



The Belvedere Academy

Safeguarding and Promoting Student Welfare Policy

This policy and procedure should be read in conjunction with other related policies and procedures, including the Academy's Anti-Bullying Policy, Behaviour Management Policy, Online Safety Policies for Staff and Students, Online Safety Acceptable Use Agreements for Staff and Students, BYOD Policy, Educational Visits Guidelines, Staff Recruitment Policy, Staff Code of Conduct, Staff Whistleblowing Policy and Employment of Ex-Offenders Policy.

1. Introduction

1.1 The Belvedere Academy's Safeguarding Policy forms a fundamental part of our approach to providing excellent pastoral care to all students. We believe that all students, regardless of age, special educational needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse. The aim of the Safeguarding Policy is to help keep all our students safe, including young people who may be over the age of 18, by providing a safe environment and by educating them about keeping themselves safe.

1.1.2 Key documents with which this Policy is in accordance:

- *The Education Acts*
- *Safeguarding Vulnerable Groups Act 2006*
- *The Protection of Freedoms Act 2012*
- *The Children Act 2004*
- *What to do if you are worried a Child is being Abused March 2015*
- *Working Together to Safeguard Children March 2015 (A guide to inter-agency working to safeguard and promote the welfare of children)*
- *Keeping Children Safe in Education September 2016*
- *Disqualification under the Childcare Act 2006 (June 2016)*
- *Information Sharing: advice for practitioners providing Safeguarding services, March 2015*
- *DBS Referral Guidance (as may be amended from time to time)*
- *Teacher misconduct- Disciplinary procedures 2013 (NCTL) and Teacher misconduct – regulating the teaching profession 2014 (NCTL)*
- *Use of Reasonable Force in Schools 2013*
- *Information Commissioner's Office Data Sharing Code of Practice May 2011*
- *Preventing and Tackling Bullying 2014*
- *Prevent Duty Guidance, Channel Guidance, Prevent departmental Advice, 2015*

1.1.3 The academy recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.

1.1.4 This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Liverpool Safeguarding Children Board (LSCB) guidance. The academy will ensure that its safeguarding arrangements take into account the procedures and practice of Liverpool Authority, including protocols for assessment and the LSCB threshold document.

1.1.5 This Policy is addressed to all members of staff and volunteers at the School (temporary and permanent). Adherence to this policy is mandatory for **all** staff and volunteers and its use is not subject to discretion. This Policy applies whenever staff or volunteers are working with pupils, including where this is away from the academy, for example at another institution, on school visits and trips, as well as sporting and cultural activities.

1.1.6 This Policy is available to all parents/carers, staff and volunteers on the academy's website. A paper copy of this Policy is also available to parents/carers upon request to the School office.

1.1.7 Pupils are taught about safeguarding including online safety, how to adjust their behaviour to reduce risk, keeping themselves safe and building resilience. They are made aware of this Policy through their programme of PSHE and other means of sharing information appropriate to their age and understanding, including pastoral education delivered via Form Tutors, assemblies, external agencies workshops and Sex and Relationship Education (SRE).

1.2 **Creating a Culture of Safeguarding**

The Belvedere Academy's approach to safeguarding is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about students likely to suffer significant harm to the child protection agencies.

1.2.1 The academy takes seriously its responsibility to promote and nurture the mental health and wellbeing of all its pupils and staff. This is reflected in its policies and procedures for pastoral care and the academy's PSHE programme.

1.2.2 'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. The academy recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

1.2.3 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Everyone who works with our pupils should make sure that their approach is child-centred (that is, that they consider at all times what is in the best interests of the child).

1.2.4 As well as ensuring that the academy's policies and procedures support its safeguarding responsibilities, the academy will work with pupils and their families, and contribute to inter-agency working, in line with the statutory guidance *Working Together to Safeguard Children*. This includes providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

We are committed to working in partnership with parents, Social Services Departments and diverse communities to continuously develop and improve the safeguarding culture within our academy.

1.2.5 Having these safeguards in place not only protects and promotes the welfare of children but it also enhances the confidence of our staff, volunteers, parents/carers and the general public.

1.2.6 The academy has systems to:

- Prevent unsuitable people working with pupils;
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action, and promote the welfare of pupils in need of additional support;
- Promote safe practice and challenge poor and unsafe practice;
- Protect students and staff from online risks, which include e-safety education and training, policies and procedures governing the use of IT, filtering and monitoring systems, and procedures to manage any incidents that occur;
- Deal with issues of confidentiality, information sharing and consent;
- Ensure that staff do not, through their actions, place pupils at risk of harm, or place themselves at risk from an allegation of harm (by providing guidance on areas such as 1:1 tuition, sports coaching, conveying by car, inappropriate electronic communication). Relevant guidance can be found in our staff Code of Conduct.

1.2.7 While the primary requirement is to notify the LADO¹/Children's Services, the academy will also notify the Legal Department at GDST of any safeguarding issues in the following circumstances:

- The issue involves an allegation against a member of staff, a volunteer or the Principal;
- The issue relates to concerns about the education provided to the pupil;
- The issue involves referral to external agencies;
- The issue could result in a claim against the Academy Trust Board or affect the academy's reputation.

1.2.8 All staff are required to adhere to the *ICT Acceptable Use Agreement*, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

1.3 **Implementation Procedures**

The academy has implementation procedures to assist staff and volunteers when handling safeguarding concerns. Information on these procedures is available to all staff and volunteers at the academy and the procedures must be followed at all times.

1.4 **Children with Special Educational Needs and Disabilities**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

1.5 **Looked After Children**

The academy will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by the local authority.

¹ Local Authority Designated Officer(s) for Child Protection.

1.6 **Private Fostering**

Private fostering occurs where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home. If a member of staff becomes aware that a pupil may be in a private fostering arrangement, they should raise this in the first instance with the Designated Safeguarding Lead (DSL). The academy will then notify the local authority of the circumstances.

2. Students

- 2.1. We encourage the students in our care to raise any concerns that they might have and ensure that these are taken seriously. We also encourage students to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved. We actively promote a safeguarding culture that is sensitive to the needs and particular characteristics of individual students with regards to racial, cultural, religious beliefs or sexual orientation. Student awareness of the issues of child protection is raised through the academy's curriculum, assemblies, wellbeing team and form time.
- 2.2. Students are encouraged to speak to their Form Tutor, Head of School or any other staff member with whom they feel comfortable. There is also a school nurse and school counsellor available. Students are also encouraged to talk to older student buddies if they do not feel they can talk to an adult.

3. Parents

- 3.1. Parents also have responsibility for securing the welfare of their children and, therefore, must be involved at an early stage should welfare concerns be raised. We aim to work with parents to ensure appropriate support is identified and the nature and sources of support are explored with parents and the student concerned (according to their age and understanding).
- 3.2. The academy cannot accept responsibility for students outside academy hours and off-site unless on an approved academy activity with the permission of parents. We, therefore, need to work in partnership with parents in a shared responsibility for students at home and at the academy. Parents will have at least 24 hours notice of any academy visits/activities taking place outside official hours and must give their permission for their child to attend (see Educational Visits Policy).
- 3.3. The Principal may also consider sharing information and working in partnership with other external agencies, as the welfare of individual students is the paramount consideration.
- 3.4. The Safeguarding Policy is available to parents through the Belvedere Academy's website or a copy can be obtained on request.

4. Staff

- 4.1. All academy staff must be alert to signs of abuse and neglect (appropriate to their role) and should report concerns or suspicions immediately to the relevant designated member of staff. All academy staff should keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role and responsibility.
- 4.2. On appointment, all staff will receive a copy of the safeguarding procedures and Code of Practice and must sign an 'Agreement to work in accordance with the academy Safeguarding Policy'. This completed form will be kept in the staff file. All existing staff will be given a copy of the procedures

at their first review meeting and must sign an 'Agreement to work in accordance with The Belvedere Safeguarding Strategy'. This form will be kept in the staff file.

- 4.3 All staff must have an enhanced DBS disclosure with a barred list check before starting employment. In response to delays in receiving DBS disclosures, the Principal may at his discretion deploy people to work with students, provided they are not on the barred list and all other recruitment and selection procedures have been completed satisfactorily.
- 4.4 All Curriculum Leaders and Pastoral Leaders in consultation with the Designated Safeguarding Lead (DSL) need to ensure that all staff and volunteers and all other adults with direct contact with students (e.g. peripatetic staff, adults providing individual coaching or coaching for specialist development or performance groups from outside organisations or visiting teachers) are familiar with, and agree to, work in accordance with the Belvedere Academy's Safeguarding and Promoting Student Welfare Policy. They are required to complete an Agreement Form to this effect.

5. Volunteers

- 5.1 All volunteers and peripatetic staff who have *regular unsupervised* contact with students in the academy must have an enhanced DBS disclosure with barring list. For volunteers with *regular supervised* access to students, checks are not necessary.
- 5.2 Circumstances where DBS disclosures are not necessary
- Volunteers helping with single events on an ad hoc basis, for a short period of time and infrequent visitors who do not have unsupervised access to students.
 - Volunteers or parents who only accompany staff and students on one-off outings or trips that *do not* involve overnight stays, or who only help at specific events.
 - Sixth formers undertaking voluntary work with younger students.
 - People on-site before or after school hours when students are not present e.g. cleaners, local groups who hire school premises.
 - Building contractors (health & safety reasons do not allow students in areas where builders are working, therefore, builders should have no contact with students).
- 5.3 The Principal will make a risk assessment regarding the need for DBS disclosures based on the duration, frequency and nature of the volunteer's contact with students and their knowledge about the volunteer. In addition, the Principal will:
- seek two references from a person who has experience of the applicant's contact/work with young people and preferably has observed the applicant's contact or work with young people;
 - explore applicants' experience of contact and working with young people;
 - make appointments conditional on successful completion of a trial period that can then allow both parties to review the situation;
 - issue guidelines on how to deal with the disclosure or discovery of abuse;
 - provide adequate support and/or training (as appropriate) for volunteers.

6. Designated Safeguarding Lead (DSL)

- 6.1 When the DSL is alerted to concerns about an individual student, they may consult with the Inclusion Manager. However, the DSL will not delay following the child protection procedures whilst trying to gather information from the Inclusion Manager. Consultation with the Inclusion Manager is particularly helpful in cases where the student has communication difficulties or behaviour problems.
- 6.2 The DSL is responsible for developing a whole school protocol particularly regarding this Policy to help ensure that the safeguarding procedures are communicated in a range of ways in order to meet the communication needs and learning styles of all students including those with special educational needs and disabilities.
- 6.3 The Safeguarding Committee will meet once per month to discuss any safeguarding issues and will be chaired by the DSL. Secure minutes will be held detailing outcomes/actions from these meetings. This also acts as supervision for the DSL's.

7. Local Governors

- 7.1 Local Governors are requested to make a formal declaration of their suitability to serve. The declaration should be supported by a DBS disclosure only.
- 7.2 Local Governors do not have a right to information about individual cases but have an important role in ensuring that accurate information is conveyed to the community in the event of a child protection incident, in line with the communication plan agreed by the strategy team.
- 7.3 In the rare event of an accusation involving the Principal, the Associate Principal will liaise with the Academy Trust Board and the Chairman of the Local Governing Body.

8. Out-sourcing and Contracting

- 8.1 The Belvedere Academy requires that all organisations providing services/activities on behalf of the academy, or through the use of academy premises, operate standards and practices within a protective culture and agree to adhere to the Safeguarding Policy (e.g. catering and estate staff who may have daily contact with students).
- 8.2 The Belvedere Academy will not endorse outside organisations (e.g. summer camps, courses or activities).

9. Reporting Cases to the Secretary of State via the DFE

- 9.1 All staff need to be aware that the Belvedere Academy and the Academy Trust Board, as employers, have a duty to report cases where it has ceased to use a person's services because they are considered unsuitable to work with young people, or as a result of misconduct, or because of a medical condition that raises a possibility of risk to the safety or welfare of young people. This extends to visiting teachers and contractors.
- 9.2 Should the need arise, the individual concerned will be informed of this duty at the conclusion of the Principal's deliberations and/or the child protection agencies' investigation of the allegation.



Child Protection Code of Practice & Procedures

1. Designated Safeguarding Lead(DSL)

- 1.1 The main role of the Designated Safeguarding Lead is to refer cases of suspected abuse or allegations to the local child protection agencies as appropriate and in accordance with Local Children’s Safeguarding Board (LCSB) procedures. The DSL will ensure that there is always cover for the DSL and that arrangements for cover are communicated clearly to staff.
- 1.2 The DSL will;
- receive the required updated Safeguarding and Prevent training at least every two years (as set out in Annexe B of KCSIE 2016)
 - have a working knowledge of how Liverpool’s Children’s Services operates, have received training on how to identify child abuse and local referral protocol and how to contribute effectively to a child protection conference;
 - act as a source of advice and support within the school and coordinate action regarding referrals regarding both children and allegations against staff;
 - should liaise with the relevant agencies and record all contacts;
 - ensure that all staff including peripatetic staff and volunteers have relevant Safeguarding training, including induction training and online-safety training, enabling them to identify and report any concerns;
 - ensure staff and volunteers have access to and understand their role in the child protection procedures, particularly part-time staff, peripatetic staff, qualified staff, newly appointed staff, before/after school care staff, volunteers and gap year students;
 - ensure that when a student moves to another school, that a copy of the student’s confidential child protection file is transferred to the new school Headteacher as soon as possible and is transferred separately from the main student file as it contains sensitive personal data.
 - ensure that the academy’s Safeguarding and Promoting Student Welfare Policy is reviewed and updated annually.

2. Responding to Allegations/Causes for Concern: Students at Risk of Significant Harm

Children are more likely to be abused by someone they know and trust than by a stranger. Staff members are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always take action in the best interests of the child.

If staff have concerns about a child (as opposed to a child being in immediate danger or at risk of harm – see para 2.0 below) they will need to decide what action to take. All staff should be prepared to identify children who may benefit from early help, that is, support as soon as a problem emerges. Such problems should be discussed in the first instance with the Designated Safeguarding Lead. The early help process may also involve sharing information with other professionals and contributing to an early help assessment.

- 2.0 If a child is in immediate danger or at risk of harm, this must be reported to the DSL, who will make a referral to children's social care and/or the police immediately. It is not the responsibility of the academy to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

- 2.1 Staff and volunteers should make themselves available to listen and demonstrate to the student that what they are saying is being taken seriously and without criticism.
- 2.2 Staff and volunteers must be aware that the way in which they talk to a student can have an effect on the validity of evidence which can be brought in any subsequent criminal proceedings. Staff and volunteers should therefore respond to students disclosing concerns or allegations of abuse (including allegations about a member of staff) in a supportive, calm manner and avoid asking detailed questions. In responding to students, staff should note carefully any external signs of possible injury or neglect but should not undress the student or examine clothed parts of the student's body in an attempt to determine the nature of any such injuries/ neglect. (Appendix 2: Practical tips on communicating with children about their concerns).
- 2.3 If a student confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers ***must not make promises about confidentiality***. Staff must tell the student sensitively that they have a responsibility to tell the DSL so that the student can be helped to stay safe and feel better. It is important for all students that they are reassured that the matter will only be disclosed to people who need to know.
- 2.4 If your concern is regarding children that may be vulnerable to radicalisation, please refer to Liverpool's Prevent guidelines in Appendix 10.
- 2.5 The academy will work with the student and with parents to ensure that the student receives proper advice, support and protection.
- 2.6 All incidents about concerns in relation to significant harm must be brought immediately and well before the end of the same academy day to the attention of the DSL in the academy. If a member of staff is working outside normal academy hours a member of the Senior Management Team must be informed and appropriate arrangements made for contacting them in case of an emergency. All of the Senior Management Team should have contact details for the DSL.

3. Recording

- 3.1 All records will be kept by the DSL in a secure cabinet, separate from the main student file and must:
 - be written or typed within 48 hours and be marked as confidential;
 - clearly distinguish between fact, observation, allegation and opinion;
 - contain name(s), date, the event, any action taken;
 - record what was said and any action taken in cases of suspected abuse or when the student is placed on a child protection register;
- 3.2 In the event of a student moving to another school, a copy of any information which will assist the new school in promotion of safeguarding the student's welfare should be sent to the head teacher of that school. In the case of relevant medical records, copies of these should be sent to the receiving school. All such records should be marked 'Strictly Confidential.'
- 3.3 All records may be used in criminal proceedings.
- 3.4 A template form for recording concerns accompanies this document.

4. When is it appropriate to refer to Social Services?

- 4.1 Any decision to call Social Services will be made by the DSL in discussion with the Principal. Any member of staff concerned about a student's welfare should consult the DSL immediately and well

before the end of the school day, if at all possible. It is not the responsibility of the school to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

- 4.2 Consultation with Social Services is appropriate when action is required to meet the needs of individual students outside of the education services or when the student's needs are unclear. The permission of the student and their parents should normally be obtained *unless* to do so would place the student at risk of significant harm.
- 4.3 Concerns about student welfare can be complex and may be anxiety provoking. It is possible to discuss concerns with Social Services without necessarily identifying the student. This can help to establish whether or not a referral to Social Services would be appropriate in complex situations. In addition, advice can be sought from other local statutory agencies. This advice can also be sought without revealing the student's identity and can help the Principal/DSL decide whether or not to make a formal referral and if so, how to approach gaining the consent of parents and the student concerned, as appropriate to their age and understanding.
- 4.4 The decision to make a referral which could activate a child protection investigation and the issue of gaining parental consent are serious decisions and require careful judgement. These decisions need to be taken in consultation with the local child protection agencies. The Principal should liaise with the relevant agencies.

5. Making a referral to Social Services

- 5.1 The final decision for making a referral to Social Services will be made by the Principal and the DSL.
- 5.2 The Principal or Designated Teacher will contact Social Services and agree with the recipient of the referral, what exactly the student and parents will be told, by whom and when. This will be in liaison with Social Services and possibly the Police.
- 5.3 The staff member who knows the student best should also be kept in touch with progress and should be prepared to contribute to the strategy discussion on the basis of their knowledge of the student.

6. Historical Abuse

- 6.1 Reports of abuse, which happened in the past, still need to be reported in accordance with The Belvedere Academy procedures. A student reporting 'historical abuse' will benefit from family support and may need specific therapeutic or professional help. In addition, Child Protection Agencies will need to consider whether or not to conduct a child protection investigation as a crime may have been committed and other children with whom the alleged abuser is (or has been) living or working with may have been abused or be at risk of significant harm.

7. Allegations against staff and volunteers

- 7.1 *All* allegations or concerns raised about misconduct or child abuse by staff must be reported to the Principal unless the Principal is the person about whom the allegation is being made (see Responding to allegations about the Principal). At all times the academy will follow the procedures for handling allegations made against staff and/or volunteers set out in Part 4 of Keeping Children Safe in Education 2016. The aim is to deal with any allegation quickly and in a fair and consistent way which provides effective protection for the child and at the same time provides appropriate support for the person who is the subject of the allegation.

- 7.2 Allegations or concerns about a member of staff using physical punishment or restraint other than permitted by law should also be considered under the academy's disciplinary procedures.

8. Considering the substance of an allegation

- 8.1 The person to whom the student has first disclosed the allegation should complete a Concerns Raised by Students about their Welfare or Safety Form (Appendix 8), which should then be countersigned by the Principal or DSL.
- 8.2 Immediately after an allegation made against a member of staff is reported to the Principal they will consider whether or not there is sufficient substance in the allegation to warrant an investigation and:
- decide how the substance of the allegation will be explored;
 - liaise with the child protection agencies as necessary.
- 8.3 The Principal will not speak with the member of staff who is the subject of the allegation at this point.
- 8.4 Action will be taken promptly by the Principal and in such a way that it does not prejudice any subsequent investigation by the Social Services or Police. There will be no interference with the evidence.

9. Communicating with students about their concerns

- 9.1 When speaking with the student making the allegation, the Principal may decide to do so along with another suitable teacher with whom, he believes the student would be comfortable and not feel intimidated. In order to avoid any interference with evidence, the accompanying teacher must act in the capacity of an observer and not discuss the allegation with the student. There is no need to involve parents at this stage.
- 9.2 The Principal will have due regard for the student's individual needs in terms of their gender, age, racial, cultural, religious background, disability or any special educational needs or characteristics when planning and conducting his conversation with the student.
- 9.3 Students who report that they have been abused by a member of staff will be listened to and heard. The Principal will approach the meeting with the student with an open and inquiring mind, taking care to avoid making assumptions about the student (e.g. allowing previous knowledge about the student's behaviour to affect their capacity to objectively establish whether there is any substance to the allegation). The Principal will avoid minimising the student's account or offering any alternative explanation for the student's account.
- 9.4 Details of the meeting will be recorded on the Safeguarding Students: Record of Concern Form (Appendix 9) immediately afterwards.

10. Considering the Substance of the Allegation: Next Steps

- 10.1 The Principal will then consider, in consultation with the Child Protection Agencies, whether the allegation;
1. Is a child protection concern and needs further investigation by the child protection agencies;
 2. Amounts to unprofessional practice,
- Or is Demonstrably false.

11. Demonstrably False

- 11.1 Only if the allegations were trivial or demonstrably false would a further investigation not be warranted. In these circumstances the Principal will consider:
- Whether the student might have been abused by someone else;
 - Whether to inform the member of staff of the allegation and that no further action will be taken;
 - The student's need for informal guidance or support;
 - Whether to inform the child's parents of the allegation made and the outcome;
 - Whether or not to prepare a report concluding with the reasons why the allegation is without foundation.
- 11.2 Further helpful guidance on responding to the student who made the allegation and on support for staff can be found in the IRSC Network on Managing the Aftermath of Unfounded and Unsubstantiated Allegations (Jan 2004). (See www.teachernet.gov.uk).

12. Unprofessional Practice

- 12.1 In the case of unprofessional practice, the Principal will then need to establish whether or not this requires disciplinary action, performance management and/or support and guidance for the staff member or volunteer, against whom the allegation has been made. In order to do this, the Principal will need to consult with the child protection agencies to ensure that the Principal's actions will not prejudice any child protection and/or criminal investigation, whilst also ensuring that the staff member or volunteer's need for a quick and fair response to any allegation made against them is properly upheld.

13. Child Protection Concern

- 13.1 The Principal will need to agree an outline communication plan with the Strategy Team (i.e. a joint meeting of Police and Social Services, who may involve other professionals relevant to the individual case at this stage of the child protection process.) The Strategy Team will decide on when and what will be discussed with the student who has made the allegation, the student's parents, as well as the member of staff or volunteer against whom the allegation has been made. The Principal will also need to identify a small group of staff (including the DSL) and agree with the Strategy Team how much information should be shared with this core group, the wider staff and the academy community (including parents) and possibly the media.
- 13.2 The communication plan is likely to need to respond to developments during the course of the investigation process and will always need to be undertaken in consultation with the Strategy Team.
- 13.3 The Principal will keep the Academy Trust Board informed at each stage of these developments. This should not cause any delay in following local (i.e. LCSB) child protection procedures.
- 13.4 Irrespective of action by Social Services or the Police, the academy will follow the appropriate disciplinary procedure and decide whether the member of staff should be suspended or removed from work with students, pending investigation.

14. Considering Suspension of Staff and Alternatives to Suspension

- 14.1 The decision to suspend is the responsibility of the Principal.

14.2 Suspending a member of staff is always a serious decision to aid the investigation process. It is not in itself a disciplinary action. Consideration can be given to the staff member remaining in school. *In all situations the welfare needs of the student making the allegation and other students will be the paramount consideration.* However, there is also a duty of care to staff, and therefore when considering suspension, it is important to have regard to:

- the nature of the allegation;
- the assessment of the presenting risk;
- the context in which the allegation occurred;
- the individual's contact with students;
- any other relevant information;
- the power to suspend;
- alternatives to suspension.

14.3 Suspension should be considered if the following grounds apply:

- A student or students would be at risk;
- The allegation is so serious that summary dismissal for gross misconduct is possible;
- It is necessary to allow any investigation to continue unimpeded.

14.4 The disciplinary process and a criminal investigation have different objectives and should not be confused. A police and/or child protection investigation takes priority over internal disciplinary investigation by a school; the police/child protection investigator will be able to advise what, if any, internal disciplinary action can be taken pending the outcome of the police/child protection investigation.

14.5 The Principal will also need to carefully balance the needs of other staff and indeed the care and protection of the staff member against whom the allegation has been made.

14.6 Alternatives to suspension include:

- Leave of absence;
- Undertaking different duties which do not involve direct contact with the individual student or students, (this will rarely be possible in the Academy);
- Providing classroom assistance or for another colleague to be present throughout contact time.

14.7 The rationale for whatever decision is reached should be recorded and kept secure.

15. Communication

15.1 In the event of a staff member being suspended, the Principal will need to agree the communication plan as regards keeping in touch with a suspended member of staff during the course of the investigation and any subsequent period before the staff member returns to work in the academy. It is particularly important to ensure that a clear statement is prepared for use by the Academy Trust Board, the academy and the Governors in the event of questions from the press and that parents receive a sensitive and consistent response to their questions.

Where the academy ceases to use the services of any person (staff (including agency staff), peripatetic teacher, volunteer or any other person) or the person resigns or otherwise ceases to provide his or her services because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (DBS) in accordance with the procedural guidance at <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs> (contact: PO Box 181, Darlington, DL1 9FA. Tel: 01325 953795, email dbsdispatch@dbs.gsi.gov.uk).

In cases involving teaching staff, the academy will also decide whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

16. Disciplinary and Grievance Procedure

- 16.1 Staff members who feel that they have been treated unfairly in relation to suspension of any disciplinary action should use the academy disciplinary procedure. Staff who have any other complaint in relation to an allegation and/or investigation under these procedures should use the Academy Guidance Procedures.

17. Allegations against the Principal

- 17.1 An academy member of staff receiving an allegation of abuse or physical punishment or the use of restraint (other than that permitted in law), against the Principal should report this to the DSL (the Associate Principal).
- 17.2 The Associate Principal must report this immediately to the Chair of the Academy Trust Board and the Chair of the Local Governing Body. In the absence of the Associate Principal the staff member must report immediately to the Chair of the Academy Trust Board. The Chair of the Academy Trust Board should obtain details of the allegation, in writing, signed by the person who received the allegation, not the student who is subject of the allegation. The account of the allegations should be countersigned and dated by the DSL.
- 17.3 The procedures above relating to allegations against staff will then be led by the Chair of the Academy Trust Board replacing the role of the Principal.

18. Work Experience

- 18.1 Students will be informed by Careers Staff and given the opportunity to discuss how to identify and respond to situations that may give rise to concern in the work place.
- 18.2 Students must contact the DSL if they have concerns.
- 18.3 The DSL, in discussion with the Principal, will decide whether or not to take the concerns further.

19. Promoting British values, incorporating the National Prevent Strategy to combat radicalisation and terrorism

The academy aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society. In doing this, the academy fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all our pupils. We will 'actively promote' the fundamental British values of: democracy, freedom, toleration, multiculturalism, respect for the rule of law, respect for equal rights, belief in personal and social responsibility, respect for British institutions.

British values are promoted through the curriculum within the PSHE programme, form time activities, enrichment, assemblies and other activities (such as debating), and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the academy.

In promoting these values, the academy will not promote the partisan teaching of any subject and where political issues are discussed the academy will ensure that our pupils are offered a balanced presentation of opposing viewpoints.

The academy's curriculum is designed to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the academy is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

We have listed below details of how the academy seeks to embed these fundamental values.

Democracy

The principle of democracy is explored in subjects such as RS, History, PSHE and Citizenship and in assemblies and through the enrichment programme. The practice is encountered by pupils in the process of electing peers as Head Girls and Deputy Head Girls.

The rule of law

The academy is governed by rules that pupils are made aware of through induction, assemblies, Citizenship and in documents such as the Online Safety Policy. All staff, when they join the academy, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken. On joining the academy pupils are asked to sign the Home School Agreement and the Online Safety Acceptable Use Agreement and this is kept on the pupil's file.

The rule of law is explored in the curriculum through the PSHE and Citizenship programme and the History syllabus.

Individual liberty

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The academy seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through PSHE lessons.

Pupils are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and through the enrichment programme. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively.

Mutual respect

Respect is central to the ethos of the academy, and is modelled by pupils and staff alike. The academy promotes respect for others in the classroom and in all other activities including form time activities. The academy seeks to develop mutual respect throughout the curriculum, and the academy rules promote the values of respect and responsibility. Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions.

Tolerance of those of different faiths and beliefs

Pupils are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the academy community.

Assemblies allow pupils to appreciate different faiths and practices, and this is supported by the programmes of study in RS and PSHE. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways – including trips abroad.

The role of the academy in the prevention of political indoctrination

This is implicit in the values described above.

There is no place at the academy for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views.

The academy is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. If any pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

20. The National Prevent Strategy (DFE's Prevent Duty June 2015)

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain authorities (including academies), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is part of the Prevent Strategy (2011).

The Prevent Strategy recognises the link between terrorist groups, terrorism and extremist ideology. Some people who join terrorist groups have been previously radicalised by them. Extremism is defined as: "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 within our definition of extremism calls for the death of members of our armed forces."

The strategy deals with 'all forms of terrorism and non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views with terrorists can then exploit'. It also makes clear 'that preventing people becoming terrorists or supporting terrorism requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups. And the strategy also means intervening to stop people moving from extremist (albeit legal) groups into terrorist related activity.'

The Belvedere Academy supports the Home Office Prevent Strategy to combat radicalisation and terrorism.

21. This strategy is supported at the Belvedere Academy in the following ways:

- a. **Raising Awareness of the issue of radicalisation with staff and the governing body** so that those who work with young people at Belvedere Academy appreciate that they are a front line strategy, and act accordingly. All Staff will receive appropriate training to give them confidence to identify children at risk and so that they know where to go for further support. Training for new staff will be given in conjunction with usual safeguarding training.
- b. **Raising student awareness through the curriculum.** This will be addressed both discreetly within certain curriculum areas where a clear understanding of history / religion / tradition promotes an appropriate understanding of the origins of movements such as Nazism and promoting an understanding of world religions based on peaceful messages and intent. In addition, awareness will be raised explicitly within the Academy's Lifeskills Programme.
- c. **Creating an inclusive academy,** which appreciates the importance of SMSC (Spiritual, Moral, Social and Cultural) and delivers it through a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, which celebrates the diversity of the academy community and aims to make students feel valued and included.
- d. **Responding to concerns.** Concerns raised by staff or other students are investigated as Safeguarding issues according to the academy safeguarding protocol and policy. As such the Safeguarding Officer now assumes the additional responsibilities for Prevent and acts as a single point of contact. The academy will maintain records of any concerns raised and action taken in line with existing safeguarding procedures.
- e. **Robust Safeguarding protocols and procedures.** Belvedere Academy is fully committed to safeguarding and promoting the welfare of all its students. As an academy we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- f. **Referral Mechanism**

Academy staff and Designated Safeguarding Leads should follow the normal safeguarding procedures and act to protect children who are immediately at risk by ringing the Police or non-emergency number 101. Other children will need to be referred to Careline. In addition, schools can seek advice from:

Special.Branch@Merseyside.pnn.police.uk or Tel: 0151-777-8505
sue.harris@liverpool.gov.uk or Tel: 0151-233-7015

- g. **Internet monitoring.** Belvedere Academy uses Websense screening which applies pre-defined rules to screen and filter all internet traffic coming through the academy's networks. Websites with radicalised content are filtered out through this system. In addition, Websense monitors all requests to external websites from within the academy's network, including access to radical sites. Students found wanting to access sites with radicalised content will be referred through the Liverpool Prevent referral process to Channel.

h. Use of External Agencies and Speakers

External agencies or speakers can enrich the experiences of our students, however we will endeavour to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to these values.

22. Review

- This policy and procedure will be reviewed on an annual basis, in accordance with the schedule drawn up by the Principal and agreed by the ATB or when there are changes in the law.
- The working of this Policy will be monitored locally by the Designated Safeguarding Lead in the academy who will report as required to the Principal.
- The GDST, as sponsor of the academy, will undertake an annual audit visit and other periodic checks in order to monitor the academy's implementation of these policies and procedures, together with a review of the safeguarding incidents that have arisen and how they were managed.

Last Revised and Modified: September 2016 (SMT and Reps. from Academy Safeguarding Board)

This policy was last reviewed and updated on 20th September 2016 and will be reviewed again in the event of any significant changes or by September 2017 at the latest. The School's most recent safeguarding audit visit took place in January 2016.

Appendices

Appendix 1 – Related Safeguarding Policies

Appendix 2 – Practical Tips when Communicating with Children about Concerns

Appendix 3 – Sources of Support for Staff and Volunteers

Appendix 4 – Illustrative Indicators of Students “In Need”

Appendix 5 – Possible Indicators of Abuse

Appendix 6 – Student Support (Additional Resources)

Appendix 7 – Definitions of Significant Harm and Child Abuse

Appendix 8 – Recording Concerns Raised by Students about their Welfare / Safety

Appendix 9 – Safeguarding Students: Record of Concern

Appendix 10- Prevent Guidelines

Safeguarding Agreement

Agreement – Agreement to Work in Accordance with the Belvedere Academy Safeguarding Strategy

Appendix 1

Related Safeguarding Policies

Anti-Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time. It can take many forms but the three main types are physical, emotional and verbal. The damage inflicted by bullying can be underestimated. Bullying can cause considerable distress to students to the extent that it affects their health & development or in extreme cases cause them significant harm.

The academy has in place rigorously enforced, whole school Anti-Bullying strategies based on the DFE pack "Don't Suffer in Silence" available at www.teachernet.gov.uk

Online safety (see separate online safety policies for staff and students)

The Internet offers an extremely vital resource to students, staff and parents in terms of education and learning resources and for communication networks across the globe. However, we also know that new technology gives people who are sexually interested in children a new medium to network, share information and fantasies, explore new identities and normalise their behaviour. This adds another dimension to the degree and nature of the risks to children. Developments in technology happen considerably faster than legislation and best practice guidance can keep up with and so it is imperative to remain vigilant about ongoing developments in this challenging area.

The Internet is the prime medium for the distribution of abusive images of children. Photographs taken with a digital camera can later be transmitted onto the Internet and then be digitally manipulated to create abusive images of children. Video recording apparatus is now very compact and this can also be easily transmitted on the Internet.

Mobile Phone Technology & the Internet

The Online Safety Acceptable Use Agreement aims to provide safeguards for information technology. We know that students can access information technology themselves and via 3G and 4G (e.g. at home or by bringing mobile phones to school). National figures show that 61% of 5 to 16 year olds own a mobile phone that can access the internet and this increases the opportunities for students to communicate and access web sites and other Internet services away from the supervision of their parent/guardians. The ICT strategy aims to educate students about inappropriate use of technology and staff about their responsibility, whether or not they are ICT specialists, through all aspects of the curriculum.

Bullying and Technology including sexting

"The use of the Internet as a bullying tool between young people is becoming increasingly common and can be extremely damaging to the victim."

Students could place an image of their friends or peer group onto the Internet. This may be done innocently to send a photograph to a friend or alternatively with the intention of causing embarrassment or even humiliation to the person depicted in the image.

There is growing concern about how technology can be misused to bully or harass e.g. sending unpleasant e-mails or text messages. The non-personal nature of communicating through text messages or e-mails seems to allow young people to behave in a way which would be far more difficult if they were having face to face contact.

To help address these problems the academy will:

- advise students and parents of the potential dangers of Internet chat rooms and misuse of technology e.g. digital photography, photographic mobile phones, videotaping and web sites, (according to their age and understanding). This is undertaken through special whole school events, PSHE lessons, assemblies, form time, display and parents' evenings;

- communicate any restrictions and consequent sanctions that may be imposed in order to promote the Online Safety Acceptable Use Agreement to all students (according to their age and understanding), parents and guardians;
- make students aware that the Online Safety Acceptable Use Agreement applies to behaviour towards staff, volunteers and students;
- encourage close liaison between all key stakeholders of the academy in order to:
 - be alert to guidance and best practice developments in this complex and evolving area.
 - ensure systems are in place to monitor, identify and respond to issues/concerns raised or suggestions to improve practice in their school.

Reporting concerns

Any concerns about the misuse of technology should be reported:

- Students should inform their Form Teacher who will inform the relevant Pastoral Leader
- Staff & volunteers should inform their line manager or the Online Safety Co-ordinator.
- The Online Safety Co-ordinator should report to the Principal, who in liaison with the ICT Network Manager should consider reporting any identified illegal activity or concerns regarding Internet sites or material to the police and/or Internet Watch Foundation (IWF) as appropriate. Further information available at www.internetwatchfoundation.gov.uk

School Security

A whole academy approach to developing and maintaining security by strengthening certain components of the academy security procedures and systems can help make the Safeguarding Strategy more robust. This should include ensuring that:

- systems are in place to meet current requirements and are rigorously adhered to, such as door codes, use of visitor passes. Students and parents can be encouraged to help make sure the system is working;
- all concerns raised by parents and students or neighbours are properly recorded and addressed, in order to identify any emerging patterns and that these are properly addressed;
- access is controlled, particularly at vulnerable times of the day such as before and after school hours and during extra-curricular activities;
- staff working at vulnerable times of the day are adequately supported with sufficient numbers of adults, relevant information, access to keys, and mobile phones if necessary;
- re-evacuation procedures (i.e. getting students swiftly and safely back into the academy building) have been developed and practised to respond to the unlikely event of an unwelcome intruder;
- staff/volunteers receive information and/or training (as appropriate to their role) on how to deal with intruders (e.g. estate staff);
- Curriculum Leaders and Pastoral Leaders are proactive in liaising with local police at sufficient level of seniority and work towards developing positive relationships and consistency of practice.

Appendix 2

Practical Tips When Communicating with Children about their Concerns:

- Allow the student to talk freely and listen without criticising her.
- Communicate by voice tone and or facial expression that you are taking concerns raised seriously.
- Keep questions to a minimum: only use questions if you have to make sense of what the child is trying to communicate to you.
- Ask **ONLY** open questions e.g. “Tell me what has happened?” **NOT** “Did she/he/do *** to you?” “Who did this?” **NOT** “Did *** do this to you?”
- Reassure the student that they were right to tell you and that it is not their fault.
- Explain that you want to make sure that the student feels better and feels safe and so you must let your Line manager (use the person’s name) or the DSL (use the teacher’s name) know so that he/she can make sure that the student is alright.
- Reassure the student that what they have shared with you will not be shared with other students or the wider staff group.
- When you are recording the student’s account of events, use the student’s *exact* words and phrases even if these are childish words, or you think it is rude or inappropriate language for a girl or young woman to use.
- Report your concerns to your Line Manager or the DSL immediately and well before the end of the same school day (if possible).
- Don’t interrupt the student who is freely telling their account of what happened
- Don’t put words into the student’s mouth (i.e. finish the student’s sentences for her)
- Avoid questioning the student for details
- **Do not promise to keep the information secret**
- Avoid making assumptions about the student or their family
- Avoid jumping to conclusions or speculating about what happened or might have happened or making accusations
- Try to avoid an overly emotional reaction, such as expressing disgust, shock or disbelief
- Do not attempt to undress the student in order to examine her
- Do not collude with any other person in relation to concerns about the student’s welfare or hold onto significant information about the student’s welfare

Appendix 3

Sources of Support for Staff & Volunteers

Staff or volunteers may feel adversely affected by incidents of abuse they have been exposed to personally or professionally. Trust Office Personnel Department and/or the confidential staff counselling service – (Worklife Support) will be able to offer advice and help: BUPA Healthy Minds 0300 123 1090

The following organisations may also be helpful sources;

<u>Organisation</u>	<u>Contact Details</u>
Your Local General Practitioner will be able to arrange free counselling through your local GP surgery	
Lists of professionally qualified counsellors and therapists in your area can be obtained from MIND or the British Association for Counselling and Psychotherapy (BACP)	www.mind.org.uk www.bcap.org.uk
Local Citizens Advice Bureau	0151 280 8484
Parentline Plus	0808 800 2222 www.parentlineplus.org.uk
The Samaritans	116 123 www.samaritans.org.uk
The NSPCC Child Protection Helpline: (24-hour free service that will give advice and information)	0808 800 5000
Your Local Integrated Children’s Service (careline)	0151 233 3700
School Counsellor (Gabbie Hill)	Belvedere Academy
Education Support Partnership	www.educationsupportpartnership.org.uk 0800 562 561

Appendix 4

Illustrative Indicators of Students “In Need”

Student’s Developmental Needs

Students with low self esteem	Students unable to form peer relationships
Students experiencing loss (including divorce) or bereavement	Students who are withdrawn
Students who are in a “caring capacity” i.e. caring for parents who are ill (mentally or physically) or who are disabled	Students who experience bullying
Students who bully	Students who have been abused
Students with mental health difficulties	Students whose talents attract intense or invasive public interest
Students who may be engaged in illegal employment or working hours	Students whose exceptional talents demand excessive training/practice schedules
Students who present problems around diet, hygiene or dress	

Parenting Capacity

Students whose parents show no interest/involvement in their education	Students living with domestic violence
Parents who condone continued lateness/non-attendance	Students who are over-disciplined or over stimulated
Students living in inconsistent, transient family situations	Students whose parents or siblings have mental health problems
Students living with high criticism/low warmth	Students whose parents or siblings misuse drugs/alcohol
Parents with overly high/or unrealistic expectations of their child	

Illustrative Family / Environmental Factors

Families living in social/cultural isolation	Families experiencing sudden or extreme financial hardship
Families who are victims of harassment and or racism	Families who may have members who have a very high public profile e.g. in Sport, Arts, the media or politics
Families who lack support networks	Families who are members of HM Armed Force

Appendix 5

Possible Indicators of Abuse

Determining whether signs and symptoms are in fact indicators of child abuse is a skilled job. It requires a full assessment of the injury, explanation, history and circumstances. This is not the role of the teacher. The following may help staff be aware of possible signs of abuse but *these do not necessarily mean that the child has been abused*. All School staff members should be aware of the signs of abuse, neglect and radicalisation so that they are able to identify cases of children who may be in need of help or protection.

The following may help staff to be aware of possible signs of abuse - There are further sources of information such as the NSPCC website. However, such lists are not exhaustive - if staff members are unsure they should always seek advice and report concerns even where signs/indicators are not present. Staff should also be alert to behaviours or circumstances that put children in danger, such as drug taking, alcohol abuse, self-harm, truanting, cyber bullying and sexting. There may also be other signs of abuse specific to female genital mutilation, and to the radicalisation of young people. These are described in the *Safeguarding Procedures*.

Physical Abuse

- Unexplained injuries/burns
- Untreated injuries
- Bruises/abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

Emotional Abuse

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

Sexual Abuse

- Sexual awareness inappropriate to child's age e.g. drawings, vocabulary, knowledge of sexual acts
- Provocative sexual behaviour
- Love bites
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

Neglect

- Constant hunger, tiredness
- Poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self esteem
- Poor relationship with peers
- Excessive rocking, hair twisting, thumb sucking

Appendix 6

Student Support – Agencies and Organisations

<u>Resource details</u>	<u>Contact details</u>
Safe Use of the Internet National Crime Agency CEOP Command	www.ceop.police.uk
ChildLine	0800 1111
NSPCC	0808 800 5000
<u>Young Minds</u> : UK's leading charity committed to improving the emotional wellbeing and mental health of young people	020 7089 5050 www.youngminds.org.uk Parents Information Service 0808 802 5544
<u>Believe in Children Barnardo's</u> Support and advice for sexual exploitation, young carers, domestic violence and child poverty.	0151 488 1101 (Liverpool office)
<u>Young Persons Advisory Service (YPAS)</u>	0151 707 1025
<u>FRESH CAMHS Liverpool</u>	www.freshcamhs.org 0151 293 3662
<u>Savera</u> – dedicated to tackling domestic abuse within BAMER families	www.saveraliverpool.co.uk email: saveraliverpool.co.uk 07716 266484
<u>RASA Rape and Sexual Abuse Centre</u>	0151 707 4313
<u>Bullybusters</u>	0800 169 6928
<u>Liverpool Domestic Abuse Service</u> – free confidential advice and support about domestic abuse	0151 263 7474
<u>GOV.UK Forced Marriage Unit</u>	020 7008 0151

Appendix 7

Definitions of Significant Harm and Child Abuse

Significant Harm

The Children Act 1989 introduced the concept of "significant harm" as the threshold that justifies compulsory intervention in family life in the best interests of children.

The local authority is under a duty to make enquiries (s47 Children Act 1989) where they have reasonable cause to suspect that a child is or is likely to suffer significant harm as a result of maltreatment.

A strategy meeting will be held jointly by the social services and police, and other agencies as appropriate such as education and health, in particular any referring agency. There are no absolute criteria on which to rely when judging what constitutes significant harm. Decisions about significant harm are complex and should be informed by careful assessment (led by social services) of the child's circumstances and discussion with the child and family.

Under s31(9) of the Children Act 1989:

"harm" means ill treatment or the impairment of health and development; "development" means physical, intellectual, emotional, social or behavioural development; "health" means physical or mental health; and "ill-treatment" includes sexual abuse and forms of ill-treatment which are not physical.

Definitions of child abuse

Abuse is 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 institution or community setting by those known to them or, more rarely, by others (e.g. via the Internet). They may be abused by an adult or adults or another child or children. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

It is generally accepted that there are four main forms of abuse. The following definitions are taken from 'Working Together to Safeguard Children'.

Physical abuse

Physical abuse 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 feigns the symptoms of, or deliberately causes ill health to, a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen Syndrome by proxy (fabricated or induced illness in children by guardians).

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may

feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of a child. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is 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. It may involve a parent or guardian failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Information about other kinds of abuse that may not be so obviously recognisable can be found in *Safeguarding Children: Child Protection: Guidance about Child Protection Arrangements for the Education Service* (DFES, June 2004) including:

- Drug & Alcohol Misuse, Domestic Violence, Forced Marriages, Child on Child Abuse, Female Genital Mutilation, Fabricated or Induced illness, Child Prostitution.

In addition, staff need to be aware of the following:

Sexting

Sexting is a child protection issue. Even if explicit material is sent or elicited without malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sexting as part of their online safety education. The academy takes incidences of sexting extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police.

Child on Child Abuse

Abuse is not just committed by adults; it is possible although less likely, for children or young women to pose a threat to other students, either physically or sexually.

Any student, whose behaviour poses a threat to other students in terms being likely to cause "significant harm" to other students, should be referred to Social Services in accordance with LCSB procedures.

Schools would contribute to the multi-disciplinary assessment of the individual student's needs, in accordance with the GDST Child Protection procedures.

The student's behaviour may also need to be considered under the Anti-Bullying Policy, School Behaviour Policy and GDST Exclusion Procedures (Appendix 1: Related Safeguarding Policies).

Appendix 8

Recording Concerns Raised by Students about their Welfare/Safety

Date and time of conversation with student: Date: Time:

Name of Student: **Year Group:**

Record what was said by the student and by you. Use the student's EXACT words & phrases:

Name of any other child or adult who was present:

Student(s):

Adult(s):

Any other comments or observations about what was said, heard or seen:

Your name: **Role:**

Continue overleaf if necessary.

** Please now pass this form to Mr McGarry, Mrs Marshall or Ms Thelen (DSL's) immediately.*

Received by Designated Safeguarding Lead: **Date:** **Time:**

Appendix 9

Safeguarding Students: Record of Concern

Name of Student: DOB:

Student's Address:

Name of parent/guardian:

GP's name and contact details:

Nature of Concern:

Record what was said by the student and by you. Use the student's EXACT words/phrases:

Name of any other teacher present:

Position:

Any other comments/ observations:

Designated Safeguarding Lead: Principal:

Date: Time:

Action Taken (regarding the student and details of anyone with whom the information is shared such as child protection agencies and legal/ education advisers):

Appendix 10

PREVENT Guidelines for Academy Staff

There is no single profile of a person likely to become involved in extremism; however, the decision by a young person to engage with a group, cause or ideology may:

- Begin with a search for answers about identity, faith belonging.
- Be driven by a desire for adventure/excitement/cause
- Be driven by a desire to enhance self- esteem/credibility/status
- Be driven by a need for identity, social network and support.
- Be fuelled by a sense of grievance triggered by experience of racism, discrimination.
- Driven by a desire for political or moral change

As a person becomes more engaged they may:

- Over identify with a group or ideology
- Adopt Them and Us thinking
- Promote Harmful objectives
- Adopt Attitudes that justifying offending
- Dehumanisation of perceived enemy.

As an individual adopts more ideological viewpoint or is increasingly influence by others, indicators may become apparent:

Emotional: Introvert to extrovert (vice versa), heightened self- esteem / arrogance, mood swings, confusion, tiredness, obsessive behaviour, withdrawn, angry, short tempered, secretive, pre-occupied /lack of concentration.

Verbal: Fixated on subject, closed to new ideas, racist/homophobic language, change in vocabulary, scripted speeches, shouting, over-talking, opinionated, prone to outbursts, asking unusual/concerning questions.

Physical: Change in dress, tattoos, display of badges on clothing, drawing in exercise books(symbols),change in friendships, concerning mobile phone content, unwilling to take part in class activities, decrease in quality of work produced, Change in attitude of others towards, change in personal hygiene.

The above may be evidence of other concerns, but never the less will require addressing. If your concerns relate to extremism:

- **NOTICE** – Write down what you’ve noticed that has raised your concerns.
- **CHECK** - your concerns with staff –they may have noted some incidents and share your concern.
- **SHARE** – Cascade the information up to your Safeguard Lead.
- **ADVICE**- If concerns relate to extremism seek advice from

Special.Branch@Merseyside.pnn.police.uk or Telephone 0151-777-8505

Safeguarding Agreement

Agreement to Work in Accordance with The Belvedere Academy Safeguarding Strategy

The Belvedere Academy is committed to supporting all staff and volunteers to carry out their roles and responsibilities effectively and to ensure that the highest standards of professional conduct are maintained at all times.

We rely on you to help us safeguard and promote the welfare of the students in our care.

No member of staff or volunteer is allowed to develop an intimate or sexual relationship with a student under 18 years of age. This is regarded as an “Abuse of Trust” and is a criminal offence. An intimate or sexual relationship with a student of any age is regarded as gross misconduct under the Academy’s Disciplinary Procedure.

All staff (including visiting teachers and sport coaches) and volunteers should help the academy by reporting concerns they have about misconduct, inappropriate behaviour or abuse by any staff member or volunteer. Concerns must be reported in good faith and must not be malicious.

If you have any queries about your role in relation to safeguarding or if you have any ideas that could help to keep girls safe/ promote their welfare, talk to your Line Manager or the DSL.

Agreement:

I understand and have received a copy of:

1. School Safeguarding and Promoting Welfare Policy
2. A copy of the academy’s Child Protection Code of Practice & Procedures
3. Belvedere Academy Child Protection Code of Practice & Procedures – Appendix Sections:
 - Recording Concerns Raised by Students about their Welfare / Safety Form (**Appendix 9**)
 - Practical Tips When Communicating with Children about their Concerns (**Appendix 2**)
 - Sources of Support for Staff & Volunteers (**Appendix 3**)

The Academy’s DSL for Child Protection is: Mr McGarry, Associate Principal

The Deputy DSL’s are: Mrs Marshall, Assistant Vice Principal and Ms Thelen, Deputy Inclusion Manager

I agree to work in accordance with the GDST Safeguarding Policy and Child Protection Code of Practice and Procedures.

Signed: **Role:**

Date: