



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, ICT Code of Conduct for Students, Educational Visits Guidelines Visits, Staff Recruitment 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 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 our students safe, by providing a safe environment and by educating them about keeping themselves safe.
- 1.2. Adherence to this safeguarding policy, procedures and code of practice are mandatory for all staff and volunteers and their use is not subject to discretion.
- 1.3. The Belvedere Academy's approach to child protection 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.

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 and form time.
- 2.2. Students are encouraged to speak to their Form Tutor, Key Stage Manager or any other staff member who they feel comfortable with. 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 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 Policy'. This form will be kept in the staff file.
- 4.3 All staff must have an enhanced CRB and List 99 checks before starting employment. In response to delays in receiving CRB disclosures, the Principal may at his discretion deploy people to work with students, provided they are not on List 99 and all other recruitment and selection procedures have been completed satisfactorily.
- 4.4 All Curriculum Leaders and Key Stage Managers, in consultation with the Designated Teacher, need to ensure that all staff and volunteers and all other adults with direct contact with students (e.g. 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 Safeguarding Policy and Code of Practice Sport. They are required to complete an Agreement Form to this effect.

5. Volunteers

- 5.1 All volunteers who have *regular* contact with students in the Academy must have a List 99 check, regardless of whether they have unsupervised access to students. Volunteers with *regular unsupervised* access to students should also have an Enhanced Disclosure.
- 5.2 Circumstances where CRB 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 CRB 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 applicant's 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. Special Education Needs Coordinator (SENCO)

6.1 When the Designated Teacher is alerted to concerns about an individual student, they may consult with the Special Educational Needs Coordinator, if the concern is about a student who is receiving individual support from the SENCO. However, the Designated Teacher *will not delay following the child protection procedures* whilst trying to gather information from the SENCO. Consultation with the SENCO is particularly helpful in cases where the student has communication difficulties or behaviour problems.

6.2 The SENCO is responsible for developing a whole school protocol particularly regarding the Code of Practice for Staff & Students and curriculum programmes on Life Skills, and Safeguarding, to help ensure that these are communicated in a range of ways in order to meet the communication needs and learning styles of all students including those with special needs.

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 check of List 99.

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 Vice 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 practice within a protective culture and or 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 DCSF

- 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.



The Belvedere Academy

Child Protection Code of Practice & Procedures

1. Designated Teacher

1.1 The main role of the Designated Teacher 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. Designated Teachers will ensure that there is always cover for the Designated Teacher role and that arrangements for cover are communicated clearly to staff.

1.2 Designated Teachers:

- have a working knowledge of how Liverpool's Integrated Children's Service 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 co ordinate action regarding referrals regarding both children and allegations against staff;
- should liaise with the relevant agencies and record all contacts;
- ensure that staff have relevant training in child protection, including induction training, enabling them to identify and report any concerns;
- ensure staff & 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 and volunteers and gap year students;
- ensure that when a student moves to another school, that a copy of the student's confidential student welfare / child protection file is transferred to the new School Head 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 Welfare Policy is reviewed and updated annually.

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

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 Designated Teacher 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 The Academy will work with the student and with parents to ensure that the student receives proper advice, support and protection.
- 2.5 All incidents about concerns in relation to significant harm must be brought immediately and well before the end of the same school day, to the attention of the Designated Teacher for child protection 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 Designated Teacher.

3. Recording

- 3.1 All records will be kept by the Designated Teacher in a secure cabinet, separate from the main student file. All records must:
- be written within 48 hours, signed and dated in black ink;
 - 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;
 - if they contain any information which could help promote a student's welfare, be marked confidential.
- 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 students' welfare should be sent to the headteacher 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 Designated Teacher in discussion with the Principal. Any member of staff concerned about a student's welfare should consult the Designated Teacher 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 No referral to social services is required if it is felt that the student's needs can be adequately met within the education service, unless the student already has a social worker, is subject of a court order or is registered on the Child Protection Register.
- 4.3 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.

- 4.4 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 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.
- 4.5 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 Designated Teacher.
- 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).
- 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 9), which should then be countersigned by the Principal or Designated Teacher.
- 8.2 Immediately an allegation made against a member of staff is reported to the Principal he/she 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 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 needs or characteristics when planning and conducting his/her 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 10) 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
 3. demonstrably false.

11. Demonstrably False

- 11.1 Only if the allegation 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 that 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 Designated Teacher) 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.
- 14.3 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.
- 14.4 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.
- 14.5 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.
- 14.6 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.
- 14.7 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 assistant or other colleague to be present throughout contact time
- 14.8 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.

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 Designated Teacher (the Vice Principal).
- 17.2 The Vice 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 Vice 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 Designated Teacher.
- 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 Designated Teacher if they have concerns.
- 18.3 The Designated Teacher, in discussion with the Principal will decide whether or not to take the concerns further.

19. Review

- 19.1 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.

Last Revised and Modified: January 2010



The Belvedere Academy

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 – Referral Routes

Appendix 8 – Definitions of Significant Harm and Child Abuse

Referral & Recording Forms

Appendix 9 – Recording Concerns Raised by Students about their Welfare / Safety

Appendix 10 – Safeguarding Students: Record of Concern

Safeguarding Agreement

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

Appendix 1



The Belvedere Academy

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 DCSF pack "Don't Suffer in Silence" available at www.teachernet.gov.uk

Child Protection and Technology

The Internet and Child Protection

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 ICT Code of Conduct aims to provide safeguards for information technology, we know that students can access information technology themselves (eg at home or by bringing mobile phones to school). National figures show that 52% of 7 to 16 year olds own a mobile phone The GPRS & 3G phone technology will increase 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

“The use of the Inter-Net 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, video taping and web sites, (according to their age and understanding). This may be through special whole school events, Life Skills lessons or tutorials, reminders on Homework sheets about safe use of the Internet at home;
- communicate any restrictions and consequent sanctions that may be imposed in order to promote the ICT Code of Conduct to all students (according to their age and understanding), parents and guardians;
- make students aware that the ICT Code of Conduct applies to behaviour towards staff, volunteers and students;
- encourage close liaison between the ICT team and Designated Teachers 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.
- Staff & Volunteers should inform their line manager/ supervisor or the Designated Teacher.
- The Designated Teacher should report to the Principal, who in liaison with the ICT 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;
- ensuring that 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 and play ground supervisors, before/after school care providers);
- Curriculum Leaders and Key Stage Managers are proactive in liaising with local police at sufficient level of seniority and work towards developing positive relationships and consistency of practice.

Appendix 2



The Belvedere Academy

Practical Tips When Communicating with Children about their Concerns

Do's

- 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 Designated Teacher (use the teacher's name) know so that she can make sure that the student is alright.
- Reassure the student that what they have shared with you will not be shared with the other students or the 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 designated teacher immediately and well before the end of the same school day.

Don'ts

- 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 asking 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



The Belvedere Academy

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.

The following organisations may also be helpful sources.

Counselling Services

<u>Organisation</u>	<u>Contact Details</u>
Your Local General Practitioner may 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	Tel: 0151 280 8484
Careline: Confidential crises telephone counselling for children, young people and adults. Can refer callers to other organisations and support groups throughout the country.	0208 514 1177 careline@totalise.co.uk
<i>The Women's Therapy Centre</i>	0191 263 6200
Parentline Plus	0808 800 2222 www.parentlineplus.org.uk
The Samaritans	08457 90 90 90 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	Tel no 0151 233 3029

Appendix 4



The Belvedere Academy

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” ie 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 eg in Sport, Arts, the media or politics
Families who lack support networks	Families who are members of HM Armed Forces

Appendix 5



The Belvedere Academy

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.*

Physical Abuse

- Unexplained injuries/ burns
- Untreated injuries
- Bruises/ abrasion around the face
- Bi-lateral injuries eg 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 eg 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



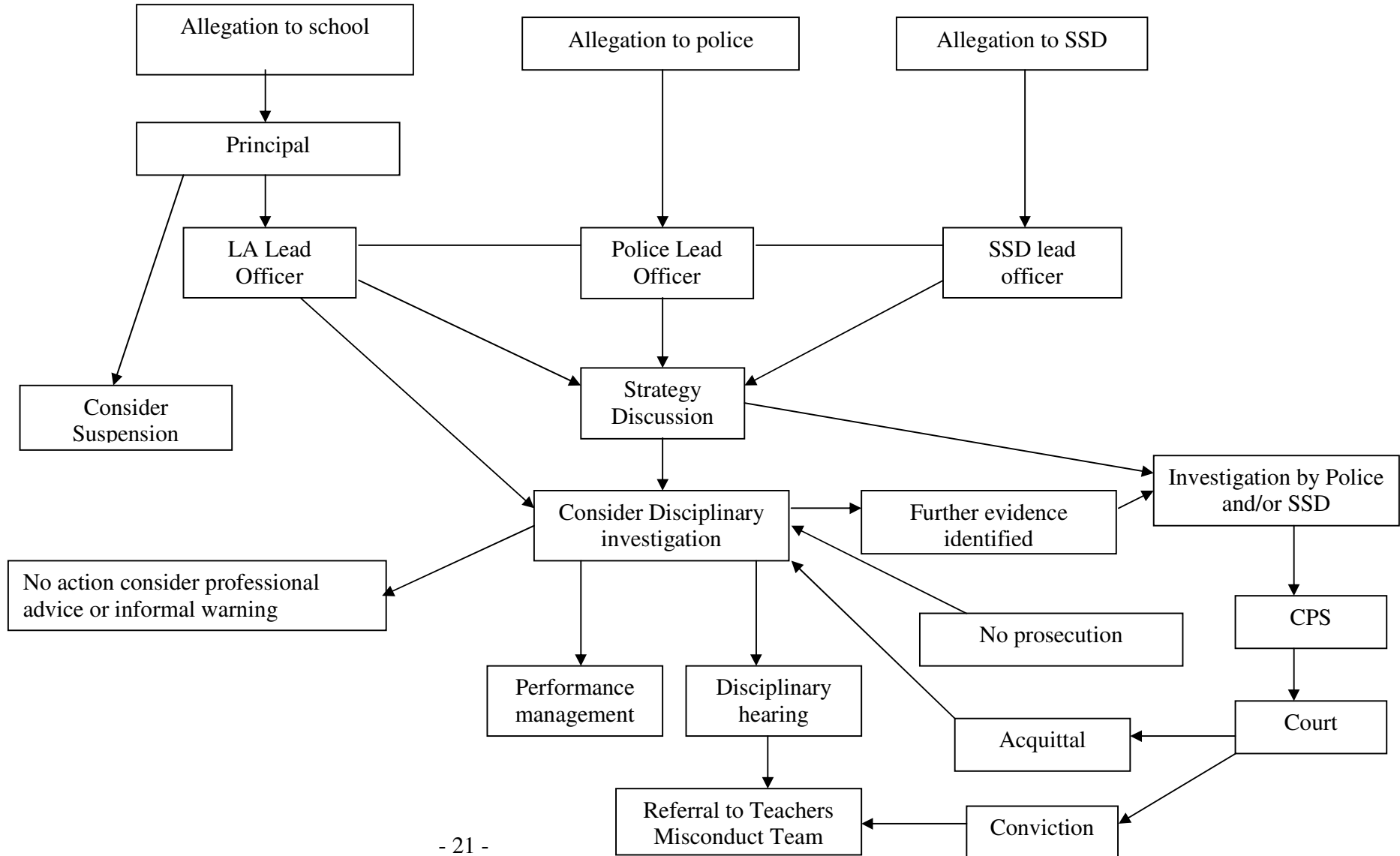
The Belvedere Academy

Student Support (Additional Resources)

Curriculum Resources, Websites & Help Lines

<u>Resource details</u>	<u>Contact details</u>
IRSC Information and Resource Directory (Sept 2004)	www.teachernet.gov.uk/irsc
Safe Use of the Internet	www.nch.org.uk
ChildLine	0800 1111
There 4 Me: Website for 12-16 yr olds provides on screen advice (NSPCC)	www.there4me.com
NSPCC Asian Helpline	0808 096 7719 (24 hrs)
NSPCC CYMRU/WALES	Free phone 0808 100 2524
Young Minds: Free confidential advice to any adult concerned about the mental health of a child or young person (eg depression, self harm, eating disorders)	0207 336 8445 www.youngminds.org.uk Parents Information Service 0800 018 2138
<u>Looking Glass: Regan, Pelling & Jones 2003: Positive Communication Workbook for Girls 12 –16</u> explores feelings, relationship dynamics informed choices and positive identities (contains photocopyable Work sheets).	(Available from Russell House Publishing tel 01297 443 948)
<u>Helping Children Build Self Esteem:</u> Deborah Plummer (2001). Aimed at children with speech & language difficulties suitable for use with wide range of Junior Department children.	Jessica Kingsley. Tel 0207 833 2307
<u>The Wise Mouse:</u> Virginia Ironside (2004). Written to help 5-11 year olds understand what is happening to a family member who may be experiencing mental ill ness. Encourages children to explore their own feelings about the problem and what it may mean for the family.	Young Minds. Tel 0207 336 8445
<u>Take Care!</u> Self Awareness & Personal safety issues in the Primary Curriculum Teachers Guide (1999).	NSPCC. Tel 0207 825 2500

Appendix 7
Referral Routes



Appendix 8



The Belvedere Academy

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

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

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 9



The Belvedere Academy

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 I. Irwin or Ms. K. Foley (Designated Teachers) immediately.***

Received by Designated Teacher: **Date:** **Time:**

Appendix 10



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 Teacher: 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):

.....



The Belvedere Academy

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 Designated Teacher.

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 Communicating with Children about their Concerns (**Appendix 2**)
 - Sources of Support for Staff & Volunteers (**Appendix 3**)

The Academy's Designated Teacher for Child Protection is: Mr I Irwin, Vice Principal

The Deputy Designated Teacher Is: Ms K Foley, Inclusion Manager

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

Signed: **Role:**

Date: