# Safeguarding and Child Protection Policy

**Inspire ~ Nurture ~ Flourish**

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## Definition of Safeguarding and Child Abuse and Risk Factors

Safeguarding, as defined by the Children Act 2004, and the government's guidance document 'Working together to safeguard children' can be summarised as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It includes issues such as:

- bullying, including cyber-bullying
- child sexual exploitation
- domestic violence
- drug and substance misuse
- educational visits
- e-safety
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage or so-called 'Honour-based' violence
- gangs and youth violence
- gender-based violence/violence against women and girls (VWAG)
- harassment and discrimination
- intimate care
- management of contractors
- management of visitors
- meeting the needs of pupils with medical conditions, including mental ill-health
- poor parenting, particularly in relation to young children
- child criminal exploitation e.g county lines
- private fostering
- providing first aid
- pupils' health and safety
- racist, disability and homophobic or transphobic abuse
- preventing radicalisation and/or extremism (the 'Prevent Duty')
- school security, taking into account the local context
- self-harm
- sexting
- teenage relationship abuse
- peer on peer abuse
- up-skirting
- trafficking
- use of physical intervention
- other issues which may be specific to a local area of population e.g. gang activity

Child abuse is defined within four categories:

**Emotional abuse** is the persistent emotional maltreatment of a child.

**Physical abuse** involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illness.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities.

**Neglect** is the failure to meet a child's physical and/or psychological needs.

Fuller definitions may be in 'Keeping Children Safe in Education' (KCSE) Part 1: Information for all school and college staff. Annex A contains important additional information about specific forms of abuse and safeguarding issues. Staff who work directly with children should read this annex.

### 1.1 High-risk factors

Staff are vigilant to the needs of children who may be especially vulnerable due to high-risk factors such as those who have or whose families have complex needs. Other high risk factors include:

- Children with a special educational need or disability;
- Children with social, emotional or mental health needs;
- Children who are or have been in care;
- Parental substance misuse;
- Parent/s with learning difficulties;
- Parent/s with poor mental health;
- Families with past history of childhood abuse;
- Families in poverty/reduced financial circumstances;
- Families where there is domestic violence;
- Children/Families that face racism or other forms of social isolation.

There are specific risk factors for Female Genital Mutilation (FGM) see Appendix 2

## 2. Aims, Purpose and Application of the Policy

Belmont Primary School is committed to ensuring that children are effectively safeguarded from the potential risk of harm and that the safety and well-being of the children are of the highest priority in all aspects of the School's work. In addition, it aims to create a culture of vigilance and maintain an ethos whereby staff, pupils, parents and governors feel able to articulate concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

**This Safeguarding and Child Protection Policy applies to all adults, including volunteers, working in or on behalf of the School and it is expected that everyone working in or for our School, shares the responsibility to keep children safe from harm and abuse.**

We aim to:
- ensure that all stakeholders are aware of and take seriously their responsibility to promote and safeguard the welfare of the children:
- ensure that all adults who have contact with children in the School have been properly vetted and cleared as suitable to work and support children in our care/charge;
- have in place clear procedures for identifying and reporting cases, or suspected cases, of abuse and for supporting pupils where a child protection need has been identified;
- ensure that all adults who have contact with children in the School have been trained to undertake their safeguarding responsibilities effectively.
- ensure that children within our School are safe at all times;

These aims will be met through:
- **Safe Working Practice** and clearly identified **Roles and Responsibilities;**
- Adherence to **Safer Recruitment and Selection** practices;
- Rigorous **Child Protection Procedures;**
- Effective **Induction and Training;**
- The **Design of the School Curriculum** to equip children with the skills needed to keep themselves safe;
- The **Security of the School Site**

### 2.1 Key contacts

| Role | Name | Contact |
|------|------|---------|
| Designated Safeguarding Lead Headteacher | Mrs Elaine Lacey | School Office 0208 994 7677 messages@belmont.hounslow.sch.uk |
| Designated Safeguarding Lead, Designated Person for looked after and previously looked after children and Deputy Headteacher for Inclusion | Mrs Sarah Boyadjian | School Office 0208 994 7677 messages@belmont.hounslow.sch.uk |
| Deputy Designated Safeguarding Lead, SENCO and KS1 phase leader | Mrs Jenny Nicholas | School Office 0208 994 7677 messages@belmont.hounslow.sch.uk |
| Deputy Designated Safeguarding Lead | Miss Luci Dunk | School Office 0208 994 7677 messages@belmont.hounslow.sch.uk |
| Designated Governor | Gary Crichlow | governors@belmont.hounslow.sch.uk |
| Deputy Designated Governor | Paul Nicholson | governors@belmont.hounslow.sch.uk |
| Chair of Governors | Gary Crichlow | governors@belmont.hounslow.sch.uk |
| Local Authority Designated Officer | Grace Murphy Sarah Paltenghi | 020 8583 4933 020 8583 3423 |
| Early Help Hounslow | | 0208 853 6600 earlyhelp@hounslow.gov.uk |
| Early Help Hub | Sarina Dhillon | 0208 583 3819 Sarina.Dhillon@hounslow.gov.uk |

NB Confidential information should not be put in an unsecured email but a request be made for a meeting or telephone call regarding safeguarding.

### 2.2 Partnership with parents
**Throughout this policy 'parents' denotes those with parental responsibility.**
The School shares a purpose with parents (including those with parental responsibility) to educate, keep children safe from harm and have their welfare promoted. We are committed to working with

parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.  Belmont Primary School will share with parents any concerns we may have about their child unless to do so may place the child at risk of harm.

We encourage parents to discuss any concerns they may have with the school and make parents aware of our Safeguarding and Child Protection Policy, which is available on the school website or in hard copy on request.

*2.2.1 Private fostering*
A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. This may include children from other countries sent to live in the UK with extended family, those brought from outside the UK with a view to adoption or where there is parental ill-health.

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence. Where a child in the School is subject to a private fostering arrangement, staff will confirm that this notification has taken place.

## 3.  **Staff Code of Conduct: Safer Working Practice, Roles and Responsibilities**

We recognise that because of the day to day contact with children, members of school staff are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. It is the responsibility of all adults working in school to:
- establish and maintain a safe environment in which children can learn, where they feel secure and know and trust that there are adults who will listen to them and whom they can approach if they are worried;
- identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm;
- take appropriate action, where such a need is identified, working with other services, including social care, as required.

In addition adults must comply with **safer working practice** in line with 'Guidance for Safer Working Practice for those working with Children and Young People in Education Settings.' to ensure that safeguarding is **proactive and preventative** i.e. to:
- understand that children's welfare comes first and that they have a responsibility to safeguard and promote it;
- be responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- discuss and take advice promptly from a senior member of staff if they believe they have acted in a way which may give rise to concern;
- work, and be seen to work, in an open and transparent way and in an open environment, especially if working with an individual child away from others;
- speak clearly, without whispering so that children do not need to come close to hear;
- treat all members of the school community with the same respect and dignity, regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation;
- be aware of overall proximity; maintain safe and appropriate distances;
- avoid touching children, unless necessary for **safety** or **education** and following these guidelines:
  - ask permission, saying what they intend to do and explaining why;
  - stop if a pupil seems uncomfortable, unless it would be unsafe to do so;
  - only touch hand, arm or shoulder nearest them (avoid reaching across the body);
  - move away as soon as contact is no longer required
- not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children;
- present as an exemplary role model by not smoking, swearing, allowing suggestive conversations or jokes, using a mobile phone during lessons or wearing less than professional clothing when in the company of pupils;

- seek to be enthusiastic and constructive when giving feedback rather than making negative, critical or personal remarks;
- not take photographs or videos of children unless signed consent has been obtained from a parent or carer;
- acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- be aware that breaches of the law and other professional guidelines could result in disciplinary action or criminal action being taken against them. and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).

Those working in the School should refer to the full document for further guidance on many areas contained within this and other policies.

### 3.1 Designated Safeguarding Leads (DSL)
The school has four designated safeguarding leads (DSL): **Elaine Lacey (Headteacher)**, **Sarah Boyadjian (Deputy Headteacher), Jenny Nicholas (SENCO & KS1 phase leader)** and **Luci Dunk (EY phase leader).**
The role and responsibility of the DSL is to:
- ensure that proper procedures and policies are in place and are followed with regard to child protection and safeguarding;
- ensure that all members of staff, other adults who have contact with children in the School and members of the governing body know the name of the DSLs and their role;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL responsible for child protection;
- encourage a culture of listening to children and taking account of their wishes and feelings;
- act as a source of advice and coordinate action within the School over child protection cases;
- be alert to specific needs of children, especially those at high-risk;
- refer cases of suspected abuse or allegations to the relevant investigating agencies in line with London Child Protection Procedures and Practice Guidance and KCSiE, which may include children's social care, the Channel programme (for radicalisation concerns), police or DBS;
- notify children's social care if there is an unexplained absence of more than three days of a pupil who is subject to a child protection plan;
- develop effective links with relevant agencies and liaise with any 'case manager' as required with their enquiries regarding child protection matters including attendance at case conferences;
- keep detailed accurate secure written or online records of referrals/concerns, and ensure that these are held in a secure place;
- understand and support the School with regards to the requirements of the Prevent duty and advise staff on protecting children from the risk of radicalisation;
- develop and then follow procedures where an allegation is made against a member of staff or volunteer;
- undergo updated child protection training every two years to provide them with knowledge and skills to fulfil the role and Prevent training and receive refresher training e.g. via e-bulletins, meeting other DSLs
- ensure other staff receive timely induction, training and refresher training;
- link with Hounslow Safeguarding Children's Board (HSCB) and make sure staff are aware of latest local policies;
- ensure that this policy is monitored and reviewed annually and work with the designated governor for child protection regarding this;
- ensure that parents have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations and publishing our policy on the school website;
- when children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the DSL at the school and that a confirmation of receipt is obtained;
- when a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

### 3.2 Designated Governor for Safeguarding and Child Protection

The designated governor is Gary Crichlow and deputy designated governor is Paul Nicholson.  Their role is to:

- ensure that the School contributes to inter-agency working, in line with statutory guidance and safeguarding arrangements take into account the procedures and practices of the HSCB;
- ensure that a safeguarding audit is undertaken annually, including review of this policy and practice and actions prioritised, addressed and reviewed as a rolling programme;
- meet with the DSLs termly to monitor the policy and safeguarding in the school;
- ensure child protection is integrated with induction procedures for all new members of staff and volunteers;
- ensure that the DSLs are given sufficient time to carry out his or her duties, including accessing training;
- ensure that the school has processes in place for web filtering and DSLs are checking this on a regular basis;
- receive training where appropriate;
- ensure safe recruitment practices are always followed so that only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- where safeguarding concerns about a member of staff are raised, take appropriate action in line with the  'Hounslow Council Child Protection Procedures for Dealing with Allegations Against Teaching and Other Staff'. (The Chair of Governors, Gary Crichlow, should be contacted directly where there are allegations/complaints against the Headteacher).

### 3.3 Employees of the school who have contact with children

It is the responsibility of all employees of the school to:

- attend training in child protection and Prevent training at least once every three years with refresher training or updates where changes occur in the interim to legislation or information;
- at the start of each academic year, read Part 1 of KCSiE and sign and date the google form to acknowledge they have read and understood it, along with the key changes;
- be alert to signs of abuse and neglect and report concerns immediately to the DSL in line with procedures (section 4) or, if the concern relates to the Headteacher, to the Chair of Governors, Gary Crichlow;
- make accurate dated notes of first-hand information received (from a child or another adult) and give to the DSL when reporting an incident either via CPOMs, the secure online reporting and monitoring system or, if unable to access this, on the **Safeguarding Incident/Concern Form** (Appendix 3);
- take further action, e.g. conversation with child or parent, **only** as advised by the DSL

### 3.4 Volunteers, work experience students and other visitors who have contact with children

Volunteers and visitors are expected to:

- provide documentation on request to confirm their identity;
- agree to, or provide evidence of, suitable checks (Disclosure and Barring Service), as appropriate before commencing work in the school;
- comply with safer working practice (see above);
- have only **supervised** access to the children unless enhanced DBS checks are in place;
- report any concerns immediately to a member of staff who will direct them to the DSL if necessary.

## 4. Child Protection Procedures

The School has adopted the London Child Protection Procedures, and 'Safeguarding and promoting the welfare of children and young people in schools and education settings' (Hounslow). Members of staff are expected to refer to the guidance and follow the procedures it sets out.

### 4.1. Reporting safeguarding or child protection concerns

Members of staff and volunteers must not investigate suspicions. Any concerns (i.e. action, observation or discussion that makes a member of staff or volunteer feel anxious or worried about the well-being or safety of a child so that he/she believes that a child may be suffering, or may be at risk of suffering significant harm) should be referred *immediately* to one of the school's **Designated Safeguarding Leads: Mrs Elaine Lacey, Mrs Sarah Boyadjian, Mrs Jenny Nicholas or Miss Luci**

**Dunk.** If any of these people are unavailable a phase leader should be informed or the Local Authority safeguarding advice service, contacted directly on 020 8583 6600. If the concern is against the Head Teacher, the Chair of Governors, Gary Crichlow or Local Authority Safeguarding Advisor Paul Andrews should be contacted.

Following verbal referrals, the incident **should be recorded on CPOMS** as soon as possible, with staff who need to know alerted. If CPOMS cannot be accessed, a **Safeguarding Incident/Concern Form** (Appendix 3) should be completed, and returned to the DSL. This information will be transferred to CPOMS as soon as practicable. The DSL will decide on the appropriate course of action (Appendix 4) and record this and any follow-up actions on CPOMS, informing the person making the referral of the action taken, professionals notified and outcomes.

If a decision is taken to make a referral to children's social care, this is done by telephone call in the first instance, via Early Help Hounslow. As soon as possible and within 48 hours a **Child and Family Assessment/Notification Form (CFAN)** is completed by the DSL (or person acting in their absence), and sent to the social care office where the initial referral was made. In most cases, the School will inform parents if a referral is to be made, and endeavour to seek their agreement for this to happen. The School will not inform parents if they believe such a discussion would place the child at risk of significant harm.

Even if a decision is made not to make a referral, the concern is recorded on CPOMS. This will include the details of the concern and context. Other members of staff are alerted, on a 'needs to know' basis, so they are aware that a concern has been logged. Any further discussions, telephone calls or meetings in relation to the child are also recorded.

The School ensures that a child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children, through ensuring that there are systems in place for children to express their views and give feedback.

The Senior Leadership Team will hold a meeting at least each term to discuss and review all children recorded on CPOMS for safeguarding concerns since the last meeting, and others where ongoing monitoring was agreed. This provides the opportunity for the DSLs to monitor and evaluate the impact of any actions that have taken place and agree next steps.

### 4.2 Safeguarding looked after children
The designated teacher to promote the educational achievement and well-being of children who are looked after is Sarah Boyadjian. She ensures that the appropriate staff have the information they need in relation to a child's looked after status and liaises directly with the Headteacher, child's social worker and virtual school head. The designated governor is Pat De Vito.

### 4.3 Management of allegations against other pupils
At Belmont, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the School's Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. This is known as 'Child on child abuse'. Safeguarding issues raised in this way may include physical, emotional or sexual abuse and sexual exploitation (e.g. violence, threats and intimidation, indecent touching or encouraging other children to use mobile devices, the internet or social media inappropriately). Like other disclosures, these may relate to incidents that take place outside school. It is likely that, to be considered a safeguarding allegation, some of the following features will be found. The allegation:
- Is of a serious nature;
- Raises risk factors for other pupils in the School;
- Indicates that other pupils/young people outside school may have been affected by this child.

Where staff consider that the complaint raises a safeguarding concern, a factual record is made of the allegation but no attempt is made to investigate the circumstances until the DSL has been informed. The DSL then contacts social services to discuss the case and follows through the outcomes of the discussion, making a referral to social services where appropriate and discussing the matter with parents as advised. The DSL makes a record of the concern, discussions, actions and outcomes as they relate to both/each pupil for individual files.

In situations where the School considers a safeguarding risk is present, a risk assessment is prepared along with a preventative, supervision plan. This plan is monitored and a date set for a follow-up evaluation with everyone concerned.

### 4.4 Management of allegations against members of staff
Belmont has adopted Hounslow Council's 'Allegations Against Staff And Volunteers Who Work With Children' protocol for dealing with any allegations of abuse. These will be followed if it becomes necessary to deal with allegations of abuse against members of staff.  Concerns about the conduct of a member of staff or other adult in the School must be made to the Headteacher, Elaine Lacey.  If she is unavailable, the referral should be made to the most senior member of staff on site. Allegations of suspected abuse against the Headteacher should be made to the Chair of Governors or LADO (see 4.1 above).
**In no circumstances should an accused member of staff be informed by a colleague that an allegation has been made against him/her.**

### 4.5 Reports by parents
If parents report concerns about children other than their own, they are asked to inform children's social care directly; the School does not act on their behalf.  However, if the School already has concerns about a child, the Headteacher will decide who needs to be informed when information is obtained in this way.

### 4.6 Safeguarding pupils during off-site activities and on school journey
The duty of care means that any leader of a school journey or off-site activity must act in the same manner that a reasonably careful parent would act. All reasonable steps are taken to ensure that the pupils in the care of staff are safe and protected from unacceptable risks.

A school journey or off-site activity (e.g. swimming lessons) may present opportunities for child protection matters to arise. Before any such activity is undertaken, all staff should familiarise them-selves with the Local Authority guidance on off-site activities and must be aware of how to deal with child protection matters. Any concern should be reported to the DSL or if unavailable, directly to Early Help Hounslow on 8583 6600. Any concern reported about a child on a residential school journey will be referred immediately to the LA safeguarding advisory service.

### 4.7 Safeguarding pupils missing from education or excluded from school
A child going missing from education is a potential indicator of abuse and neglect. Absences from school are closely monitored in line with London Borough of Hounslow 'Education Welfare Procedures' (see Attendance Policy).  Any patterns of absence e.g. absences on either or both sides of a school holiday are particularly carefully monitored. The School always attempts to initiate contact on the first day when a child is absent and notes any response or lack of response. Should a child be absent a second day without notification, the School repeats its attempts to contact the family and will visit the home address if this is practicable, especially in cases of known vulnerable pupils.  Should a child be absent for more than three days without contact from the family to notify of the absence and reason for it, a safeguarding referral is made to the School's Education Welfare Officer.

In deciding whether to exclude a child, the Headteacher has regard to Government guidance.  If he considers exclusion may put the safety of the child at risk, he will seek advice from the LA safeguarding team before making a decision.  Where the Head Teacher feels it is essential for a pupil who has been excluded to leave the premises immediately, the parent/carer is asked to come and collect the child.  The child is not allowed to leave the premises alone. If a parent refuses to co-operate with a formal exclusion by sending the child to school or refusing to collect or arrange collection of him/her at lunchtime, where lunchtime exclusion is in force, the School must have due regard to the pupil's safety in deciding what action to take.

### 4.8 Information sharing and confidentiality
The School respects the right of all members of its community to confidentiality. All school records as well as verbal information given about children, their families, members of staff or others are treated in strict confidence by members of staff and governors who may become party to it.  All such information is only shared with other professionals, including colleagues, on a 'needs to know' basis.  However, the School recognises that sharing information to facilitate integrated working across services is important with the aim of delivering more effective intervention at an earlier stage.  It is critical where

there is reasonable cause to believe a child **may be suffering or at risk of suffering significant harm** and such concerns may justify sharing information without parental consent. The school follows guidance 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers'. Volunteers and other adults in the School are also reminded of the importance of confidentiality during their induction.

If an adult becomes aware that a child wishes to disclose or has disclosed information of a sensitive nature, he/she should remind the child that confidentiality will be respected, but that in certain cases information may have to be shared with 'another adult who can help'. It is important that promises are not made 'not to tell anyone' that cannot be kept. Similarly, if personal or sensitive information is given by an adult to a member of staff, the adult should be told that the Headteacher may have to be informed, unless the information constitutes an allegation against the Headteacher, in which case the Chair of Governors will be informed (see 4.1 above)

Written records which contain sensitive information, such as those referring to child protection or vulnerable pupils are secured in locked filing cabinets and should not be removed from the School premises. If the information needs to be shared within school, child protection records should be read only in the Headteacher's office or on the secure CPOMS system at a time and location where confidentiality can be maintained.

The seven golden rules of information sharing are attached as Appendix 6.

### 4.9 Photographing, videoing and the use of mobile devices
At Belmont, we acknowledge the value of photographs and video images as a tool for learning and as a way of recording children's achievements and promoting success. However, the need to safeguard the privacy, dignity, safety and wellbeing of pupils is paramount. Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for the taking of photographs to raise concerns or lead to misunderstandings. **It is not appropriate** for adults in School to take photographs of children for their personal use on any form of device. (See E-Safety Policy and Acceptable Use Policy)

The following safeguards are in place:
* Written permission is sought from parents when their child joins the School and at least annually for photographs taken of their children to be used on the school website, subject to the condition that names are not published alongside photographs without express permission;
* Children's full names are not attached to photographs either on the network or on display;
* Digital images/video of pupils are only stored in the multi-media folder on the network and images are deleted when children leave the school – unless an item is specifically required e.g. to demonstrate activities undertaken by Year 6 pupils on school journey;
* Specific parental permission is sought if images are taken by other parties and may be used for publicity purposes e.g. in newspapers or brochures;

In particular members of staff and any adults working in the School in any capacity must:
* abide by the E-Safety Policy that mobile telephones are not to be used whilst supervising children, except as a means of emergency contact;
* ensure any child photographed understands why the images are being taken;
* take photographs only on equipment provided or authorised by the School and not on personal devices such as mobile telephones;
* download images from the camera as soon as possible after the pictures have been taken and then delete them from the camera's memory;
* report immediately any concerns about any inappropriate or intrusive photographs found;
* avoid making images in one to one situations or which show a single child with no surrounding context or take images in situations that may be construed as being secretive.

We understand that parents like to take photographs or video of their children at school events and this is **only** acceptable with the understanding that these are for private family use only and not published on the internet. This is expressed within the School's Acceptable Use Policy which parents are expected to sign every two years and reiterated before such events. The School cannot however be held accountable for photos or video footage taken by parents and family members at school functions. For children's use of mobile devices see section 7.3

### 4.10 School Watch

Belmont is a member of School Watch. This is a partnership between schools and services in the local community, whereby schools alert each other and the local police if they become aware of any behaviour on the part of a member or members of the public which constitutes a potential safeguarding risk to children, such as an adult attempting to make contact with children or taking photographs inappropriately close to the school premises. Following such an alert in the locality, relevant members of the school community are informed.

## 5. Safer Recruitment, Selection and Pre-employment Vetting

The school pays full regard to DfE guidance 'Keeping children safe in education' (KCSiE). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors.

The majority of the School's workforce engages in **regulated activity** as set out in the Safeguarding and Vulnerable Groups Act 2006 and Protection of Freedoms Act 2012 which includes regularly teaching, caring for or supervising children unsupervised by others. Providing personal care or health care is always a regulated activity.

Specifically, the School will carry out the following pre-appointment checks:
- verify identity from current photographic ID and proof of address;
- obtain an enhanced DBS check which will include barred list information where the person will be engaging in regulated activity;
- *if an individual will start work in any regulated activity before the DBS certificate is available, the individual must be supervised at all times.*
- check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
- verify the candidate's mental and physical fitness to carry out their work responsibilities.
  Note: under KCSiE, a job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for a specific role;
- verify the person's right to work in the UK, following advice from the gov.uk website;
- make any further appropriate checks if a person has lived or worked outside the UK;
- verify professional qualifications as appropriate.

Our recruitment practice includes scrutinising applicants, checking academic or vocational qualifications, obtaining written professional references and checking previous employment history. It also includes undertaking interviews and providing honest and accurate references when individuals move on. The Senior Leadership Team will have undertaken and completed Safer Recruitment training and one of these staff members will be in attendance at interview for all staff and volunteer appointments. Members of the Governing Board who regularly sit on appointment panels have also received this training.

The School keeps an up to date Single Central Record of checks carried out on our staff, volunteers and governors detailing when these checks were completed. A flowchart of DBS checks is included as Appendix 5.

### 5.1 Visitors to the school with a professional role
Visitors with a professional role, such as peripatetic music teachers, agency supply teaching and support staff, student teachers, clubs providers, the school nurse or members of Early Intervention Service should have been vetted to work with children through their own organisation. When there are planned or regular visits to the school, the Headteacher or School Information Officer will ensure that written confirmation is received from the employing organisation that the said individual has been vetted through the DBS, and cleared to work with children. Should a clubs provider or music teacher be independent rather than part of an organisation, the provider is asked to produce the enhanced DBS disclosure certificate so that the School can confirm the check has been carried out. A record of these checks is kept for peripatetic music teachers, supply staff, governors, clubs providers and aftercare staff is kept on the school's Single Central Record, along with details for permanent staff.

When individuals make ad hoc or unplanned visits to the school, they will be accompanied by a staff member at all times and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been confirmed. No examination/medical treatment of any child

will be allowed unless the professional has suitable clearance prior to their visit. It is recognised that in emergency situations e.g. when a member of the Emergency Services is called, it may not be possible to confirm their identity before access to the school site is allowed. The Headteacher will use his professional judgement to effectively manage these situations.

### 5.2 Governors
Under the Protection of Freedoms Act 2012, governors are exempt from the requirement to hold an enhanced DBS disclosure certificate as long as they are adequately supervised by a member of staff who has undergone such checks. However, as good practice, all governors at Belmont undertake a DBS check.

### 5.3 Visitors to the school in a voluntary capacity
We welcome volunteers, such as parents, into school, but at all times ensure that such volunteers are suitable to work with children. All those who volunteer their time are required to undergo a DBS check. This could be for a volunteer reader or class helper for example, or for someone attending a school trip.

### 5.4 Work Experience Students
Students of school age are not expected to undergo a formal check before undertaking work experience in the School. However, all such students have an informal interview and induction meeting before beginning their work experience. At this meeting, safer working practice is discussed, including matters such as suitable dress, use of mobile telephones, appropriate and inappropriate physical contact etc. The School also seeks to ascertain any needs, e.g. special educational, medical, which the student may have so that suitable support can be given. Belmont seeks to safeguard these students alongside its own pupils. Should there be a safeguarding concern about such a student, the Head Teacher will liaise directly with the DSL at the student's own school.

## 6. Induction and Training

Information and guidance is regularly updated around all issues in Section 1 of Keeping Children Safe in Education. In particular, further information is provided on Child Sexual Exploitation, Female Genital Mutilation and Preventing Radicalisation, Children Missing from Education, Sexism, sexual harassment and other harmful sexual behaviours (HSB) which are commonplace in schools, according to findings from Ofsted's recent report into sexual abuse in schools. KCSiE is updated on a yearly basis and the new document is always published in September, ready for the new school year. The key changes this year include:

- amending the definition of 'safeguarding and promoting the welfare of children' in line with Working together to safeguard children 2023
- additional information around when children may require early help, in accordance with the guidance in Working together
- a recommendation for school staff, governors and trustees to use the DfE Data Protection guidance for schools to understand data protection
- clarification that schools continue to be responsible for the safeguarding of pupils they place with an alternative provision provider.

The School pays due regard to the guidance made available to schools by the Metropolitan Police and HM Government and ensures that members of staff are aware of the potential risks inherent to children in each of these, is alert to possible signs and indicators and understands their responsibilities according to this policy. Staff are reminded that protecting children from these particular risks is part of the School's wider safeguarding duties. In particular, staff are trained in how to perform their duty to protect and safeguard children from radicalisation under the Counter Terrorism and Security Act (2015), the Prevent duty.

The DSLs undertake specific child protection training which includes how to undertake this role. This is in the form of inter-agency child protection training provided by the Local Authority or equivalent. Refresher training is undertaken at two yearly intervals. The DSLs ensure that they remain informed through regular e-bulletins and promptly undertake specific training relating to key national and local

issues.

All other school staff, including non-teaching staff, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively. This is refreshed at least every three years and kept up to date by regular safeguarding briefings, which also incorporate changes to policy or procedures (such as the use of CPOMS) or local and national issues. Training on emerging issues such as the Prevent duty is delivered promptly. Members of staff are expected to revisit and reread the document 'Keeping children safe in education Information for all school and college staff' every year and training time is made available for this.

The designated governor and deputy will complete child protection training via a face to face course or online as soon as possible after assuming the responsibility.

The designated teacher for previously looked after children and looked after children will complete necessary training to fulfil the role.

New members of staff appointed to the school receive induction in this policy and, if without training from a previous post, or due for refresher training, are expected to complete an online training course and/or attend training via the Local Authority or alternative provider as a matter of priority. The Headteacher is trained to deliver basic child protection training.

Volunteers are made aware of their responsibilities in relation to this policy (see 3.4 above) through in-house induction and are encouraged to make themselves familiar with this policy.

## 7. <u>Design of the School Curriculum</u>

Children are both explicitly and implicitly taught about safeguarding, both through the curriculum and through activities to further children's spiritual, moral, social and cultural development (SMSC). This includes teaching about British values which has particular significance for building resilience to radicalisation.

### 7.1 Personal, Social, Health and Economic Education

The value of direct teaching on the subjects of respect, healthy relationships and keeping oneself safe is recognised as a key feature of the school's proactive and preventative approach to safeguarding. In Personal, Social, Health and Economic Education (PSHE) teaching units around related issues take place with the children. Topics include such themes as Drugs, Alcohol and Tobacco Education (DATE), Sex and Relationships Education, Stranger Danger and online safety issues. A further initiative held annually is Anti-bullying week including online bullying and issues around positive relationships. Children are encouraged to explore and discuss these issues in a safe environment, and given skills and knowledge to understand and manage difficult situations as well as to recognise and manage risk and learn to make safer choices.

However, the school also recognises that opportunities to help children develop skills to keep themselves safe occur beyond the planned curriculum. Discussions at circle time or after playtimes are often guided by concerns the children raise themselves or relationship difficulties. Children are supported to find solutions to problems and to develop positive strategies to use in their dealings with others.

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable (e.g. through the NSPCC PANTS resources) and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

### 7.2 Risk assessment and educational visits

The Curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in PE, design and technology and science. Generic risk assessments are available to staff for these activities and staff are expected to assess and manage risks as part of ongoing practice i.e. to routinely undertake risk assessment and risk management relating to: activities planned for the children, the learning environment and people who will have access to the children.

Appropriate staffing levels will be maintained at all times when the Curriculum is being delivered off the school site with agreed pupil/adult ratios. The lead adult always assesses visits and trips for risk to

ensure children are safeguarded and protected from harm and submits this risk assessment to Sarah Boyadjian who is the School Educational Visits Coordinator, before the event is finally authorised.

### 7.3 Internet use and e-safety

Children are encouraged to use the internet at all times in a safe way. On entry to the school and at the beginning of Years 1, 3 and 5, parents and pupils are required to sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the School. Members of staff are also required to sign an appropriate usage form on taking up employment at Belmont. Children are not allowed to use mobile telephones in School. Children are specifically taught about e-safety and issues such as cyber-bullying, messaging and how extremists and other adults may use social media to engage with them. Internet safety is taught using age-appropriate material and advice from CEOP (Centre for Child Exploitation and Online Protection). The School's computer system has filtered access to the internet. Web filtering software alerts the DSLs to any inappropriate use of the computers either through web searches or written content by the children or staff. These are monitored and acted upon where necessary. If children or adults become aware of misuse, either by an adult or a child, the issue must be reported to the Head Teacher, who has overall responsibility for internet safety with access to all email addresses and passwords provided. The Head Teacher will also address any issues that come to her attention that may relate to use outside of school, e.g. of online pornography or cyber-bullying where these jeopardise the safety and wellbeing of children. Further details are available in the school's E-Safety Policy.

### 7.4 Inclusion

As noted in section 1, children with special educational needs and disabilities can face additional safeguarding challenges, especially if they fall into other vulnerable groups. We are committed to ensuring that children with special educational needs or disability have access to the key messages of safeguarding at an appropriate level and will make reasonable adjustments to ensure this. Children with these needs are well-supported and closely monitored by familiar adults within the school who ensure that they are given opportunities to share any concerns they have.

## 8. <u>Security of the School Site</u>

Belmont aims to provide a secure school site but recognises that the site is only as secure as the people who use it. It is recognised that laxity can cause potential problems to safeguarding. Therefore, the school ensures that:

- gates to the playground are locked except at the start and end of each day;
- access to the aftercare facility is via an entry phone system;
- outside doors are kept closed and are on a key pad to prevent intrusion;
- entrances/exits to the building are monitored by CCTV and the boundary is regularly checked to ensure it inhibits easy access/egress;
- visitors and volunteers are expected to enter through the main entrance and must sign in at the office and wear photo ID badges;
- the school community is made aware of the importance of keeping the site secure, i.e. not opening the door for others unless authorised to do so

### 8.1 Collection of children

It is vital that teachers and higher level teaching assistants recognise the parents or named carers of the children in their class and members of staff seek to do this as soon as possible when taking on a new class. Should a supply teacher be with a class, permanent members of staff assist in ensuring that children are collected safely. Any person arriving to collect a child without authorisation must be referred to the School Office. Parents wishing someone else to collect their child must themselves inform the teacher, or the School Office, in advance. Any child who has not been collected by 3.40pm is taken by a member of staff to the School Office where he/she waits whilst the administrator contacts parents.

Children in Year 6 may travel to and from school alone provided the parent has given written permission. A list of such children is kept in the School Office so that immediate action can be taken if a child fails to arrive at school without notification of absence having been received. Children are not allowed to leave the school site alone during school hours and, if collected by an adult, must be signed out at the School Office.

In the event of a child being unaccounted for, the Headteacher, or the most senior member of staff available, must be informed immediately and members of staff will be organised to search for the missing child. If the child is suspected of leaving the school premises, the Headteacher or senior member of staff will inform parents and the local police of the circumstances, without delay. If the child has not been found by the end of the day by any agencies involved, then the local authority must be informed.

For further information regarding safe travel initiatives and other Health and Safety matters including regular risk assessments of the site, please refer to the Health and Safety Policy and School Travel Plan

### 9. <u>Monitoring and Review of the Policy</u>
- A termly meeting will be held between the DSLs and designated governor to monitor safeguarding and this policy
- This policy will be reviewed annually as part of the School's safeguarding audit.
- The Headteacher or person acting in this capacity will report annually on safeguarding and the implementation of this policy to the Governing Board via the Head's report.
- This policy will be ratified by Governors in the Autumn term Full Governing Body meeting. A signed copy is available in the School Office.

**Related documents**

**This policy should be read in conjunction with the following school policies:**
Acceptable Use Policy (of technologies); Anti-bullying; Behaviour and attitudes; Drugs, Alcohol and Tobacco Education; Equality and Community Cohesion; E-Safety; Health and Safety; Intimate Care; Medical; Positive Handling (use of physical intervention); Personal, Social, Health and Economic Education (PSHE); Relationships and Sex Education (RSE); Special Educational Needs and Disability, Whistle blowing.

This policy should be read in conjunction with the following documents – hyperlinks included for ease of access.

| Title |
|---|
| **Working Together to Safeguard Children, September 2023** |
| chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf |
| **Keeping Children Safe in Education,** Sept 2024 |
| chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf |
| **Guidance for Safer Working Practice for those working with Children and Young People in Education Settings,** 2019 |
| **Hounslow Council Child Protection Procedures for Dealing with Allegations against staff and volunteers who work with children** http://hscb.org.uk/wp-content/uploads/2019/06/Hounslow-LADO-Protocol-2019.pdf |
| **Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers,** July 2018 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf |
| **Inspecting Safeguarding Briefing Ofsted**, Aug 2021 https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills |
| **London Child Protection Procedures** Mar 2021 http://www.londoncp.co.uk/ |
| **Hounslow Safeguarding Children Partnership** https://www.hscb.org.uk/professionals/protocols-guidance-and-procedures/ |
| **Metropolitan Police FGM Guidance for schools** June 2019 http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf |

**Signs of child abuse and neglect**

**See separate poster**

**Child Sexual Exploitation (CSE)**
*For detailed guidance see 'Child sexual exploitation: definition and guide for practitioners (DFE 2017)*

**Potential vulnerabilities**
In addition to those vulnerabilities noted in Section 1 of the policy, children may be at risk of CSE if they have:
- Prior experience of neglect, physical or sexual abuse
- Lack of a safe/stable home environment, now or in the past
- Recent bereavement or loss
- Absence of a safe environment to explore sexuality and/or issues with sexual identity
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work

**Possible indicators of CSE**
- Acquisition of money, clothes, mobile phones etc. without plausible explanation
- Gang association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls with multiple unknown callers
- Inappropriate sexualised behaviour for age
- Evidence of/suspicions of physical/sexual assault/influence of drugs/alcohol
- Frequenting areas know for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

**Risk factors for FGM include:**
- Low level of integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

**Professionals have a mandatory duty to report disclosures on FGM relating to a female under 18 to the police.**

# Safeguarding Incident/Concern Form
**Please use this form if unable to report the incident/concern via CPOMS**

| Pupil name | Date of birth | Year group/Class |
|---|---|---|
|  |  |  |

| Name and position of person completing the form |
|---|
|  |

| Date and time of incident/concern | Date form completed |
|---|---|
|  |  |

**Details of incident/concern including place and context***
Ensure the account is written in straightforward language, and fact and opinion are differentiated.
• If recording a disclosure, child's own words should be recorded and any questions that may have been asked included
• Physical marks and injuries should be recorded on a body map, where appropriate

**Any other relevant information (witnesses, immediate action taken)***

**Action taken***

| Signature of person reporting incident/concern | Signature of designated person |
|---|---|
|  |  |

* continue on a separate sheet if necessary

# Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**

**Sharing/recording concerns**
An individual with concerns about a child (see NSPCC signs of abuse and neglect) shares these with the designated safeguarding lead who records them.* **The individual with concerns may refer to children's social care directly.**

**Consideration**
If referred to them, the designated safeguarding lead considers if an early help assessment** is needed or if s/he should swiftly move to the next step

**Referral to children's social care**
An individual with concerns or the designated safeguarding lead may make a referral to children's social care

**No referral to children's social care**
The individual with concerns and/or the designated safeguarding lead should monitor the situation

**If the child's situation does not appear to be improving the referrer should press for re-consideration**

**Children's social care consideration**
Children's social care decides within one working day what action will be taken, including if an assessment is needed, and feed back to the referrer

**Assessment**
Children's social care completes the assessment within 45 working days of the referral; it could be a section 17 or 47 assessment;*** all schools and colleges should allow local authorities access to facilitate arrangements

**No assessment**
If no section 17 or 47*** assessment is recommended an early help assessment** may be recommended and/or onward referral to other specialist or universal services; children's social care will feed back to the referrer

\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

\** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

## Flowchart of Disclosure and Barring Service criminal record checks and barred list checks

**New Staff** eg, teacher or caretaker → Is the person transferring from a similar position without a break in service of more than three months?

→ Yes → There is no legal requirement to obtain a new enhanced DBS certificate (with barred list check) but one may be obtained

→ No → An enhanced DBS certificate (with barred list check) must be obtained

**New volunteer** eg, parent or author → Is the activity * carried out for the purposes of the school and does it give the opportunity for contact with children?

→ Yes → Supervised?

Supervised? → Yes → This is not regulated activity. There is no legal requirement to obtain a DBS certificate but an enhanced DBS certificate may be obtained

Supervised? → No → This is regulated activity. An enhanced DBS certificate with barred list check must be obtained

Is the activity carried out...? → No → The person is not in regulated activity, but an enhanced DBS check may be obtained

**Contractor's staff** eg, builder or driver → Is the activity * carried out under a contract for the purposes of the school and does it give the opportunity for contact with children?

→ Yes → An enhanced DBS certificate (with barred list check) must be obtained

→ No → No DBS check is required and no legal entitlement exists to obtain a check

**Trainee teachers (student teachers)** → Trainee teachers undertake regulated activity, sometimes unsupervised; an enhanced DBS certificate and barred list check must be obtained

**Supply teachers** and other temporary staff supplied by an agency → The agency should determine whether an enhanced DBS check (with barred list check) is required based on whether the supply activity is regulated activity; the school should obtain written confirmation from the agency that it has carried out the appropriate checks

* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

# Seven Golden Rules for Information Sharing

(from Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers)

1. **Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing,** but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. **Be open and honest** with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. **Seek advice from other practitioners** if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk.  You will need to base your judgement on the facts of the case.  When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so.  Where you have consent, be mindful that an individual might not expect information to be shared.

5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.