person's safety, wellbeing or abuse of a child

Contact	Numbers	Further information
Disabled Children's Service	020 3045 3600	9:00 – 5:00 pm
Front Door Team MASH Team	020 3045 5442 020 3045 5438 020 3045 5431	Referrals for new referrals only, e.g. student not already allocated to a named Social Worker
Adult Social Care – central	020 3045 5159	For referrals for 18+
Bexley Emergency Duty Service	020 8303 7777	Outside of office hours including weekends
Local Authority Designated Lead (LADO)	020 3045 5543	Rozelle Uter LADO@bexley.gov.uk Childrens.triageteam@bexley.cjsm.net
Bexley LSCB Simon Deakin (Business Manager)	020 3045 4125	
Bexley LSCB		www.bexleylscb.org.uk
NSPCC	08088005000	www.NSPCC.org.uk
Police Child Abuse Investigation Team	020 7230 3619	8:00am – 6:00pm or calls outside of these hours should be made to 999 or 101

In the case of allegations against staff:

Contact	Numbers	Further information
Alison Higham LSEAT HR	Alison.higham@lsec.ac.uk 020 3954 4922	
Local Authority Designated Lead (LADO)	020 3045 5543	Rozelle Uter LADO@bexley.gov.uk Childrens.triageteam@bexley.cjsm.net

School community easy reference prompt:

Concern relating to Female Genital Mutilation (FGM)	School DSL or Deputy DSL or Police on 999/101 Project Azure – 020 7161 2888 or scd5mailbox-azure@met.police.uk or Direct referral to Social Care on 020 8303 7777
Concern relating to PREVENT (extremism or radicalisation)	School DSL or Deputy DSL or Counter terrorism helpline/email Counter.extremism@education.gsi.gov.uk 020 7340 7264 Police – 999/101
Concern relating to Child Sexual Exploitation (CSE)	School DSL or Deputy DSL or Police – 999/101 www.ceop.police.uk Direct referral to Social Care on 0202 8303 7777
General safeguarding concern relating abuse	School DSL or Deputy DSL or Direct referral to Social Care on 0202 8303 7777
NSPCC Whistleblowing Helpline	0800 028 0285

Appendix C

THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the LADO is set out in the HM Government guidance Working Together to Safeguard Children (2013). Chapter 2 (under Organisational responsibilities) paragraph 4 outlines the procedures for managing allegations against people who work with children.

The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

In Bexley, the LADO heads the Safeguarding Children Service which offers members of the public and other professionals specialist advice, support and guidance about:

- Child protection (safeguarding) advice
- Issues regarding children looked after by the Council
- Concerns regarding the behaviour of professionals or volunteers who work with children

The Safeguarding Children Service has responsibility for convening and chairing Initial and Review Child Protection Conferences.

The service maintains a list of children subject to a child protection plan: thought to be at risk of significant harm in the borough, and works to ensure that child protection plans are made and implemented on their behalf.

In addition to chairing child protection conferences, the Safeguarding Children Officers chair complex strategy meeting such as

- Where an allegation has been made against a professional or volunteer who works with children
- Children at risk of sexual exploitation
- Looked after children who abscond from their placement

(culled from http://www.nspcc.org.uk/Inform/cpsu/helpandadvice/organisations/lscbs/lado_wda68916.html and <http://www.bexley.gov.uk/index.aspx?articleid=4686>)

In October 2019 the LADO for Bexley is Rozelle Uter

Email: rozelle.uter@bexley.gov.uk

Email: LADO@bexley.gov.uk Tel: 020 3045 5645 (LADO Admin)

Appendix D

MAKING CONTACT WITH OTHER AGENCIES

Where there are urgent child protection concerns, the Bexley Safeguarding Children's Board (BSCB) policy and procedures should be followed ([London Safeguarding Children Board](#)). Situations where there is immediate risk of significant harm to a child or young person should be referred directly by telephone to **0208 303 7777** including out of hours, followed by the referral form which should be sent to childrensocialcare.admin@bexley.gov.uk or childrensocialcare.admin@bexley.gcsx.gov.uk

If there are no immediate child protection concerns **referrals should be made to the Bexley front door service on 0203 045 5440** Send or Deliver to the Front Door

childrensocialcare.admin@bexley.gov.uk

childrensocialcare.admin@bexley.gcsx.gov.uk

FAX: 02030455445

The Children and Families Front Door will assess the referral using the 'Continuum of Need' document and may:

- Refer back for further information or suggest alternative responses including signposting to other agencies
- Refer to Thriving Families (TF) for further assessment (where children or young people's needs can be met by a multi-agency response)
- Refer to Children's Social Care for further assessment (where children or young people may be at risk of, or are, suffering significant harm).

Appendix E

‘Checklist’ for the signs & symptoms of Female Genital Mutilation (FGM)

Signs and symptoms

Below are some indications that FGM may be planned, these statements in isolation do not prove FGM will happen but they are indicators for further investigation to exclude the risks of FGM:

1. Parents from practising communities state that they or a relative will take the child out of the country for a prolonged period;
2. A child may talk about a long holiday to her country of origin or another country where the practice of FGM is prevalent, including African countries and the Middle East;
3. A child may confide to a professional that she is to have a ‘special procedure’ or to attend a special occasion;
4. A professional hears reference to FGM in conversation, for example a child may tell other children about it;
5. A child may request help from a teacher or another adult;
6. Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
7. Any female child who has a sister who has already have undergone FGM must be considered to be at risk, as must other female children in the extended family.

Indications that FGM may have already taken place include:

1. A child may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
2. A child may have difficulty walking, sitting or standing;
3. There may be prolonged absences from school;
4. A prolonged absence from school with noticeable behaviour changes on the girl’s return could be an indication that a girl has recently undergone FGM;
5. Professionals also need to be vigilant to the emotional and psychological needs of children who may / are suffering the adverse consequence of the practice, e.g. withdrawal, depression etc;
6. child may ask for help or confide in a professional;
7. A child requiring to be excused from physical exercise lessons without the support of her GP.
8. Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain.

**culled from BSCB FGM Multi-agency Guidance 2011*

Appendix F

Services for disabled children, young people and families

Bexley SNAP

Range of support services to disabled children and their families. Includes: out of school clubs, playschemes and youth facilities, Buddy scheme, swimming, football and sports activities, a siblings group, parenting support, counselling, drop-in's, workshops, newsletters and social activities.

Tel: 020 8311 6777 **Website: www.bexleysnap.org.uk**

Little Stars (School for Parents)

A pre-school teaching programme for disabled children and their parents/carers. Based on conductive education to promote physical development and a strong partnership between parents, children and professionals.

Tel: 020 8311 6777 **Website: www.littlestars-sfp.org**

Bexley Mencap

Advice & Support for children and adults with learning disabilities. Includes a Family Support Service, Advocacy Service and an Inclusive Play Group for Under 5s.

Tel: 020 8303 6336 **Website: www.bexleymencap.org.uk**

Whizz Kidz

Provide disabled children and young people with vital mobility equipment, opportunities to meet and have fun, and training to help them gain skills and look forward to a bright future.

Tel: 020 7798 6124 **Website: www.whizz-kidz.org.uk**

Bridging the Gap

Support and advice for adults on the autistic spectrum and their carers families and friends. A monthly evening social club open to everyone mentioned. Information drop-in day time and evening once a month.

Tel: 020 8302 2890

Crossroads Care

Provide a range of support services for children with disabilities including personal care, assistance with mobility, peg feed, cough assisting etc. Support packages are tailored to individual needs and can be offered within the home.

Tel: 01322 336086 **Website: www.crossroadscarebexley.org.uk**

MCCH

Offer short breaks, respite and holiday provision for children and young people with disabilities including autism, Asperger syndrome and other complex needs.

Tel: 01322 341162 **Website: www.mcch.co.uk**

Carers Support & Parents Power

Provide information, support and breaks for families providing a carer role to their child. Also provide a support service 'Parents Power' where the child is the carer for the parent.

Tel: 020 8302 8011 **Website: www.carerssupport.org**

JMF

Support groups and holiday projects for children and young people with Autism, Asperger Syndrome, ADHD and Dyspraxia.

Tel: 020 8310 5885 **Website: www.jmfsupportgroup.co.uk**

Bexley Moorings

Provide one-to-one befriending and group support programmes to children and young people, including those with learning difficulties & disabilities and those in a caring role.

Tel: 020 8300 9742 **Website: www.bexleymoorings.co.uk**

Bexley & Bromley Advocacy

Provide advocacy services for disabled people to ensure they have a say in their lives

Tel: 020 8300 9666 **Website: www.bbadvocacy.org**

Bexley NAS (National Autistic Society)

Local support for children with autism, their parents and carers

Tel: 020 8302 9232 **Website: www.nas.org.uk**

Smiley Ark

After school and holiday playscheme, able to support small numbers of disabled children and young people with mild to moderate additional needs

Tel: 07956 263531

Active Horizons

Run the 'Bridge Project' – an innovative youth project for disabled BME (black minority ethnic) people to play a leading role in the community through activities.

Tel: 020 8310 5481 **Website: www.activehorizons.org.uk**

Noahs Ark

A soft play centre that is fully accessible to disabled children for fun and activities

Tel: 01322 555059 **Website: www.noahsarksoftplay.co.uk**

Portage

A home teaching service for pre-school children with special needs and their families.

Tel: 020 8320 6617

Family Fund

Gives individual grants to families with severely disabled child under 17 years to enable them to have choices and opportunity to enjoy ordinary life

Tel: 0845 130 4542 **Website: www.familyfund.org.uk**

Ellenor Lions Foundation

Providing clinical care to around 80 children with life-limiting and life-threatening illnesses and their families 24 hours per day (also run a youth support group and 'sleepovers')

Tel: 01474 538524 **Website: www.ellenorlions.org**

Bexley Deaf Centre

Offer support services to deaf children and their families

Tel: 01322 351122

Inspire

Providing services for disabled people including, equipment demonstrations, advocacy, information, support with direct payments, Transport advice including blue badge, support for young people, disabled parents and carers

Tel: 01322 341638 **Website: www.inspirecommunitytrust.org**

Brierly Chalet

Fully accessible subsidised chalet in Pagham on the south coast, is suitable for disabled children and their families in Bexley. Book through Bexley SNAP.

Tel: 020 8311 6777 **Website: www.bexleysnap.org.uk**

Homestart

Support for families under stress who have a child under 5 years. Also run a drop-in at West Street Children's Centre, Tuesday's term time.

Tel: 020 8302 8119 **Website: www.homestartbexley.50megs.com**

Howbury Friends

Activities for children and families in the north of the borough – based at the Howbury Centre in Slade Green

Tel: 020 8316 0775 **Email: melaniehudson@btinternet.com**

Dyslexia Association

Advice, information and support for any family member who has dyslexia.

Tel: 020 8316 0775 **Website: www.dyslexiawise.co.uk**

Appendix G

GUIDELINES IF A STUDENT GOES MISSING

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure safety and well-being.

If a student goes missing in school

- Registers are taken at the beginning of every lesson (in the seniors and in the juniors when a non class tutor takes the class) using SIMs this will enable staff to identify any pupils who are missing (marked as present in school but not in the lesson)
- Pupils in interventions will have the register taken by the intervention leader
- The class TA will immediately go and look for the pupil
- The behaviour mentor should be contacted to request support in looking for the pupil
- If the pupil is not found within 10 minutes then a member of senior staff should be notified.
- One member of staff must circumnavigate the grounds
- One member of staff must search all rooms inside the building particularly places where pupils are known to hide.
- Members of staff should start to search the local area around the school
- If the student remains missing for 20 minutes, we will assume that they have left the site and work within the guidance below. Parents will be contacted and the Police will be contacted.
- If they are found on site all people searching will be informed.

If a pupil leaves the school site

- Belmont Academy is a secure site and pupils cannot exit the site without climbing high fences. The reception area is secure.
- If a pupil is seen leaving the school site they should be immediately followed and kept in sight
- A message should immediately be passed to a senior member of staff to manage the incident.
- The school office will immediately notify parents and 2 way communication will be maintained until the pupil is safe.
- The police will; be notified if a pupil leaves the school site.
- A risk assessment will be taken by the member of staff following/ looking for the student about whether the pupil is at risk of injury and will physically restrain the pupil if appropriate e.g. the pupil is not independent travel trained and is heading toward a main road or about to climb onto an unsafe area.

If a student goes missing on an educational visit,

- A class risk assessment will be undertaken for all educational visits and logged on the Evolve system, this will have identified potential risks and strategies to minimise the risk. The following procedure is in emergency situations
- Ensure all staff are aware of these procedures.
 - On outings, always take a mobile phone leaving the number of the phone you have taken with the school office along with the list of pupils on the trip
 - Ensure that the school has the numbers of any other phones you have on the visit and make sure these are **ON**.
 - Do not hesitate to alert school when there is a problem.
- Dependent on the age and communication skills of the students it may be appropriate for pupils to carry some form of school identification. This should be a high visibility jacket with Belmont written on it.

If a pupil is suspected to be missing

- Gather other students together
- Allocate staff to search immediate area and alert local security if available.

If a student is missing for more than 20 minutes,

- Contact school to say what has happened and what measures have been taken
- Ensure that there is good two way communication established with a range of phone lines
- Notify the police / security.
- School alert parents and keep communication lines open with them.

If a student continues to stay missing,

- Send other students accompanied by staff back to school (if possible), in bus, cabs asking school to send transport, and additional staff to help search.
- School alert London Borough of Bexley Deputy Director for Children and Young Peoples services.
- School alert local police.

After the incident Head of School should investigate and evaluate the incident in order to learn from the situation and to ensure that the best possible action was taken or to make changes to improve practice.

Appendix H

Pupils with Court Order or restrictions on parent contact

Whoever is advised or becomes aware of the existence of a Court Order restricting parental contact should advise the pupil officers. This is also the case where parent/carer makes a specific request whether or not a Court order is in place.

The Office Manager will investigate to check that the information/request is legitimate. This will be done by ensuring that the Court Order is viewed or verified by a Social Worker/Police.

The Office Manager will take appropriate further action;

- a. If request is upheld they need to
 1. put the information in SIMS – User-defined field- Parental Restrictions.
 2. Put the information on the Monday briefing notes
 3. Alert the Reception staff of the situation

- b. If the request is found not to be legitimate
 1. The pupil officer will notify a member of SLT who will advise the Parent/carer that we will not be complying with their request.
 2. The staff member originally giving the information, class tutor and Receptionist will be advised.

Any staff member needing to know what restrictions to parental contact are in place can find this information via SIMS- Reports-Student lists-general student list This produces a list of all pupils in the school.