



**SAFEGUARDING  
& CHILD  
PROTECTION  
POLICY**

**Whole School Designated Person:**

Julie Dent, Nursery Manager and Member of SMT

Reviewed 1<sup>st</sup> September 2025

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## SECTION 1: SUMMARY OF SAFEGUARDING PROCEDURES

For the purposes of this booklet 'School' means Magic Tree Nursery, Belmont Grosvenor School, Before/After School care and BGS Holiday Club.

Belmont Grosvenor School is committed to Safeguarding and Promoting the Welfare of all of its students. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. under ones, those with Special Educational Need's and/or disabilities or Physical Health Issues, those looked after by the local authority and those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students. Safeguarding and promoting the welfare of children is everyone's responsibility. Pupil Voice is heard throughout the school, verbally during classroom discussions, circle time and assemblies. Children can also communicate concerns/questions with their teachers in writing. Each classroom has an Ask it Basket or the Pupil Voice suggestion box located in the library. All staff are trained in receiving such information and the policy and procedures of referral or escalation are followed in every case.

Please refer to BGS Policies:

- Internal Whistleblowing
- Acceptable Device Use
- Attendance Policy
- Safer recruitment
- Low Level Concerns
- Online Filtering and Monitoring Policy

### Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. Belmont Grosvenor School is committed to anti-discriminatory practice and recognises children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children:

Who have special educational needs and/or disabilities.

Who have a social worker.

Who are young carers.

Who may experience discrimination due to their race, ethnicity, disability, religion, gender reassignment, or sex or sexual orientation.

Who have English as an additional language.

Who are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.

Who are in the court system.

With a parent in prison.

Who are at risk of FGM and other forms of honour-based violence, sexual exploitation, forced marriage or radicalisation.

Who are asylum seekers.

Belmont Grosvenor School recognises the protocols set out for the UK in the European Convention on Human Rights.

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- Protocol 1, Article 2: protects the right to education.

All staff are required to place the safeguarding of children as the highest priority of their work in school. To achieve this, they must be conversant with school procedures and policies. These procedures have regard to any guidance issued by the Secretary of State and complies with:

- Keeping Children Safe in Education (came into force on 1 September 2025) ("KCSIE")
- Disqualification regulations under the Childcare Act 2006 (September 2018)
- KCSIE also provides links to various toolkits and to additional advice and support on: abuse; bullying; children missing from education; home or care; children with family members in prison; child exploitation; drugs; so called honour abuse including FGM and forced marriage; health and well-being; homelessness; private fostering; radicalisation and violence.
- Working Together to Safeguard Children (2023) ("WT")
- <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- WT refers to the non-statutory advice: Information sharing (2023 paragraphs 84-88)
- Relationships education, relationships, and sex education (RSE) and health education (July 2020).
- The Revised Prevent duty guidance: for England and Wales (2023) ("Prevent"). Prevent is supplemented by non-statutory advice and a briefing note:
- The use of social media for on-line radicalisation (July 2015)
- Schools COVID-19 operational guidance (August 2021)
- Action for early years and childcare providers during the Coronavirus (COVID-19) outbreak (August 21)
- Statutory Framework for the Early Years Foundation Stage 2025
- The Charity Commission guidance Safeguarding and protecting people for charities and trustees (October 2019)]
- "Sharing nudes and semi-nudes: advice for education settings working with children and young people" guidance produced in December 2020 by the Department for Digital Culture, Media & Sport ("DDCMS") in conjunction with the UK Council for Internet Safety ("UKIS").

The school, also, pays regard to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015)

If a member of staff has a concern about the health or welfare of a pupil, he or she should follow the school procedures and refer to the designated staff for Child Protection. In their absence, refer to a member of the Senior Management Team, who will contact the Designated Safeguarding Lead (DSL), however all staff understand that anyone can make a referral.

The schools designated safeguarding leads take responsibility for safeguarding and child protection matters as defined within their job description. The DSL's responsibility is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and monitor the effectiveness of policies and procedures in practice.

All staff follow North Yorkshire Safeguarding Children Partnership (NYSCP) procedures and all school staff should be prepared to identify children who may benefit from Early Help. Early help means providing support/interventions as soon as a problem emerges at any point in a child's life

LOCAL AUTHORITY CHILDREN'S SOCIAL CARE  
Customer Resolution Centre for Referrals 01609 780780  
[Children&families@northyorks.gov.uk](mailto:Children&families@northyorks.gov.uk)  
<https://www.safeguardingchildren.co.uk/about-us/worried-about-a-child>  
LADO-01609 798005

**The Designated Members of Staff are:**

Whole School Designated Person: Julie Dent, Nursery Manager and Member of SMT

Designated Person for the Early Years: Julie Dent Magic Tree Nursery Manager,

Deputy Designated Person: Mrs Sian De Gracia Headteacher  
Mr Chris Walker Deputy Headteacher

Deputy Designated Person EYFS:  
Mrs Donna Griffiths

Teacher in charge of Looked After Children: Mrs Julie Dent

Chair of Governors: Charlie Brooksbank

Designated Safeguarding Governor: Belinda Whitehead

**If you cannot contact either of these then you should speak to one of the following members of the Senior Leadership Team (SMT):**

Mr Peter Baird - Assistant Head  
Mrs Helen Kernaghan: School Business Manager

**Dates of Staff Training and details of course title and training provider:**

**Whole School Staff**

Inset day- 1<sup>st</sup> September 2025 Safeguarding Refresher and quiz.  
Inset Day -Domestic Violence and Adverse Childhood experiences and Trauma April 2025  
Cyber Security April 2025  
Inset safeguarding Training and quiz Sept 2024.  
Childhood Bereavement Training, 2022, Winston's Wish.  
Prevent Training- Ongoing as identified (every 2 years-see training log)  
Online Safety Training Sept 21, High Speed Training online provider.  
Inclusion and Diversity May 2021, iHASCO online training provider.  
Whole School Safeguarding Webinar Jan 2021, NYCC.  
Bullying Awareness Training Nov 2019, trainingschoolz.com

**Julie Dent**

Whole School Designated Safeguarding Lead, Nursery Manager, Member of SMT

DSL 19/02/2025  
The Prevent Duty January 2024 HM Government.  
Inspecting Safeguarding Training HM Government. Updated January 2024  
Keeping Children Safe Online January 2024 HM Government.  
Understanding Equality, Diversity and Inclusion January 2024 HM Government.  
Security and Data Protection January 2024 HM Government.  
Tackling Unregistered Schools February 2024 HM Government.

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Adult Mental Health First Aider February 2024  
Safer Recruitment June 2024 Noodle Now  
VWV – Chambers Webinar (KCSIE and legislation changes) August 2024  
CPOMS- Preparing for the Start of Term August 2024

Chris Walker  
Deputy Headteacher and Deputy Designated Safeguarding Lead

Level 3 DSL training September 2024 High Speed Training online training.  
Prevent Training March 2024 HM Government

Donna Griffiths  
Seedlings and Saplings Room Lead and Deputy Designated Safeguarding Lead

Safeguarding Level 1 July 2023  
Level 3 DSL training July 23 Noodle Now  
Prevent Training August 2024 HM Government

Sian De Gracia  
Headteacher and Deputy Designated Safeguarding Lead

Prevent Training April 2024 HM Government  
Safeguarding Level September 2024  
Level 3 DSL training October 23 High Speed Training online training.

Belinda Whitehead  
School Safeguarding Governor

Prevent Training Feb 24 HM Government  
Level 1 Safeguarding, June 2022, Breeze NYSCP  
Level 3 DSL training Feb 23 High Speed Training online training.  
Safeguarding Children – A guide for Governors of Independent School – 20<sup>th</sup> June 2025

School Governors

Prevent Training 2023-2025 HM Government  
Level 1 Safeguarding, June 2022, Breeze NYSCP  
Safeguarding Training Sept 2024 and 2025  
Safeguarding Children – A guide for Governors of Independent School – June 2025

**NB : All documents, publications and guidance pertaining to Safeguarding of Children can be found in both Staffrooms.**

**This policy applies to all adults, including volunteers working in or on behalf of Belmont Grosvenor school.**

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order

to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

### **Multi-agency working in North Yorkshire**

With effect from 29<sup>th</sup> September 2019, North Yorkshire Safeguarding Children Partnership has amalgamated with North Yorkshire Children Trust Board to form the North Yorkshire Safeguarding Children Partnership (NYSCP). For further guidance on the new multi-agency safeguarding arrangements see <https://www.safeguardingchildren.co.uk/>.

The school has a pivotal role to play in multi-agency safeguarding arrangements. The governing body ensures that the school contributes to multi – agency working in line with statutory guidance Working Together to Safeguard Children 2023.

The three statutory safeguarding partners (North Yorkshire County Council, Integrated Care systems, and the Police) have made arrangements to allow all schools and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. As a named as a relevant agency we are under a statutory duty to co-operate with the published arrangements.

**THE SCHOOL WILL ALWAYS ACT IN LINE WITH [THE NYSCP POLICIES AND PROCEDURES AND PRACTICE GUIDANCE](#)**

### **WHAT IS CHILD ABUSE?**

Child abuse as defined by the Children Act 1989: a child suffering, or being at risk of suffering, “significant harm” – “harm” is defined as meaning ill-treatment or the impairment of health or development. When deciding whether a child has suffered “significant harm”, their health and development will be compared to what could reasonably be expected of a “similar child”. The effects of child abuse are long-term and potentially extremely damaging. It is therefore essential that staff working with children know what to look for and what to do subsequently.

#### **Definitions**

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

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 institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse;
- emotional abuse;
- sexual abuse; and/or
- neglect

(KCSIE 2025)

Staff are referred to page 31 of this policy for further detail of the types of abuse and possible signs of abuse, as well as further information regarding specific safeguarding issues such as child criminal and/or sexual exploitation.

### **IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. All school staff should be aware that 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. Annex A (KCSIE 2025) contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work **directly** with children **SHOULD** read the annex.

Staff should recognise that children who are under 1, non-walkers and children with SEN, disabilities and certain health conditions can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN and disabilities can be more prone to group isolation and disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing these with the DSL as appropriate.

Staff at Belmont Grosvenor School should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful.

## PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear any allegation or complaint of abuse, exploitation, or neglect from a child or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

The guidance, *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the UK UKGDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and neither the DPA 2018 nor the UKGDPR prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead ("DSL").

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously and that they will be supported and kept safe.
- no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim should ever be made to feel ashamed for making a report.
- It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded in writing. The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome. FOR EXAMPLE "the record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it." The information should be kept confidential and stored securely, ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in Parts one and two of *KCSIE*.



Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or their deputy).

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by ensuring that there are systems in place, that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The School operates its processes with the best interests of the pupil/s at their heart.

## **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

## **Early Help**

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from care or from home.
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- Is at risk of modern slavery, trafficking or sexual and/or criminal exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health and domestic abuse.
- Is at risk of being radicalised or exploited.
- Has a parent or carer in custody, or is affected by parental offending.
- Is misusing alcohol and other drugs themselves.
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- Is a privately fostered child.

Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the North Yorkshire Safeguarding Children Partnership (NYSCP), referral threshold document. [https://www.safeguardingchildren.co.uk/wp-content/uploads/2022/02/85943-Framework-for-Decision-Making\\_Infographic-Amend.pdf](https://www.safeguardingchildren.co.uk/wp-content/uploads/2022/02/85943-Framework-for-Decision-Making_Infographic-Amend.pdf)

The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to the local authority children's social care if the pupil's situation does not appear to be improving.

The School ensures that decisions and actions are regularly reviewed and policies are updated to reflect the lessons learnt.

The school holds a weekly safeguarding and pastoral meeting where potential patterns of concerning, problematic or inappropriate behaviour are discussed. If a pattern is identified then the DSL's and SMT will decide on an appropriate course of action and whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur.

### **What staff should do if they have concerns about a child**

If staff (including governors, supply staff, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to the local authority children's social care. As set out below, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe; they should maintain an attitude of "it could happen here". If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's the local authority social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and the local authority children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing on CPOMS.

### **What staff should do if a child is in danger or at risk of harm**

If staff (including governors, supply staff, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to the local authority children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and the local authority children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and the local authority children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Executive is The North Yorkshire Safeguarding Children Partnership.

### **What staff should do if a child is seen as at risk of radicalisation.**

## **PROCEDURES FOR RADICALISATION REFERRALS**

Although no incidents involving radicalisation have occurred at Belmont Grosvenor School, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

- All incidents of prejudicial behaviour will be reported directly to the SMT or the Headteacher.
- All incidents will be fully investigated and recorded in line with the Pastoral Care Policy and Risk Assessment for pupil welfare. Records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial

referral in the safeguarding file. However, consent from parents is not required for referral when there are reasonable grounds to believe that a child is at risk of significant harm.

The DSL follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.

If deemed necessary, serious incidents will be discussed and referred to North Yorkshire Children's Services and also North Yorkshire Police.

Contact:

101 Non – Emergency Police

Head of Safer Communities - Odette Robson [odette.robson@northyorks.gov.uk](mailto:odette.robson@northyorks.gov.uk)

Tel: 01609 797105

National police Prevent advice line 0800 011 3764

DfE dedicated telephone helpline – 02073407264

DfE [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

Julie Dent is the whole school DSL. Two members of the SMT (Sian De Gracia and Chris Walker and the Nursery Deputy manager (Donna Griffiths) are trained as Deputy Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff. Designated Safeguarding Leads have also undertaken the Prevent awareness training.

The DSL's will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or submit a referral form to MASH or call them directly. Advice and support can also be sought from children's social care.

The School, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Headteacher, DSL and DDSL. and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

### **Governors, leaders and staff**

The Headteacher and all members of the SMT are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no SMT members and the Headteacher are not available, all staff know the channels by which to make referrals via the safeguarding policy in Staff shared area or hard copy in the staff room.

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

The SMT will work in conjunction with the Headteacher, staff and external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Belmont Grosvenor School has updated procedures for dealing with prejudicial behaviour, as outlined in the Anti-bullying Policy.

## **Staff training**

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities. Staff can access information, tools and resources they need to recognise and address extremism and radicalisation in young people via the Government Website – Educate against Hate. Staff have also undertaken Channel Guidance on the E-learning Channel General Awareness site.

## **What staff should do if they discover an act of Female Genital Mutilation ("FGM")**

Staff must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate.

## **What staff should do if they have concerns that children are at risk from or involved with serious violent crime.**

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care.

## **How should staff respond to an incident of nudes and semi-nudes being shared by students**

All members of staff at Belmont Grosvenor School have a duty to recognise and refer any incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by children under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible.

The DSL will follow the DDMSC / UKIS guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*"

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

(Updated March 2024) when responding to a report of sharing nudes and/or semi-nudes. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.

- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process
- If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the School's Child Protection and Behaviour policies.
- If it is determined that there is a risk of harm, the DSL must make a referral to children's social care and/or the police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Headteacher. Records will be kept in line with statutory requirements set out in *KCSIE* and local safeguarding procedures. No copies of imagery will be taken or retained.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the police as a matter of urgency.

### **Children who are absent from education**

Children being absent from education for prolonged periods and/or on repeat occasions or have unexplainable absences from education, can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Read in conjunction with **Attendance policy**.

### **What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **What staff should do if a child requires mental health support**

The School has an important role to play in supporting the mental health and wellbeing of its students. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The School aims to prevent health problems by promoting resilience as part of a whole school approach to social and emotional wellbeing of our students.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE *Mental Health and Behaviour in Schools* guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing, and resilience among young people. Belmont Grosvenor School offers a range of support including time with the Emotional Literacy Support Assistant or outside agencies such as Compass Phoenix.

### **What staff should do if they have safeguarding concerns about another staff member**

If staff have safeguarding concerns about another staff member (including supply staff, agency staff, volunteers and contractors), then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Headteacher, staff are referred to the procedures below regarding managing allegations of abuse against staff (including supply staff, agency staff, volunteers, and contractors) and refer the matter directly to the designated officer at the North Yorkshire Safeguarding Children Partnership.

### **What staff should do if they have concerns about safeguarding practices in the School**

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures which can be found within the Internal Whistleblowing Policy. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>.

## **ARRANGEMENTS FOR DEALING WITH CHILD ON CHILD ALLEGATIONS (INCLUDING CHILD ON CHILD SEXUAL VIOLENCE AND HARASSMENT)**

Through the schools pastoral system, any victims and alleged perpetrators will be supported by all staff with regular monitoring, time with the ELSA, and through completion of the Welfare Risk Assessment. Staff should be clear on the schools policy and procedures with regard to child on child abuse which is also referred to in the schools **ANTI – BULLYING POLICY**.

Child on child abuse is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying, prejudice-based and discriminatory bullying), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing type violence and rituals, upskirting, sexting, consensual and non-consensual sharing of nudes and/or semi-nudes,



sexual assault, gender-based issues, sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

These arrangements apply to all reports and concerns of child on child abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

Staff will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. The School takes a zero-tolerance approach and abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys". Staff will also challenge physical behaviours (that are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The School acknowledges that even if there have been no reported cases of child on child abuse in relation to students within the School, such abuse may still be taking place and is simply not being reported. The School will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the School's policy and procedures with regards to child on child abuse, and can recognise the indicators and signs of child on child abuse and know how to identify it and how to respond to reports.

The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

The School recognises that children with special educational needs and disabilities (SEND) or certain health conditions are three times more likely to be abused by other children, can face additional safeguarding challenges and may be more prone to child-on-child group isolation or bullying (including prejudice-based bullying) than other children. The School will consider extra pastoral support for those children including but not limited to extra time with the Amy Moseley SENCo, Emotional Literacy Support from trained staff. The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child on child abuse. The School will comply with its obligations as set out in the

National Minimum Standards in relation to safeguarding at all times. Belmont Grosvenor School does not have any residential accommodation.

The School takes the following steps to minimise the risk of child on child abuse.

- Regular training so staff are aware of their role
- Staff always challenge inappropriate behaviours
- Staff understand their role in reporting concerns
- Offer support to the victims and perpetrators
- Always maintain an attitude of it can happen here.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the NYSCP on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged victim and perpetrator(s). If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the NYSCP, parents are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the NYSCP and/ or the police as appropriate. The School will have regard to the procedures set out in *KCS/E* at all times.

The victim may ask the School not to tell anyone about the sexual violence or sexual harassment. Advice should be sought from the DSL or DDSL who should consider: parents or carers should normally be informed unless doing so would put the victim at greater risk; the basic safeguarding principal that if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care; and whether a crime has been committed. Ultimately, the DSL or DDSL will balance the victim's wishes against their duty to protect the victim and other children.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. Where a report has been made to the police, the School will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The DSL may also decide that the children involved may benefit from early help, and may make the necessary referral in accordance with the NYSCP referral process.

The School's approach to sexting

The School will follow the DDMSC / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (updated March 2024) when responding to an allegation that nudes and/or semi-nudes have been shared.



In the event of disclosures about child on child abuse, all children involved (both victim(s) and perpetrator(s)) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the Class teacher and DSL Julie Dent or DDSL and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- whether there may have been other victims;
- the alleged perpetrator(s); and
- all the other children (and, if appropriate, staff) at the School especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments will be recorded (written or electronic) and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL (and indeed all staff) will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be made to feel ashamed for making a report nor will they be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report or have their experience minimised. The School will explain to the child in a way that avoids alarming or distressing them that the law is in place to protect children rather than to criminalise them. The School will consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The School acknowledges that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s). The DSL will consider the risks posed to students and put adequate measures in place to protect them and keep them safe and to ensure their educational attainment is not adversely affected as far as is possible. This may include careful consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing School premises (including during any before or after school-based activities), and School transport. The School will also consider the risks posed to the victim from other health needs, including physical, mental and sexual health problems, as well as unwanted pregnancy which may arise as a result of the incident, and will consider recommending additional support.

The School will consider intra familial harms and whether any support for siblings is necessary following an incident.

The School will keep a written record of all concerns, discussions and decisions made on CPOMS.

The School will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the School will decide on an appropriate course of action.

In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the School's behaviour policy.

## DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS MADE ABOUT STAFF INCLUDING SUPPLY TEACHERS, VOLUNTEERS AND CONTRATORS

The School's procedures for managing allegations against staff (including supply staff, volunteers and contractors) who are currently working in the School whether in a paid or unpaid capacity follows DfE statutory guidance and NYSCP arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a child, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school.

**(Ref para 359: KCSIE 2025). THRESHOLD OF HARM.**

Allegations that do not meet the above **harm test** should be dealt with using the School's procedure for handling low level concerns as set out in the LOW LEVEL CONCERN POLICY. **(PARA 428-449 KCSIE 2025)**

Allegations against a teacher who is no longer teaching should be referred to the police. Historical (non-recent) allegations of abuse should be referred to the police and also the LADO. Non-recent allegations made by a child will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police.

If an allegation is made against anyone working with children in the School, before contacting the LADO, the School will conduct a basic enquiry in line with local procedures to establish the facts in order to determine whether there appears to be any foundation to the allegation. The School should not undertake their own investigation of the allegation(s) without prior consultation with the LADO or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the LADO on a no-names basis.

When dealing with an allegation about a staff member the School will apply common sense and judgment, deal with allegations quickly, fairly and consistently and will support the person subject to the allegation.

1. Concerns including allegations which appear to meet the above reporting criteria (Threshold of Harm) are to be reported straight away to the 'case manager' who is Headteacher. If an allegation is reported to the DSL, the DSL will inform the Headteacher. Where the Headteacher OR DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Headteacher OR DSL is the subject of the allegation or concern, the Headteacher OR DSL must not be informed of the allegation prior to contact with the Chair of Governors or school proprietor and LADO. However, staff may consider discussing any concerns with the LADO and may make any referral via them.
2. The case manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the

case manager should contact children's social care and as appropriate the police immediately. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the police and/or children's social care. The DSL is responsible for ensuring the child is not at risk.

3. Where the case manager is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the LADO and make a risk assessment of the situation. It may be necessary for the LADO to make a referral to children's social care.
4. When to inform the individual who is the subject of the allegation will be considered on a case by case basis and with guidance from the LADO, and if appropriate, the police and/or children's social care. Subject to any objection, the case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course of action. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
5. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the School or whether alternative arrangements should be put in place until the allegation is resolved. The following alternative arrangements should be considered by the case manager before suspending a member of staff:
  - redeployment within the School so that the individual does not have direct contact with the child or children concerned;
  - providing an assistant to be present when the individual has contact with children;
  - redeploying to alternative work in the School so the individual does not have unsupervised access to children;
  - moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes accounts of their views. It should be made making it clear that this is not a punishment and parents have been consulted; or,
  - temporarily redeploying the member of staff to another role in a different location, for example to an alternative school where available.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation.

Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the School is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The case manager will give due weight to the views of the LADO, *WT* and *KCSIE* when making a decision about suspension (including with respect to considering alternatives). Where the individual is suspended, the case manager will confirm the decision within one working day, and will ensure they know who their point of contact is in the School and shall provide them with their contact details. The case manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

6. Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. The LADO will provide advice and guidance to the School to ensure that an appropriate investigation is carried out. In straightforward cases, the investigation should usually be undertaken by a senior member of staff at the School. Where there is lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.
7. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the police. Parents and others will be made aware that there are restrictions on publishing information which may lead to the identification of the teacher subject to the allegation.
8. The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).
9. Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.
10. The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
11. On conclusion of the case, the case manager should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future. Learning lessons where the allegation is concluded to be either, unfounded, false, malicious or unsubstantiated, the case manager (and if they have been involved, the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

Where an individual is removed from regulated activity, or would have been removed had the individual not left, including when they are suspended, redeployed to work that is not regulated activity, are dismissed, or have resigned, and the individual has engaged in relevant conduct in relation to children and/or adults, and/or satisfied the harm test in relation to children and/or

vulnerable adults, and/or been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence, the School will make a referral to the DBS.

The School has a duty of care to its staff, and whilst the welfare of a child is paramount, the School must offer appropriate welfare support to the adult subject to the investigation and potentially their family. The School will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Where initial discussions lead to no further action, the case manager and the LADO should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

Allegations found to be malicious or false will be removed from the individual's personnel records unless the individual gives consent for retention of the information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned. The information to be kept on file includes a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken, decisions reached and the outcomes, and a declaration on whether the information will be referred to in any future reference. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA"). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against a pupil who made it in accordance with the School's behaviour policy; or whether the police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

Belmont Birklands is a registered Charity. In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

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## **DEALING WITH SAFEGUARDING CONCERNS AND ALLEGATIONS ABOUT SUPPLY TEACHERS AND CONTRACTORS**

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead but agencies should be fully involved (because they have their own policies and procedures) and co-operate with any enquiries from the LADO, police and/or children's social care.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

The School will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left the School first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

## **Responding to Disclosure**

Disclosures or information may be received from students, parents or other members of the public. Belmont Grosvenor School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Children who have English as a foreign language an interpreter would be used, for other communication problems a different mode of communication would be sought such as drawing pictures.

The children understand that they have the opportunity to talk through any concerns not only safeguarding through our pastoral care system but through a range of alternative opportunities e.g. helplines. (Please refer to Pastoral Care Policy). Helplines are displayed in appropriate places throughout the school.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make contemporaneous record. Disclosing abuse is often a very difficult time for a child who will be fearful of the consequences of his or her actions. How the disclosure is handled is vitally important and can make the difference between the abuse being investigated and stopped or carrying on undetected.

## **Principles**

- Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that they can make an informed decision of what to do next. listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously and that they will be supported and kept safe
- ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.
- Staff at Belmont Grosvenor School should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful.
- It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.



DO	DON'T
<ul style="list-style-type: none"> <li>• Listen carefully and take seriously</li> <li>• Make accurate notes using the child's words</li> <li>• Clarify the Information</li> <li>• Tell the child that he/she has done the right thing by telling you</li> <li>• explain sensitively to the person that you have a responsibility to refer the information to the senior designated person</li> <li>• explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken</li> </ul>	<ul style="list-style-type: none"> <li>• Promise confidentiality</li> <li>• Investigate</li> <li>• Ask leading questions</li> <li>• Use your own words to describe events</li> <li>• Show signs of shock, horror or surprise</li> <li>• Express feelings or judgements regarding any person alleged to have harmed the child</li> </ul>

## Referral Process

Guidance places the responsibility for making decisions about referrals with the schools designated leads, which must be made in line with the NYSCP, however it is important to remember anyone can make a referral. When referring to a designated person this must be made as soon as possible and **before the end of the school day** on which the member of staff became aware of the child protection issue. UKGDPR cannot be allowed to stand in the way of safeguarding

Any member of staff receiving a disclosure of abuse from a child or young person or noticing signs or symptoms of possible abuse in a child or young person should record all concerns, discussions and decisions made and the reason for those decisions in writing as soon as is reasonably practicable (ideally within 1 hour). The member of staff should write down as accurately as possible what was said or seen, putting the scene into context and giving the time and location. Dates and times of events should be recorded as accurately as possible.

## Action by the designated senior leaders (or other senior person in their absence)

The following actions will be taken where there are concerns about significant harm to **any child, including where there is already an open case to the local authority Childrens Social Care**, (e.g. Looked after Child)

Following any information raising concern, the senior designated person will consider:

- If they believe there is an immediate risk they must contact the police on 999
- If they believe there has been a crime that does not need an emergency response by calling 101
- If there is an urgent safeguarding concern and they should call the resolution centre 01609 780780
- any urgent medical needs of the child

making an enquiry to the customer resolution centre **01609 798005**

- to establish if the child is the subject of or has been subject of a Child Protection Plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. NYSCP
- the child's wishes and any fears or concerns they may have.
- 

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to statutory services as the child may be in need or because a child suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

**OR**

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an early help assessment and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to the local authority social care will be accompanied by a standard referral form. If anyone other than the DSL makes the referral they should inform the DSL as soon as possible. The online tool <https://www.gov.uk/report-child-abuse-to-local-council> directs you to your local children's social care contact number.

The Senior designated leader when dealing with abuse by one or more students against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' including that any such abuse will be referred to the local authority as a child protection concern.

### **Consent**

It is good practice that agencies work in partnership with parents and carers and they are informed of your concerns with consent obtained for referrals.

Consent is always required for referrals to services such as Prevention Service, without it the services available to the family may be limited.

Consent is not required if you believe informing the parents would place the child at risk.

Where consent has not been obtained, and professionals feel that the referral is still warranted, they should submit a referral detailing their actions and inform parents and carers of their actions. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.

All information and actions taken, including the reasons for the decisions made, will be fully documented.

All referrals to children and families services will be made using the universal referral form or the Early Help Assessment form.

### **Action following a child protection referral**

It is the responsibility of all staff to safeguard children. It is the role of the DSL to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The designated senior leader will:

- make regular contact with NYSCP
- contribute to the Strategy Discussion and Initial Assessment – one meeting held.
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children has a Child Protection Plan (formerly placed on the Child Protection Register), contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible share all reports with parents prior to meetings



- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Education Safeguarding and Child Protection Manager
- where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or his/her manager in the local authority Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school, or fails to attend school

## Recording

### What?

- Information about the child : name(aka),address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan (been on the CP Register)
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others including all questions asked (Do not destroy original notes)
- All concerns, discussions, decisions, actions taken (dated timed and signed) and arrangements for monitoring/review

### How?

Should be objective and evidence based:

- Statements, facts and observable things (what was seen/heard, not an individual's interpretation)
- Distinguish between fact, observation, allegation and opinion
- Diagram indicating position, size and colour of any bruising (not photograph)
- Words child uses, (don't translate into 'proper' words)
- Non-verbal behaviours
- Records should include:
  - a clear and comprehensive summary of the concern;
  - details of how the concern was followed up and resolved;
  - a note of any action taken, decisions reached and the outcome

### Where?

All C.P. documents will be retained on CPOMS in a 'Child Protection' file, separate from the child's main file. This is secure and only accessible to the Headteacher and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated senior leader Child Protection' within five days of the child leaving Belmont Grosvenor School. Along with the original CP file, a record will be kept of when & to which establishment the copy CP file was sent. We will retain all original copies of C.P. files until the child's 30<sup>th</sup> birthday when they are deleted.

**The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned.**

## Information Sharing

When sharing confidential information about a member of staff or pupil, the school has regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the UKGDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000. Advice on information sharing advice for practitioners can be accessed [here](#).

The school notes that Keeping Children Safe in Education (2025) that the Data Protection Act 2018 and UKGDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare. This includes allowing practitioners to share information without consent.' KCSIE 2025.  
If in any doubt about sharing information staff should speak to the DSL.

**As a registered EYFS setting the Nominated Individual (headteacher) will always inform OFSTED where;**

an allegation of serious harm or abuse has been committed either at the premises or elsewhere by people who:  
live on the premises  
work on the premises  
look after children on the premises

And also;

the disqualification of the registered provider, an employee or someone living on the childcare premises  
(see [guidance on how to waive disqualification](#))

[any significant event that may affect someone's suitability](#) to look after children, or be in regular contact with children (for instance, health changes or involvement with the police or social services)

events that might affect the condition and safety of the premises or the quality of childcare offered, or lead to ongoing closures (such as a fire or flooding).

the death of a child while in our care

a child's [serious accident, injury or illness](#) while being looked after, including food poisoning affecting at least 2 children

the death of, or a serious accident or injury to, anyone else on the premises

**School will monitor:**

**Any cause for concern including where there could be serious child welfare concerns e.g.**

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child
- Online activity

**The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned.**

**Supporting the Child and Partnership with Parents and Carers**

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers.

- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names (including any previous names), address and date of birth of child
- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- where possible three emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Special Guardianship Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- name and contact detail of key persons in other agencies, including GP
- any other factors which may impact on the safety and welfare of the children

### **Learning Lessons**

On conclusion of the case, the case manager should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future. Learning lessons where the allegation is concluded to be either, unfounded, false, malicious or unsubstantiated, the case manager (and if they have been involved, the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

## **Specific Safeguarding Issues**

### **Abuse, neglect and exploitation**

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

**In all cases, if staff are unsure, they should always speak to the DSL or DDSL.**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos. 8 can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of:

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

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

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child (including through corporal punishment). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as child on child abuse). This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault, and assault by penetration. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

**Sexual harassment:** is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes; or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes, or sexting – see below); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Further information can be found in the *KCSIE*.

**Sexual violence:** refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, and/or causing someone to engage in sexual activity without consent. Consent to sexual activity may be given to one sort of sexual activity, but not another, or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. A child under the age of 13 can never consent to any sexual activity. The age of consent is 16, and sexual intercourse without consent is rape.

**Child-on-child sexual violence and/or harassment:** Sexual violence and sexual harassment (as defined above) can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Further information can be found in the *SVSH* advice.

**Harmful sexual behaviour:** problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". Harmful sexual behaviour can occur online and/or face-to-face and can also occur simultaneously between the two. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' age difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

**Sharing of nudes and/or semi-nudes:** the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

children and young people find nudes and semi-nudes online and share them claiming to be from another child

children and young people digitally manipulate an image of a young person into an existing nude online

images created or shared are used to abuse children e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" sets out the classification of incidents, and how each should be handled.

**Upskirting:** is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any sex can be a victim.

**Serious violence:** indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence (for example, being male, frequent absence from school or permanently excluded from school, experienced child maltreatment or having been involved in offending) and understand the measures in place to manage these.

**Specific safeguarding issues:** behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child on child abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking.

**Child sexual exploitation (CSE):** CSE is a form of child sexual abuse (see above) which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years (including 16 and 17 year olds who can legally consent to have sex) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

The below CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends, and
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.



- The DfE has published guidance on this entitled "*Child sexual exploitation: guide for practitioners*".

CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse.

**Child criminal exploitation (CCE):** CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts, money, or new possessions
- children who associate with other children involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late, and
- children who regularly miss school or education or do not take part in education.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

Children who have been exploited will need additional support to help maintain them in education.

**County lines:** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults exploited to sell drugs and move and store drugs and money.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- that have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

**Modern Slavery:** Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "*Modern slavery: how to identify and support victims (May 2024)*".

**Cybercrime:** is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.



If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.gov.uk.

**Mental health:** all staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL or DDSL.

The DfE has published advice and guidance on *Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools*. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance *Promoting Children and Young People's Emotional Health and Wellbeing*. Its resources include social media, forming positive relationships, smoking and alcohol.

**So called 'honour based' abuse:** encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including • Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

• FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting, or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.

- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

**If staff have a concern that a pupil may be at risk of FGM, they should speak to the DSL or DDSL who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children's Social Care.**

There is a statutory duty on teachers to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence or it involves a pupil over 18, teachers should follow the School's local safeguarding procedures.

Further information can be found in the *Multi-agency statutory guidance on female genital mutilation and the FGM resource pack*, particularly section 13.]

**Forced marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the *Multi-agency guidelines: Handling cases of forced marriage*. Further information on forced marriage is available in guidance published by the Forced Marriage Unit. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

**Preventing Radicalisation:** All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is 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. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that

they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. Staff should contact the DSL or the DDSL, who should be aware of the local procedures in place, before making a Prevent referral.

In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives at the new school.

**Special educational needs and/or disabilities (SEND), or students with certain health conditions:** Students with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain health conditions being disproportionately impacted by behaviours such as group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges;
- being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in School or the consequences of doing so.<sup>240</sup>

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

**Lesbian, gay, bi or trans ("LGBT"):** The fact that a child may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by their children. In some cases, a pupil who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as they are. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum.

**Domestic abuse:** Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including but not limited to, psychological, sexual, physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio- economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act’s provisions, including the new definition, will be commenced over the coming months.

Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

**Homelessness:** Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

**Children who have unexplained absences or persistent absences :** A child going missing from School is a potential indicator of a range of safeguarding issues including abuse, neglect, sexual abuse, CSE and CCE. It can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called ‘honour’-based abuse or risk of forced marriage. Staff must

follow the School's procedures for dealing with children who go have unexplained absences or persistent absences. The School's procedure for dealing with children who go missing can be found in the schools Attendance Policy. All unexplained absences will be followed up in accordance with the Policy

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education School Attendance (Pupil Registration) (England) Regulations 2023 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect, or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resident of any pupil who fails to attend school regularly, or has been absent/or for prolonged periods without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority. These intervals are weekly using the CME returns form.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare. The School's policy supports identification of abuse and provides preventative measures against the risk of the child going missing in the future. This applies when issues are first emerging as well as where children are already known to the local authority children's social care and need a social worker.

**Child abduction and community safety incidents:** Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org)

**Children and the court system:** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online

child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

**Children with family members in prison:** Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **The role of the curriculum**

At Belmont Grosvenor school we offer a “broad and balanced” curriculum. It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our RSHE provision is embedded across the curriculum. The school has implemented the statutory requirements of relationships and sex education and health education which is compulsory for all schools from Sept 2020. Schools have some flexibility to decide how they discharge their duties effectively. The compulsory requirements are taught through a wider PSHE curriculum which incorporates an age related, comprehensive curriculum, for students are taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise when they are at risk and how to get help when they need it including on-line safety. PSHE also directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance. We seek to actively promote Fundamental British Values and a focus on British Society as well as setting high standards and expectations for themselves.

Belmont Grosvenor School recognises its crucial role in preventative education. Preventative education is most effective in the context of a whole school approach that prepares students and students for life in modern Britain it creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Belmont Grosvenor School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. The programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at an age-appropriate stages issues such as:

- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming,
- coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. All students are informed that we have a Designated Safeguarding Lead with responsibility for child protection and who this is. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Children are taught about safeguarding including online safety and we recognise that a one-size fits all approach may not be appropriate for all children.

The importance of using information systems and electronic communication safely is embedded within the ICT curriculum and embedded in our PSHE curriculum. As such it is carefully planned for and age appropriate. Staff



at BGS recognise the internet as a valuable tool for learners of all ages however we also acknowledge that computers and the internet do have the potential for inappropriate use and access to undesirable material and that we have a duty of care to protect our students. All reasonable steps have been taken to ensure that systems are not open to abuse or unauthorised external access, with particular regard to external logins and wireless networking. These are strong anti-virus, spam filters to block inappropriate material in place on the school network. We feel it is important to educate our children on the benefits and risks of using information technology while building resilience. Equally they are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

## **ONLINE SAFETY – read in conjunction with Online, safety and Filtering Policy**

School recognises the fact that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). While the school recognises children do not have access to mobile phone and smart watches while in attendance at school they are mindful that children may access these devices at home and have clear procedures to deal with any sharing of any indecent images consensually and non- consensually, shared pornography and other harmful content if brought to the schools attention.

The Department for Education's statutory guidance 'Keeping Children Safe in Education 2025' obliges schools and colleges in England to "ensure appropriate filters and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or college's IT system" however, schools will need to be careful that over blocking does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding."

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

**content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

**contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group <https://apwg.org/>

Whilst internet filtering has always been provided by schools, it is the 'strengthened measures' that are now a key part of online safety during inspections. It is important to recognise that no filtering systems can be 100% effective and need to be supported with good teaching and learning practice and effective supervision. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

Online safety is reflected in all relevant policies and is considered in curriculum planning. The school has clear policy on the use of mobile and smart technology, and access by children at school is managed to prevent sexual harassment by other children, sharing of indecent images, viewing and sharing pornography and other harmful content. Where children are undertaking **Remote Learning** the school ensures this is done safely. Governors

ensure that appropriate **Filters and Monitoring** systems are in place on school devices and school networks to limit children's exposure to risk. The school undertakes an annual **Review of online safety** with an annual risk Assessment. The **filtering** of school devices does not unreasonably impact teaching or school administration and allows students to assess and manage risk for themselves.

Staff will monitor children when using school devices using the following methods;

- Physically monitoring of screens by staff during lessons

Responsibilities for device Monitoring

- Belinda Whitehead – Safeguarding Governor, overall responsibility
- Julie Dent and Chis Walker – DSL, monitoring and reporting
- ADNS – ICT support
- All staff - Physical monitoring

Belmont Grosvenor School is in regular contact with parents to provide information about children staying safe on line. More information can be found in the schools **IT policies and procedures**.

### **Visitors and use of the school premises**

Belmont Grosvenor School does not have the power to request DBS checks and barred list checks for visitors. Children are NEVER left unsupervised with external visitors. Visiting speakers must follow the guidelines set out in the Visiting Speaker Policy

Non-school groups or organisations using the premises will be monitored and, in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Guidelines, the school will terminate the contract. Due regard is given to the Prevent statutory guidance which advises that visiting speakers are suitably and appropriately supervised.

### **External Lettings**

When services or activities are not provided by the school or under direct supervision or management of the school staff, the schools child protection arrangements will still apply. As with any safeguarding allegation Belmont Grosvenor School will follow our safeguarding procedures, including informing the LADO.

Belmont Grosvenor School will therefore seek assurance that the body concerned also has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate

### **SAFER RECRUITMENT**

The School is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School.

Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Online searches will also take place.

Full details of the School's safer recruitment procedures for checking the suitability of staff, and volunteers to work with children and young people is set out in the **School's Recruitment and Selection Policy**.



The School's protocols for ensuring that any visiting speakers, whether invited by staff or students themselves, are suitable and appropriately supervised is available in the schools Visiting Speaker Policy.

The School's procedures for managing contractors attending the School site can be found in **SECURITY, ACCESS CONTROL WORKPLACE SAFETY AND LONE WORKING POLICY**

## **INDUCTION AND TRAINING FOR STAFF, GOVERNORS AND VOLUNTEERS**

ISI Regulatory Standards, EYFS and Ofsted standards all require that all staff, including non-teaching staff, music and sports coaches are thoroughly vetted before appointment and then trained in child protection policies and procedures. The requirement applies to everyone (including volunteer helpers and Governors) who are likely to have regulated activity with children and young people, irrespective of whether they are employees of the school. The school therefore assesses whether the individual is in regulated activity in accordance with Part 4 of the ISI Regulatory Requirements. Schools are advised to give this training to new staff and volunteers as they arrive throughout the year. The only exceptions are occasional visitors, who are escorted throughout their visit, or those, such as night-time cleaners, who work exclusively when students are not present. Governors should be offered child protection training shortly after appointment, and the topic should appear on the agenda of every Governors' meetings. Once a year, the Designated Safeguarding Lead (DSL) presents the annual report. Information pertaining to the Local Authority Safeguarding Audit is also shared with the Governing body after submission.

As a school we invest considerable time in the induction training of their new teaching, non-teaching staff and key administrative staff, covering a number of different aspects relating to the functioning and management of the school. Most of this training is likely to centre round the individual's role and responsibilities; but the induction training in a few areas, such as child protection and fire evacuation procedures, will be identical to all, irrespective of role. The training will be factual in content, and the school will record the names of those who received the training, together with the date on which it took place. Refresher training in child protection should be offered at regular intervals in accordance with NYSCP. Designated Safeguarding Leads are required to refresh their training every 2 years in accordance with KCSIE 2025. Regular informal safeguarding updates are disseminated by the DSL's to the staff team through briefings, staff meetings, e-bulletins and on Inset days.

All staff should read and understand at least Part one, (or Annex A, if appropriate) of Keeping Children Safe in Education 2025 and all leaders and staff who work directly with children should read Annex B of Keeping Children Safe in Education 2025.

## **INDUCTION PROCEDURES ON CHILD PROTECTION**

Every new member of the teaching and non-teaching staff, including new peripatetic musicians and sports coaches, is required to complete online training, Safeguarding level 1 with NYSCP and/or Noodle Now training platform on child protection and Prevent training.

A risk-based approach is taken when deciding on what information should be disseminated to temporary staff and volunteers. ***Similar training is offered to all governors and to the parents who help with activities that bring them into contact with children. The only adults who work or visit the school who are exempted from this requirement are:***

- Night-time cleaners whose hours of work mean that they do not have contact with students.
- Occasional visitors, including occasional speakers and contractors, who sign in, have photo ID checked (where appropriate) and are given a visitors badge by our admin team and who are escorted throughout their visit.
- Contractors working on a designated site that is physically separated from the rest of the school who are required to sign in and out at their site office and to wear security badges at all times
- Contractors working during the school holidays.

## **WHAT IS THE REASON FOR THE TRAINING?**

Child protection is always our top priority.

Every member of staff needs to be confident that he or she understands his or her role in:

- Keeping children safe
- Promoting the welfare of students
- Promoting equal opportunities and inclusion
- Preventing bullying and harassment
- Actively promoting the Fundamental British Values

Everyone is required to take part in the training no matter what their previous background or level of expertise.

Refresher training for all staff is held at yearly intervals in line with NYSCP guidelines who require training to be updated no longer than 2 years apart. .

### **WHAT TOPICS DOES THE TRAINING COVER?**

*Our induction training will provide:*

- The schools safeguarding policy, including information about the identity and role of the DSL's
- A copy of Part 1 of the KCSIE including Annex A 2025 which staff must read and complete a knowledge test
- Level 1 Safeguarding online training
- Prevent online training
- A copy of the Pupil Behaviour Rewards and Sanctions Policy
- Acceptable use of technologies
- Internal Whistle Blowing procedures
- Low level concerns information
- Children's attendance policy
- Online safety including appropriate filtering and monitoring on school devices and school networks responsibilities.
- Evacuation procedures
- Staff are shown where to find the suite of school policies online.

In addition to this the training will tell you about:

#### ***Our pupil welfare systems***

***Starting with the roles of the following structures:***

- *The governors formally consider child protection issues at least once a term. This committee is chaired by Charlie Brooksbank the chair of governors.*
- The weekly pastoral/safeguarding meetings which includes the Head teacher, DSLs DDSLs and SENCo
- The Safeguarding Governor attends the pastoral/safeguarding meetings at least termly but aims to attend half termly.
- The regular monitoring arrangements by SMT
- Training in leadership given to students.
- The role of the school council.
- Our partnerships with parents and guardians

### **2. The Legal Framework for our Child Protection and Anti-Bullying Policies**

***We describe this briefly and our policies cover:***

- 
- Behaviour, Rewards and Sanctions
- Valuing and Celebrating Diversity and Inclusion, Special Education Needs and Learning Difficulties
- Equal Opportunities
- Educational Visits

- Acceptable use of technologies
- Safer recruitment of staff covering our procedures in recruiting, checking that our staff are suitable for and qualified for their roles and that the statutory child protection checks have been carried out.

Arrangements for checking governors, volunteers, contractors' staff, volunteers and adult members of the households of staff accommodated on-site and others, such as drivers who have unsupervised access to children.

- The safe supervision of visitors
- Keeping children safe in education-updated Sept 2025
- Working together to safeguard children
- Obligations under the childcare disqualification regulations 2009

Teaching staff have a particular responsibility for supervising students and ensuring that they behave with consideration and good manners at all times; but all staff need to be made aware of the school's policies in these areas. All staff are reminded of their important role in building positive relationships, identifying risks and keeping everyone safe. We cover internet and technological bullying and the potential risks (as well as benefits) of the internet and social networking sites.

### **3. Understanding Challenging Behaviour**

We shall draw upon national guidance relating to the safeguarding and protection of children, the signs of abuse, and the duties of staff, as well as the role of specialist agencies. We shall explain our expectations of how they should respond in a difficult situation and why they cannot promise confidentiality to a pupil.

#### **4. The School's Policies on Child Protection**

***All new staff will be expected to become familiar with information relating to:***

- Safeguarding and Child Protection Procedures which includes Staff Conduct
- Internal Whistle-blowing

#### **5. Visitors and Site Security**

This covers the need for visitors to be signed in at Reception, photographic identification to be checked and to be escorted about the school. ***(For more information on guest speakers please refer to Visiting Speaker Policy).***

#### **6. Effective Record Keeping**

Effective record keeping is essential.

#### **7. Refresher Training**

The session concludes with reminding staff that refresher training is given at regular intervals and by inviting all staff, Governors and volunteers to certify in writing that they have completed the training session. (See below). The DSL receives updated child-protection training every 2 years.

### **ECT INDUCTION**

***Belmont Grosvenor School has opted to participate in the national arrangements for the induction of ECTs that are described in the Department for Education's guidance Induction for Early Careers Teacher***

## **CHILD PROTECTION INDUCTION PROCEDURES in Belmont Grosvenor School**

**I \_\_\_\_\_ have attended an induction session on child protection procedures. As a result, I:**

**(A) am familiar with the contents of the following documents:**

***The School's Safeguarding and Child Protection Procedures which includes Staff Conduct***

***The schools safeguarding policy, including information about the identity and role of the DSL's***

***A copy of Part 1 of the KCSIE and Annex A 2024 which staff must read and complete a knowledge test***

***Anti bullying policy***

***The pupil behaviour, rewards and sanctions policy***

***Acceptable use of technologies***

***Whistleblowing procedures***

***Low level Concerns***

***Children missing in education policy***

***Online safety including appropriate filtering and monitoring on school devices and school networks responsibilities.***

***Evacuation Procedures***

***Staff are shown where to find the complete staff handbook and suite of school policies online***

**(B) Am aware of procedures for Safeguarding and Child Protection at Belmont Grosvenor School**

**(C) Know that Julie Dent (whole school) is the Designated Safeguarding Lead (DSL) and that I can discuss any concerns that I may have with them**

**(D) Know that further guidance, together with copies of the policies are in the Staff Handbook which is available on the school's intranet.**

**(F) Understand the responsibilities of all staff in this area and the issues that may arise.**

**Signed** \_\_\_\_\_  
**Date** \_\_\_\_\_

### **Safer Working Practice**

The Children Act stresses the importance of children being able to share their concerns with adults and being able to confide in them. All staff involved in the care of children should strive to create a supportive and caring environment.

The Staff Handbook contains information which is included in the suite of policies to ensure that staff are safe and aware of behaviours which should be avoided.

Safe working practice ensures that students are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal proceedings

### **GOOD PRACTICE GUIDELINES:**

- Treat children and young people with the respect and dignity befitting their age.
- Listen to what children and young people have to say.
- Watch your speech, tone of voice and body language.
- Supervise children without physical punishment.
- Don't permit abusive peer activities e.g. sexual harassment, upskirting, initiation ceremonies, ridiculing, bullying.
- Advise another member of staff if you need to see a child on his or her own for a lengthy period.
- When in a private meeting with a child, try to leave the door ajar and position furniture appropriately (table or desk between you and the child).
- Respect a child's privacy, particularly in lavatories, showers and changing rooms.
- Avoid playing rough physical or sexually provocative games with children.
- Avoid being sexually suggestive about or to a child.
- Avoid touching a child in an inappropriate or intrusive manner.
- Avoid scapegoating, ridiculing or rejecting a child.
- Avoid showing favouritism to any one child.
- Avoid giving personal contact details to students.

### **Intimate care**

At Belmont Grosvenor School there may be occasion for short term intimate care. This may include helping a child who has wet or soiled themselves and long term intimate care that is required in order to fully meet a child's specific needs.

Where help is required for a child who has had an accident, the following procedures, designed to protect both children and staff should be followed:

- Wherever possible, the member of staff assisting the child should be of the same gender.
- The member of staff assisting the child must inform a colleague that s/he is helping the child in this way.

- Where the privacy of the child is not compromised, any such assistance should not take place in an area that is entirely enclosed. Where this not possible a colleague must be in the vicinity to act as support for that member of staff. The door can be left slightly ajar and must not be completely closed.
- Where appropriate the child should be encouraged to be independent in cleaning themselves and managing clothing.
- Staff must immediately report any concerns in the handling of this situation to the Headteacher

**Please refer to the EYFS intimate Care Policy for more information. Under no circumstances should any of the above procedures be carried out by a volunteer, visitor or member of supply staff unless they are the child's parent.**

### **Lone working with a child**

Staff need to be aware of the **Security, Access Control, Work Place Safety and Lone Working Policy** when involved in one to one tuition, music, performing arts or sports coaching.

Staff working individually with students should be aware of the potential vulnerability of students and staff in such situations. Staff should manage these situations and take reasonable and sensible precautions to ensure the safety and security of the pupil and staff alike.

Individual work with students should not be undertaken in secluded areas or behind a closed door. Where it is necessary to close doors for reasons of confidentiality a colleague should be made aware of this and asked to remain vigilant. Wherever possible one to one work should only be undertaken with the knowledge and consent of a senior member of staff to minimise risk to those involved.

Where it is necessary to conduct a one to one session online (for example, using a platform such as Zoom or Teams) staff must ensure that a senior member of staff is aware of the session and, wherever possible, arrange for a parent to be in the same room, or alternatively, ask a colleague or a member of SMT to join the session. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint.

### **Inappropriate Electronic Communication**

Belmont Grosvenor staff are advised that social media profiles should not be available to students. If staff have a personal profile on social media sites, they should not use their full name, as students may be able to find them. Staff should consider using a first and middle name instead, and set public profiles to private.

Staff should not attempt to contact students or their parents via social media, or any other means outside school, in order to develop any sort of relationship. They will not make any efforts to find students' or parents' social media profiles.

Staff will ensure that they do not post any images online that identify children who are students at the school without their consent.

No member of staff will interact with any pupil in the school or ex pupil who is under the age of 18 on social networking sites or via any other form of technology.

### **Physical contact with students**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with students and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by students or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or of the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be **misinterpreted, the incident and circumstances should be recorded on a Low Level Concern Form as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.**



## Physical Restraint

Belmont Grosvenor School expects all members of staff and volunteers to make every effort to respect the dignity of students at all times, but there are occasions when a child's behaviour can cause a risk of harm. At these times, it may be appropriate to restrain a child or young person, but the guidelines below must be followed.

Restraint must never be used as a punishment and may only be used as a last resort by the person with lawful control of the students at the time. As far as possible all staff and volunteers should try to deal with the situation through other strategies before using force to control or restrain students.

For example, the use of restraint may be necessary:

- in self defence
- to prevent immediate danger of harm to the child, to other students, to staff or volunteers, or to members of the public.
- to prevent potentially significant damage to property.

Safe methods of restraint must be used for the **minimum time** and using the **minimum amount of force** in order to secure the safety of people or property. Use of restraint must not degrade the child in any way.

It is important to be aware that disciplinary action or claims for criminal damages may result from **inappropriate use of force** such as:

- using force as a punishment
- using force when a situation could have been resolved without it
- using force in a way that degrades the child

or **excessive force** such as:

- using more force than necessary
- restraining the child for longer than necessary

All incidents where restraint has been used must be reported in writing to the Headteacher. This is a statutory requirement. *Where this relates to the school's EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.*

Please refer to the booklet <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## Transporting students

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of students unavoidable, the journey should be made known to a senior member of staff and appropriate paperwork completed.

## Confidentiality

School has regard to [DfE guidance on Information Sharing](#):

'Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect.'

School ensures the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. School ensures that staff members do not promise confidentiality to the child and always act in the interests of the child.

The school confidentiality policy indicates:

- a) when information must be shared with police and Children and Families' Service where the child/young person is / may be at risk of significant harm
- b) when the pupil's and/or parent's confidentiality must not be breached

### **Action if a pupil is missing**

School attendance registers are carefully monitored to identify any trends.  
Please refer to **ATTENDANCE POLICY**

### **Bullying**

Please refer to **ANTI – BULLYING POLICY**.

### **Complaints**

Please refer to **COMPLAINTS POLICY**

### **Whistleblowing**

The school has clear Whistleblowing procedures which aims to ensure the school has a culture of safety and of raising concerns and an attitude "it could happen here". The school has a culture of valuing staff and of reflective practice. Where staff have concerns about poor or unsafe practice and potential failings in the school's safeguarding regime, provision for mediation and dispute resolution are in place. Training and support is provided for the staff team. No disciplinary action is taken against a member of staff for making such a report provided it is done in good faith. Procedures for reporting and handling concerns are highlighted in the **Internal WHISTLE BLOWING POLICY**.

Please refer to the **Staff Behaviour Policy** (for more information)

### **All staff, volunteers and students comply with the;**

Belmont Grosvenor Schools acceptable user agreement for ICT

Staff volunteers and students will not use technology in school to view material that is illegal, inappropriate or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling and viewing pornography or other inappropriate content.

Appropriate Filtering and Monitoring systems and appropriate firewalls on all school devices are in place to protect all users of the schools IT systems.

### **The use of Mobile Phones, Cameras and other electronic devices with imaging and sharing capabilities.**

The use of personal mobile phones and smart watches within School is not permitted under any circumstances by practitioners, teachers and parents where children are present.

*Many school and setting activities involve recording images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances should staff be expected or **allowed to use their personal equipment** to take images of children at or on behalf of the school or setting.*

**All staff should consistently enforce the school's policy on the use of mobile phones. Staff should not use their own mobile phone for personal reasons in front of pupils throughout the school day. (Mobile Phones in School, FEB 24, DoE)**

**How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting. (EYFS 2025)**

[https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile\\_phones\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf)

[https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS\\_statutory\\_framework\\_for\\_group\\_and\\_school\\_based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf)

## Mobile Phones

School Staff- All mobile phones should be kept in a secure place at all times, this can be in personal handbags or desk drawers and should be turned off or silenced. ALWAYS ensure they are stored away from the children. In the EYFS all mobile phones should be placed in the Managers office in a designated named wallet. Mobile phone calls may only be taken at practitioners and teachers breaks or in their own time. If you have a personal emergency you are free to use the Early Years department's or SMT office phones, or to make a personal call from your mobile in the designated staff areas, which are the early year's office and staff rooms only. Parents are not permitted to be on their personal mobile phones within the EYFS department. If a parent is seen on a mobile phone within the EYFS, practitioners and teachers have welfare responsibility to the children in their care to ask them to remove themselves from the area or to finish the call.

## Smart Watches

Smart watches and Fitbits are permitted to be worn by staff but to be used only as a watch when working with children. Therefore, other functions **must be** disabled when staff are with the children. Staff members wearing Smart Watches **MUST** have these set to AEROPLANE mode. Staff use of smart watches during their working day should be: outside of their contracted hours/not during lesson time, assemblies, on playground duty, leading a club, etc. St

## Cameras

The use of personal cameras is **not permitted**. Each learning environment/ classroom has been issued a camera and/or tablet device to ensure that practitioners/teachers are able collect evidence to support children's learning and to aid communications with families of children that attend the setting/school. Practitioners and Teachers need to ensure these resources (cameras) are looked after appropriately.

## Partnership with Parents

The school shares a purpose with parents to keep children safe from harm and to have their welfare promoted. The Headteacher has in place procedures to log appropriate contact with parents and external agencies and these are kept on the child's confidential file. Parents can report concerns if they are worried a child is at risk of harm to the school but also by accessing the following websites for information for parents:

- NYSCP [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)
- NSPCC [www.nspcc.org.uk](http://www.nspcc.org.uk)
- CEOP [www.ceop.gov.uk](http://www.ceop.gov.uk)
- Parents Protect [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)  
[www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/usefulinformation/adviceforparents](http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/usefulinformation/adviceforparents)

E-safety information is also in the Parent Handbook.

BGS also has additional E-safety information available for parents on the school website.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the, Headteacher, The Magic Tree Nursery Manager and in the absence of the Headteacher the Child Welfare and Wellbeing Lead

We make parents aware of our policy and guidance through our Parent Handbook and on our school website.

Parents are made aware that they can view this policy on request.

## **Partnerships with Others**

The school recognises that it is essential to establish positive and effective working relationships with other agencies. Contact with these agencies is always formally logged by the school and letters of concern, or immediate phone, call sent directly to the appropriate professionals and not via the parent. The school uses a number of outside agencies and has established relationships for promoting a safe and supportive environment. The school works closely with the North Yorkshire Early Years Child Care Development officers. Y6 children spend a day with the Crucial Crew as part of the Citizenship programme. The school liaises with all agencies relating to the work of our SEN Department. The school endorses and supports anti bullying week promoting positive behaviour.

Other agencies may include:

- Integrated Social Services
- Local Authority Children's Social Care
- Childline
- NSPCC
- Common Assessment Framework (CAF) Team
- Children's Centres
- Other settings – private, independent & state
- Police
- Health Professionals

The setting allows access for the local authority Children's Social Care or any preventative service from the local host authority and, where appropriate, from a local placing authority, for that authority to conduct, or to consider whether to conduct, an assessment under section 17 (child in need) or section 47 (reasonable cause to suspect children suffering or likely to suffer significant harm) of the Children Act 1989. Consent from the parent and child (where of sufficient age and understanding) is required for assessments by the preventive service or under a section 17.

## **Support, Advice and Guidance for Staff**

At Belmont Grosvenor School, supervision provides support, coaching and training for all staff. It promotes the interests of children and fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.

Supervision provides opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

Regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff.

Staff will be supported by Headteacher and in their absence the Assistant Head's and the Child Welfare and Wellbeing Lead.

The designated senior leaders will be supported by the nominated Governor for Child Protection and Safeguarding – Belinda Whitehead.

Child Protection advice and support is available from the Educational Social Work Service  
Child Protection advice is also available from the local authority Children's Social Care and North Yorkshire Police

### **Children with Unexplained or Persistent Absences. (read in conjunction with Attendance Policy)**

The school follows the North Yorkshire LA procedure "Children Missing from Education Guidance.

The school has a procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the school or the Magic Tree Nursery.

### **Early Years**

The Statutory Framework for the Early Years Foundation Stage 2025 does not require schools to have separate policies to cover EYFS requirements provided these requirements are already met through our existing policies. Our policies regarding the additional requirements of the EYFS are all available electronically or hard copy on request. A copy of the EYFS specific policies are also located within the entrance to the Magic Tree Nursery building.

## Management of Safeguarding

The statutory guidance is read and followed by the governing body at Belmont Grosvenor School, they ensure that all mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE 2025.

The Governing body at Belmont Grosvenor School ensures that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures at Belmont Grosvenor School are effective and support the delivery of a robust whole school approach to safeguarding. Governor's is regularly updated.

Belmont Grosvenor School has a nominated Safeguarding Governor. Belinda Whitehead has overall responsibility for the safeguarding policies and procedures followed by all staff and volunteers. However the full governing body remains collectively responsible for safeguarding.

### Governing Body at Belmont Grosvenor School ensures that:

- The school has a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child and at their heart.
- the school is aware of and complies with the Local Authority's arrangements to promote co-operation between itself, the school and relevant partners and organisations who are engaged in activities relating to children.
- the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children
- the school understands the local criteria for action and the local protocol for assessment.
- there is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children
- there is a senior board level lead to take strategic leadership responsibility for the school's safeguarding arrangements (e.g. nominated governor)
- the school has a child protection policy and procedures in place. They are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NYSCP, are updated annually, and available publicly either via the school or college website or by other means
- the school has a behaviour policy in place, which includes measures to prevent bullying including cyber bullying, prejudice-based and discriminatory bullying
- there is recognition of the expertise that staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy
- the child protection policy and procedures are provided to and read by all staff, including temporary staff and volunteers, on induction.
- all staff read at least part one of ( or Annexe A if appropriate) KCSIE 2025 and all leaders and staff who work directly with children read Annex B of KCSIE 2025
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE 2025 to ensure that all staff understand and follow the policies and procedures adopted by the governing body
- all staff undertake appropriate child protection training including online safety
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding and child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (Annex B KCSIE) and the need for a deputy DSL is reviewed
- the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children



- information regarding the role of the DSL is provided to all staff and volunteers on induction
- a designated teacher is appointed and appropriately trained to promote the educational achievement of children who are looked after and have previously been looked after, (children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales,) and should work with the Virtual school Head.  
Email: [Julie.Bunn@northyorks.gov.uk](mailto:Julie.Bunn@northyorks.gov.uk)  
Tel: 01609 532169
- staff have the skills, knowledge and understanding necessary to keep looked after, and previously looked after children safe
- appropriate staff have the information they need in relation to a child's looked after legal status
- the DSL holds information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes and that child protection files are maintained
- The school accesses a range of advice and help to identify children in need of additional mental health support.
- the school prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised
- the school has written recruitment and selection policies and procedures in place
- at least one person on any appointment panel has undertaken safer recruitment training
- the school has a staff behaviour policy (code of conduct) which should amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media. This is provided to all staff, including temporary staff and volunteers, on induction
- staff and governors adhere to the school's policy on acceptable use of technologies and communication using technologies.
- the school has procedures for dealing with allegations of abuse against staff including volunteer staff and volunteers that comply with guidance from the NYSCP and locally agreed inter-agency procedures (See Section Allegations regarding person/s who work with children in this policy)
- the proprietor/chair of governors liaises with the LADO and/or partner agencies in the event of allegations of abuse being made against the Headteacher
- in the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations are reported directly to the LADO.
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has harmed or poses a risk of harm to a child or vulnerable adult and the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left
- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through relationships and sex education (RSE). [The Government has made regulations which will make the subjects of Relationships Education \(for all primary students\) and Relationships and Sex Education \(for all secondary students\) and Health Education \(for all students in state-funded\) mandatory from September 2020](#), Schools have the flexibility to decide how they discharge their duties effectively of compulsory until the start of the summer term 2021.
- Children are safeguarded from potentially harmful and inappropriate online material. Ref KCSIE
- appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- as schools increasingly work online that children are appropriately safeguarded and additional guidance to keep children safe online, (including when they are online at home) is provided in KCSIE and at safeguarding-in-schools-colleges-and other providers and safeguarding-remote-education

- all staff and governors recognise that children are capable of abusing other children (including online)
- procedures are in place with regards to child on child abuse and followed by all staff.
- the school has due regard to the duties to prevent people from being drawn into terrorism and to protect and prepare students against the risk of a terrorist attack (there is a definition of a terrorism in Annex A – preventing radicalisation).
- all staff understand the risk factors regarding female genital mutilation and known cases are reported appropriate safeguarding responses are in place to children who go missing from education including the statutory duty to notify the LA, as appropriate, when a pupil's name is about to be deleted from the school admission register
- **Use of school premises for non-school activities** Where the school rents out school facilities / premises to organisations or individuals, they should ensure that appropriate arrangements are in place to keep children safe. The governing body should seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as necessary)
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate
- there is an annual review of policies and procedures and the NYSCP Schools' Safeguarding Audit is completed
- any deficiencies or weaknesses regarding child protection arrangements, whenever identified, are remedied without delay
- when there is a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take
- systems are well promoted, easily understood and easily accessible for children to confidentially report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback
- staff are aware that children with SEN and disabilities, mental health or medical conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children

#### **Headteacher at Belmont Grosvenor School ensures that:**

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- they liaise with the LADO and partner agencies in the event of allegations of abuse being made against a member of staff or volunteer
- they receive appropriate safeguarding and child protection training which is regularly updated

#### **Senior Member of Staff with Designated Responsibility for Child Protection**

At Belmont Grosvenor School Julie Dent – Nursery Manager and member of Senior Management Team is the Designated Safeguarding Lead. The DSL role is set out in full in KCSIE 2025 and is explicit in the DSL's job description.

The role for DSL's carries a significant level of responsibility. They take lead responsibility for safeguarding and child protection (including online safety). They are given the time, funding, training, resources and support to carry out their role and to provide advice and support to other staff on child welfare, safeguarding and child protection

matters, they also take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The DSL-Julie Dent and Deputies (Chris Walker, Sian De Gracia, and EYFS deputies: Donna Griffiths at Belmont Grosvenor school will:

### **Manage Referrals**

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel panel through the universal referral form where there is a radicalisation concern as required
- Support staff who make referrals to the Channel panel
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required
- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- Report cases of prejudice, hate based incidents or hate crimes to the Local Authority through the online reporting system. Hate crimes should also be reported to the police
- Access a range of advice to help them identify children in need of additional mental health support. More information can be found in the [mental health and behaviour in schools guidance](#),

### **Work with others**

#### **The designated safeguarding leads will:**

- Act as a source of support, advice and expertise for staff
- Act as a point of contact with the three safeguarding partners
- As required, liaise with the 'case manager' and the LADO for child protection concerns in cases which concern a staff member
- Liaise with the Headteacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- For Looked-After children have available the details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- Liaise with staff on matters of safety and safeguarding and welfare(including online and digital safety,) and when deciding whether to make a referral by liaising with relevant agencies, so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college . This includes:
- Ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- Support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

## Training, knowledge and skills

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated every two years. At Belmont Grosvenor School we aim update annually.
- This training should provide them with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children as well as specific harms that can put children at risk and the processes, procedures and responsibilities of other agencies, particularly the local authority children's social care, so they can:
- Understand the importance of the role the designated safeguarding lead has in providing information and support to the local authority children social care in order to safeguard and promote the welfare of children;
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- Be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- Be alert to the additional barriers to recognising abuse and neglect in children with special educational needs and disabilities or physical health issues; including assumptions that indicators of possible abuse relate to the child's condition, understanding that these children are more prone to group isolation or bullying, that children may be disproportionately impacted by behaviours such as bullying without showing outward signs and communication barriers and difficulties impact on managing or reporting challenges.
- Undertake Prevent awareness training and Action Counters (ACT) Terrorism Training
- Refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments and news such as those provided by the NYSCP and NSPCC ) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) which places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information.
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty, including online safety and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;

Training at Belmont Grosvenor school supports the DSL's in developing expertise so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. Specifically to ensure that staff are supported during the referral process and support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and be confident and have the capacity to support SEND children to stay safe online.

## **Raising Awareness**

### **The DSL's at Belmont Grosvenor School**

- Ensure the school's child protection policies are known, understood and used appropriately.
- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body and staff regarding this.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Links with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements.
- Helps promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school or college, and their staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

## **Providing Support to Staff**

Staff are aware of the systems in school which supports safeguarding and these are explained to them at induction, including

- The schools safeguarding policy, including information about the identity and role of the DSL's
- A copy of Part 1 of the KCSIE and Annex A 2025 which staff must read and complete a knowledge test
- Level 1 Safeguarding online training
- Prevent online training
- A copy of the Pupil Behaviour Rewards and Sanctions Policy
- Acceptable use of technologies
- Whistle Blowing procedures
- Low level concerns information
- Attendance Policy
- Online safety
- Evacuation procedures
- Staff are shown where to find the complete staff handbook and suite of school policies online.

## **Understanding the views of children**

It is important that children feel heard and understood. The DSL should be supported in developing knowledge and skills to encourage a culture of listening to children and taking account of their wishes; and understand the difficulty children may have in approaching staff and consider how to build trusted relationships which facilitate communication

## **Child protection file**

### **Holding and Sharing Information and Managing the Child protection file at Belmont Grosvenor School**

- The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.
- Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.
- Records should include:
  - a clear and comprehensive summary of the concern;
  - details of how the concern was followed up and resolved;
  - a note of any action taken, decisions reached and the outcome.
- They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure that key staff such as DSLs and SENCOs are aware as required. This includes in year transfers.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- Ensure that CP records are retained for an appropriate length of time and the school has regard to any other requirement requiring specific retention periods. The current requirement under IICSA (Independent Inquiry into Child Sex Abuse) is that records of child sex abuse should be retained for the period of the inquiry.
- Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is stored securely in school in line with school's data storage arrangements.
- Ensure that the worker North Yorkshire Children & Families Service is informed where the child leaves the school.
- NYCC Elective Home Education Policy and procedures can be accessed for further Guidance

## **Availability**

During term time Julie Dent DSL will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and available during school holidays for the EYFS and Holiday Club. They are also contactable via telephone or email during evenings and weekends.

There is always a DSL or DDSL on site during any out of hour's provision. (Holiday clubs, sports clubs)

In her absence one of the deputy DSL's are also available.

## **All School Leaders, staff and volunteers at Belmont Grosvenor School should:**

- read at least part one (or Annexe A, if appropriate) and Annex B of KCSIE 2025
- receive appropriate child protection Including online training at induction which is regularly updated, (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- be aware of systems within their school which support safeguarding. These should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (sometimes called a code of conduct); the identity and role of the DSL and any deputies and the safeguarding response to children who have Unexplained or Persistent absences. Please refer to the Attendance Policy.
- know what to do if a child tells them they are being abused or neglected and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved. Staff should never promise a child that they will not tell anyone about a report of abuse



- be aware of the process for making referrals to the local authority children's social care where there are concerns about a child's welfare for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection
- be aware of children who may need support with their mental health
- maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child
- where there are concerns about a child, always speak with the DSL
- if the DSL is not available, staff should speak to a member of the SMT and / or take advice from local children's social care (KCSIE 2025)
- understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report any concerns to the DSL in the first instance. If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves
- NYSCP professional resolution procedure and in exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service. Where referrals are not made by the DSL inform the DSL as soon as possible, that a referral has been made
- have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education
- be aware of the school or setting's emergency procedures regarding lock-down and evacuation
- where there are concerns about another staff member, refer these concerns to the Headteacher
- where there are concerns about the Headteacher, refer these concerns to the chair of governors or LADO.
- raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures (The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk))
- be aware of local early help process and understand their role in line with Working Together to Safeguard Children 2023, and be particularly alert to the potential need for early help as identified on page 9.
- not assume a colleague or another professional will take action and share information that might be critical in keeping children safe and be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. Staff should be vigilant and always raise any concerns with their DSL or deputy.
- speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM) and be aware that there is a specific legal duty on teachers, if, in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, and that they must report this to the police
- Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

**Concerns should always lead to help for the child at some point.**

## **MONITORING AND EVALUATION OF THIS POLICY**

The school monitors and evaluates its policy and procedures through the following activities:

- Governing body visits to the school.
- Senior leadership team discussion sessions with children and staff.
- Pupil questionnaires.
- Frequent scrutiny of attendance data.
- Regular analysis of a range of risk assessments.
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school.
- Frequent scrutiny of governing body meeting minutes.
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the governing body.
- Regular review of parental concerns and parental questionnaire.
- Annual safeguarding report to Governing body by the DSL.
- NYSCP Bi- annual Safeguarding Audit document.

Reviewed By JD

Date: 1 September 2025

Review Date: September 2026

Endorsed by Governing Body:

## APPENDIX 1: contacts and Useful Guidance

<b>Key County Contacts</b>	
<b>North Yorkshire County Council Children &amp; Families Service: Early Help</b>	
Locality Telephone Numbers	
<b>Early Help East</b> Scarborough, Whitby, Ryedale	01609 534852
<b>Early Help West</b> Harrogate, Craven, Knaresborough, Ripon	01609 534842
<b>Early Help Central</b> Hambleton, Richmondshire, Selby	01609 534829
<b>Professional Consultation Line</b>	
When contacting the North Yorkshire Multi-Agency Screening Team (MAST) for a consultation you will be put through to a qualified social worker where your query will be discussed, with the child's details remaining anonymous.	
Professional's Consultation Line number is available between 10am and 4pm on 0300 131 2 131	
<b>Make a Referral to the Local Authority</b>	
<b>North Yorkshire Children and Families Service</b>	0300 131 2 131.
<b>Out of Hours</b>	
<b>Emergency Duty Team</b>	0300 131 2 131
For making a referral outside of North Yorkshire this <a href="#">online tool</a> directs to the relevant local children's social care contact number.	
<b>North Yorkshire Police</b>	In an emergency call 999  For all non-emergencies call 101 (Ask for the Serious Crime Team in your area)
<b>Safeguarding Unit</b>	
<b>Safeguarding Unit Manager</b> Heather Pearson	01609 532301
<b>Designated Officers for Managing Allegations (LADOs)</b>	
<b>Duty LADO contact details (consultations, new referrals and urgent matters)</b>	DO-01609 798005  Direct contacts Susan Crawford Manager- 01609 532152 /07813 005161 <a href="mailto:lado@northyorks.gov.uk">lado@northyorks.gov.uk</a> Karen Lewis 01609 534200/ 07715 540711 Julie Kaye 01609 532508 /07973 825752 Andy Kenyon 01609 534215 //07973 792398

## APPENDIX 2

### *References & useful documentation for further reading:*

- A. ISI handbook for the inspection of Schools 2022 <https://www.isi.net/>
- B. 'The Early Years Foundation Stage: Statutory Framework 2024: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2>
- C. 'Keeping Children Safe in Education' DfE guidance Sept 2025  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- D 'Working Together to Safeguard Children', DfE guidance March 2023  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- E. "Every Child Matters: Change for Children in Schools" DCSF guidance, updated July 2015 (published under Old Labour Government) <https://www.gov.uk/government/publications/every-child-matters>
- F. OFSTED Safeguarding Children 0300 1231231 (Monday to Friday from 8am to 6pm)  
<https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure#:~:text=Complain%20about%20a%20provider%20Ofsted%20inspects%20or%20regulates,-The%20first%20step&text=If%20you%20think%20a%20child.in%20immediate%20danger%2C%20call%20999.>
- G. Poor or irregular attendance and persistent lateness at school <https://cyps.northyorks.gov.uk/school-attendance>
- H. Children Missing from Home and/or Education  
<https://cyps.northyorks.gov.uk/children-missing-education>
- I. Children not collected from school <https://cyps.northyorks.gov.uk/child-protection-and-safeguarding-schools>
- J. Female Genital Mutilation <https://www.gov.uk/government/collections/female-genital-mutilation>
- Online training is available <https://www.safeguardingchildren.co.uk/wp-content/uploads/2019/09/FGM-Practice-Guidance-Nov-19-v1.4.pdf>
- K. Forced Marriage <https://www.gov.uk/guidance/forced-marriage>
- L. Mental health and children who self-harm  
<https://www.gov.uk/government/publications/mental-health-and-self-harm-in-children-and-young-people>
- M. Child Sexual Exploitation And Child Criminal Exploitation  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/863323/HOCoun tyLinesGuidance\\_-\\_Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCoun tyLinesGuidance_-_Sept2018.pdf)
- N. Children who are Bullied 2017  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)  
<http://www.safeguardingchildren.co.uk/section-9a-procedures.html#bullying>
- O. Children living away from Home/Private fostered  
<http://www.safeguardingchildren.co.uk/section-9c-procedures.html#fostering>

P. Radicalisation to extremist behaviour

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

Q. Prevent Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

R. Social Media for online radicalisation

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

S. Children with Risk-taking behaviours

<https://www.safeguardingchildren.co.uk/Resources/7-point-briefing-risk-taking-behaviour/>

Safeguarding children with SEN

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-sen>

T. Behaviour in schools guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

### **APPENDIX 3:**

#### **Risk Indicators: Physical Abuse**

- Unusual bruising, e.g. bruising around the eyes, bruising in the shape of an implement.
- Any bruising or other injury to a very young, immobile baby.
- Burns or scald marks.
- Bite marks.
- Any injuries or swellings which do not have a satisfactory explanation.
- Flinching away from sudden movement.
- Over-rehearsed answers to explain how an injury occurred.
- An accumulation of a number of minor injuries and/or concerns.
- Frequent unexplained absences.
- Self-destructive behaviour.
- Fear of returning home.
- Arms and legs kept covered in hot weather.
- Reluctance or refusal to change clothes/undress, e.g. for PE.
- Absconding/running away from home.
- Disclosure of something that may indicate abuse.

#### **Risk Indicators: Emotional Abuse**

- Failure to thrive
- Slow development
- Speech disorders
- Eating disorders
- Over-reaction to mistakes, fear of 'getting it wrong'
- Fear of parents or carers
- Excessive punishment by parents or carers
- Unrealistic expectations of child's attainment by parents
- Low self-esteem
- Fear of new situations
- Nervous behaviour
- Absconding/running away from home
- Alcohol, drug or substance abuse
- Bed wetting/soiling
- Self-destructive behaviour
- Withdrawn, unwilling to mix with others
- Excessive attachment to people outside the family

#### **Risk Indicators: Sexual Abuse**

- Emotional distress
- Behaviour that is out of character, or unusual e.g. child becomes very withdrawn or aggressive
- Play or language that indicates a sexual knowledge beyond that expected for age of child
- Bed wetting
- Eating disorders



- Fear of men or of a specific adult
- Mental illness or depression
- Alcohol, drug or substance abuse
- Unexplained amounts of money
- Absconding/running away from home
- Bruise marks on inner thighs or upper arms
- Bruising, soreness or any other injury to genital areas
- Chronic throat infections, herpes
- Contact with known Schedule 1 offenders
- Fear of dark/nightmares
- Self-destructive behaviour
- Disclosure of something that may indicate abuse

#### **Risk Indicators: Neglect**

- Failure to thrive
- Weight loss
- Slow development, poor speech development
- Constant tiredness
- Constant hunger
- Poor personal hygiene
- Poor state of clothing or inappropriate for weather
- Emaciated, malnourished
- Untreated medical problems
- Stealing
- Scavenging for food
- Poor attendance at school or centre
- Poor social relationships
- Poor sense of identity, low self-esteem

#### **Risk Indicators: Fabricated Illness (Munchausen by proxy)**

- When a parent or carer reports signs and symptoms that are not explained by any known medical condition.
- Physical examination and diagnostic tests do not explain the reported signs and symptoms
- The affected child has an inexplicably poor response to medication or other treatment
- The only person claiming to see noticeable symptoms is the parents or carer
- If a particular health problem is resolved, the parents or carer suddenly begins reporting a new set of symptoms.
- The child's daily activities are being limited far beyond what you would usually expect as a result of having a certain condition, for example, they never go to school or have to wear leg braces even though they can walk properly.
- The parent or carer seeks multiple opinions from a range of different healthcare professionals.
- The parent or carer often has good medical knowledge or a medical background
- Although the parent or carer is very attentive to the child and stays with them constantly in hospital, they do not seem too worried about the child's health
- The parent or career often tries to maintain a close and friendly relationship with medical staff but can quickly become abusive or argumentative if their own views on what is wrong with the child are challenged
- The other parent has little or no involvement in the care of the child.

- The parent or carer encourages medical staff to perform often painful tests and procedures on the child (tests that most parents would only agree to if they were persuaded that it was absolutely necessary).
- The parent or carer has a history of frequently changing GPs or visiting different hospitals for treatment, particularly if their views about the child's treatment are challenged by medical staff
- There is direct evidence that the child's symptoms are being fabricated, for example, if testing finds that the blood in a baby's nappy is menstrual blood

### **Risk Indicators: Child on child Abuse**

- Emotional distress
- Behaviour that is out of character, or unusual e.g. child becomes very withdrawn or aggressive
- Bed wetting
- Eating disorders
- Mental illness or depression
- Alcohol, drug or substance abuse
- Absconding/running away from home
- Bruise marks on inner thighs or upper arms
- Bruising, soreness or any other injury to genital areas
- Chronic throat infections, herpes
- Fear of dark/nightmares
- Self-destructive behaviour
- Unusual bruising, e.g. bruising around the eyes, bruising in the shape of an implement.
- Any bruising or other injury to a very young, immobile baby.
- Burns or scald marks.
- Bite marks.
- Any injuries or swellings which do not have a satisfactory explanation.
- Flinching away from sudden movement.
- Over-rehearsed answers to explain how an injury occurred.
- An accumulation of a number of minor injuries and/or concerns.
- Frequent unexplained absences.
- Self-destructive behaviour.
- Arms and legs kept covered in hot weather.
- Reluctance or refusal to change clothes/undress, e.g. for PE.
- Disclosure of something that may indicate abuse.

Staff and Governors are also aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children which may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration'
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

**All staff** should have an awareness of safeguarding issues – **some of which are listed below**. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

- neglect
- physical abuse

- sexual abuse
- emotional abuse
- racist, disability and homophobic, transphobic and bi-phobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation and county lines
- risks linked to using technology and social media, including online bullying; and the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- the impact of new technologies on sexual behaviour, for example Youth Produced Sexual Imagery, (sexting) and accessing pornography
- teenage relationship abuse
- child on child abuse
- serious violence, including knife crime
- bullying (including online bullying and prejudice-based bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation / hazing type violence and rituals
- upskirting
- substance/drug misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic abuse
- So called 'honour –based' violence
- female genital mutilation
- forced marriage
- Breast-ironing <sup>1</sup>
- faith abuse
- fabricated or induced illness
- mental health issues
- poor parenting, particularly in relation to babies and young children

#### **APPENDIX 4: Disqualification Declaration**

Dear Colleague

By law, schools must not knowingly employ anyone to provide or manage childcare who is disqualified under the Childcare Act 2006 and Childcare (Disqualification) Regulations 2018. You are being sent this communication because the work that you do falls within the scope of the legislation.

There is a legal requirement on schools to evidence that checks have been made and to 'take steps' to ensure that they gather sufficient and accurate information about whether any member of staff in relevant childcare is disqualified by association. We need to ask you for certain information in relation to yourself to ascertain whether you are disqualified.

To do so, you should complete this form. This form is part of the Belmont Grosvenor School recruitment procedure and existing staff will be asked to complete the form on an annual basis. Please complete this form and return to the School Business Manager.

Any information you provide in relation to yourself should be to the best of your knowledge. This will be used solely for the purposes of compliance with the above legislation and will be kept for no longer than is necessary to identify whether you are disqualified or, if you are disqualified, whether your disqualification may be waived by Ofsted. We may need to contact the LADO or Ofsted for further clarification about the information you provide.

Please note that, even if you have no cause to believe that you are currently disqualified, you must inform the school IMMEDIATELY of any change in your circumstances,

To ensure compliance with the Independent Schools Standards Regulations Section 4 Suitability of staff, supply staff and proprietors, the information supplied will be used to update the Single Central Register.

If you have any further questions please speak with a member of the SMT who will be happy to discuss this further.

**STAFF DISQUALIFICATION DECLARATION 2025**

*This form is to be completed by all relevant staff and volunteers as part of pre-employment checks. Additionally, we ask all relevant staff to complete this form annually.*

Full Name: \_\_\_\_\_

Address: \_\_\_\_\_

Please respond to the questions listed below and sign the declaration to confirm that there are no reasons why you should not be working with children. If you are unable to meet any of the following aspects, please disclose this immediately to the Headteacher. The information contained in this declaration will be held by the School in strictest confidence and used as set out in the School's Recruitment Privacy Notice and Data Protection Policy. Please circle yes or no against each point.

**Your personal situation**

Have you been barred from working with children (i.e. does your name appear on the DBS Barring List)?

Yes

No

Have you been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, either at home or abroad? (Please see a list of the relevant offences set out in the Appendix below.)

Yes

No

**Care of children**

Have your own children been taken into care as a result of the care provided by you?

Yes

No

Have your own children been the subject of a child protection order?

Yes

No

Have you had your registration cancelled in relation to childcare or children's homes or have you been disqualified from private fostering?

Yes

No

Are you 'Disqualified from Caring for Children'?

Yes

No

If you have answered 'yes' to any of the above, please provide further information below. This information will be used to determine whether or not you are disqualified from working with children. Please note that when providing further details, you do not need to provide details about any protected cautions or protected convictions. Please ask the Headteacher for more information.

.....

.....

.....

.....

Please note: Staff who are disqualified from childcare or registration, may apply to Ofsted for a waiver of disqualification. A factsheet explaining the process can be found on this link: <https://www.gov.uk/government/publications/applying-to-waive-disqualification-early-years-and-childcare-providers>. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Headteacher for more details.

I understand my responsibility to safeguard children, and I am aware that I must notify the Headteacher immediately of anything that may affect my suitability to work with children.

I will ensure that I notify my employer immediately of any convictions, cautions, court orders, reprimands or warnings I may receive.

I understand that you may contact any previous employer, local authority staff, the police, the DBS, or any medical professionals to share information about my suitability to care for children.

Signed .....

Date .....

For line manager:

I have reviewed the above and confirm that no further action is to be taken.

{Line Manager signature} .....

Date .....

OR

I have reviewed the above and the following action has been taken:

.....  
.....  
.....  
.....

Signed .....

Date action taken .....

**Appendix:** List of relevant convictions which can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741597/APPE\\_NDICES-Disqualification\\_under\\_the\\_childcare\\_act\\_statguidance\\_4\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741597/APPE_NDICES-Disqualification_under_the_childcare_act_statguidance_4_.pdf)

Please note that due to changes in legislation, this list may not be exhaustive. If you have any queries or concerns, please contact the Headteacher.



## APPENDIX 5 : <https://cyps.northyorks.gov.uk/school-attendance>

### School Attendance

In all cases of poor school attendance it is essential that early action is taken by schools to prevent escalation of the situation. Early intervention to prevent emerging patterns of absence, and making full use of the support available from the Local Authority and other agencies, helps address problems that are beyond the capacity of the school to deal with unaided.

#### **Local Authority/School Responsibilities- Legal Intervention:**

There are occasions when legal action is the appropriate course of action if early intervention does not bring about the required improvements. The following document sets out the roles and responsibilities of all schools, with regard to unauthorised absence. It also provides links to documentation which may be used for this purpose.

[Executive Summary - Statutory Intervention by the Local Authority for School Attendance](#)

School Attendance Support Pathway

[NYC Code of Conduct for Use of Fixed Penalty Notices](#)

#### **Parent/Carer Responsibilities:**

All parents who have children of compulsory school age are responsible in law for ensuring that their children receive a suitable education.

Find out more in the documents below:

Information for Parents/Carers - Rights and Responsibilities - Sept 2021

#### **Schools/LA Formal Attendance Procedures (Fast Track): Template Letters and Proforma**

##### **Early Intervention: Template Letters**

[Letter 1: Lateness](#)

[Letter 2: Under Percentage Attendance](#)

[Letter 3: Home Visit/Meeting in School](#)

##### **Stage 1 (Schools Responsibility)**

[Leg 1: Initial Warning Letter](#)

[Leg 1\(a\): Time Restricted Attendance Procedures](#)

[Fast Track Monitoring Template - August 2024](#)

Leg 1 (b): Information for Parents - Rights and Responsibilities

## **Stage 2 (Schools Responsibility)**

[Leg 2: Invite to Panel Meeting](#)

[Leg 3: Attendance Panel Meeting Proforma](#)

[Leg 4: Letter and Notes of Panel Meeting](#)

[Leg 5: Failure to Attend Panel Meeting](#)

[Leg 6: Required Level of Attendance Achieved](#)

## **Stage 3 (LA Responsibility)**

[Leg 7: Letter of Invite to Pace Caution Formal Interview](#)

[Leg 8: Transcript of Pace Caution Formal Interview](#)

[Leg 9: Letter of Decision from Pace Caution Formal Interview](#)

[Leg 10: Cert of Attendance](#)

[Leg 11: Model Witness Statement](#)

[Leg 12: Education/CSC Consultation- ESO](#)

[Leg 13- School Report- ESO](#)

[Leg 14- Certificate of Attendance- ESO](#)

## **Penalty Notices**

In North Yorkshire, Penalty Notices are issued in accordance with the North Yorkshire Council's Code of Conduct for Penalty Notices which can be downloaded below:

Index of Penalty Notices

[PN 1 15 Day Warning Letter](#)

[PN 2 Certificate of Attendance](#)

[PN 3 Model Witness Statement: Amended](#)

[PN 4 Application for Leave of Absence in Exceptional Circumstance](#)

[PN 5 Letter Not Authorising Leave of Absence](#)

[PN 6 Letter Authorising Leave of Absence](#)

[PN 7 Certificate of Attendance - Unauthorised Leave of Absence](#)

[PN 8 Model Witness Statement - Unauthorised Leave of Absence](#)

[PN 9 Model Witness Statement - Found in a Public Place \(Exclusion\)](#)

[PN 10 Model Letter \(Exclusion\)](#)

[Frequently Asked Questions About Penalty Notices - Information for schools concerning unauthorised leave of absence in term time.](#)

## Useful External Weblinks

[Working together to improve school attendance \(applies from 19 August 2024\)](#)  
([publishing.service.gov.uk](#))

DfE: Parental Responsibility Measures for School Attendance and Behaviour - Jan 15

[DfE Statutory Guidance: Supporting Pupils at School with Medical Conditions - Sept 2014](#)

## Other Useful Documents

[Part-Time Timetable Protocol](#)

[Part-Time Timetable Checklist](#)

[Part-Time Timetable One Minute Guide for Parents](#)

## CYPS Info Related Pages

[Children Missing Education](#)

[Early Help](#)

[Elective Home Education](#)

[Exclusions](#)

## Contacts

### Attendance and Enforcement Officers

#### Yorkshire Coast, Ryedale, and Selby

Victoria Nightingale Tel: 07989 727550

[victoria.nightingale@northyorks.gov.uk](mailto:victoria.nightingale@northyorks.gov.uk)

#### Hambleton/Richmond, Harrogate, Ripon, Knaresborough, Craven).

Julie Hodges– Tel: 01609 798013

[julie.hodges@northyorks.gov.uk](mailto:julie.hodges@northyorks.gov.uk)





**CME 1 – In Year Leavers** (*non- standard transitions*)

**Name of School:**... Belmont Grosvenor School **Week Ending:.**  
**School Contact:** Helen Kernaghan **Tel:** 01423 771029

*\*if obtainable/applicable*

Name of pupil	d.o.b.	Parent/Carer contact details	*New address and tel no. (from when)	Destination school	*Expected start date	Reason and date of deletion from register

**To be completed at the end of each week and returned to:** [Julie.Hodges@northyorks.gov.uk](mailto:Julie.Hodges@northyorks.gov.uk) [CME.Coordinator@northyorks.gov.uk](mailto:CME.Coordinator@northyorks.gov.uk)



# BELMONT GROSVENOR SCHOOL

## CME 2 – Referral to Attendance Champion

*To be used immediately where there has been 15 days unauthorised absence/no response by parent/carer to enquiries made/a destination school is not known and/or there are welfare concerns regarding the child.*

Name of School:	
Name of Referrer:	
Date of Referral:	
Name of Pupil:	
Date of Birth:	
UPN No. (if Known):	NOT USED AT BGS
Gender:	
Ethnicity:	

Date last attended school:	
Name of parent(s) /carer(s):	
All known contact numbers:	
Sibling details and school:	



## CME 2 Cont. – Initial Action Checklist

<b>Actions taken:</b>	<b>Dates:</b>	<b>Person Responsible:</b>	
First Day Contact			
Telephone calls to all contact details held			
Letter to parent/carers last known address			
Contact with other schools with siblings			
Enquiries made with friends of the pupil in the school and their family			
<b>Is the status of the child/young person: (please tick those that are appropriate)</b>			
Looked After		Child in Need	
Child Protection		CAF – (Prevention Service)	
Refugee		Traveller/Gypsy/Roma	
Temporary Accommodation		Other agencies involved	
Armed Forces			

**Any other relevant information:**

**If there is a significant risk of harm regarding a child, then the school's Designated Person for Child Protection should be informed and contact made with the CME Coordinator for the situation to be logged and action taken urgently.**

**Please email this referral to Julie Hodges (Children Missing Education**

**Co-ordinator) at:**

[CME.Coordinator@northyorks.gov.uk](mailto:CME.Coordinator@northyorks.gov.uk)

[Julie.Hodges@northyorks.gov.uk](mailto:Julie.Hodges@northyorks.gov.uk)



**CME 3 – Independent School Admissions** (*non- standard transitions*)

**Name of School:** Belmont Grosvenor School    **Week Ending:**

**School Contact:** Helen Kernaghan

**Tel:** 01423 771029

*\*if obtainable/applicable*

Name of pupil	d.o.b.	Parent/Carer contact details	*New address and tel no. (from when)	Previous school attended	start date

**To be completed at the end of each week and returned to:**

[Julie.Hodges@northyorks.gov.uk](mailto:Julie.Hodges@northyorks.gov.uk)

[CME.Coordinator@northyorks.gov.uk](mailto:CME.Coordinator@northyorks.gov.uk)

**APPENDIX 6: Request Records Letter**



Swarcliffe Hall  
Birstwith  
Harrogate  
HG3 2JG

01423 771029

admin@belmontgrosvenor.co.uk

**Childs Name:**

**DOB:**

Date

Dear colleague,

In accordance with Child Protection guidelines. I would be grateful if you could pass on any Child Protection Records and Prevent Records you may have for any student from your school, who has enrolled at Belmont Grosvenor School for the 2025 academic year.

A link has been provided with the email for an individual form relating to each student from your school. I would be grateful if you could complete the form. Please send any Child Protection or Prevent Records in accordance with your child protection policy.

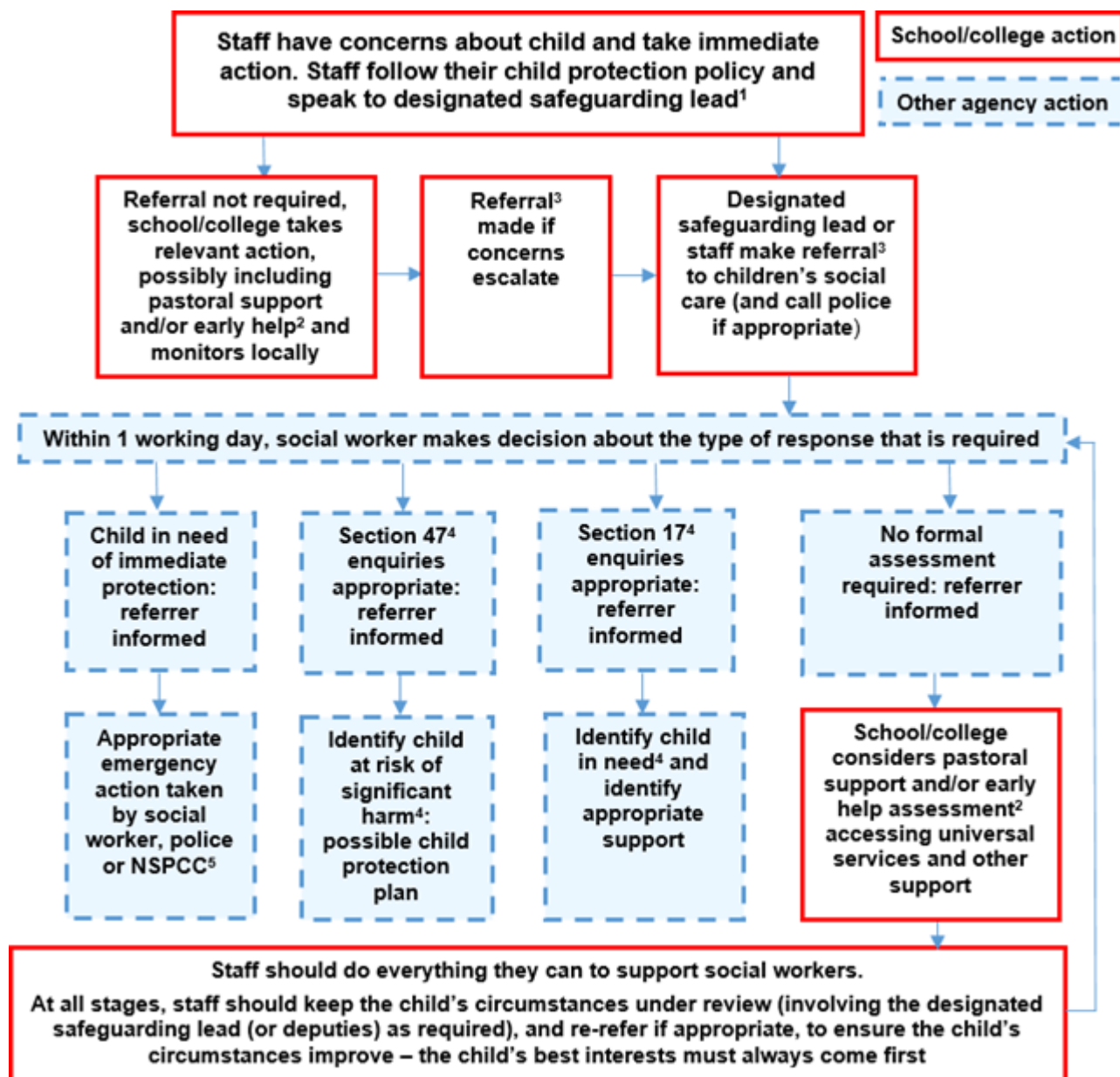
If you have any concerns about this student please contact me and I would be happy to discuss them with you.

Yours sincerely,

J. Dent

Designated Safeguarding Lead  
jdent@belmontgrosvenor.co.uk

<https://forms.office.com/e/nTgKUcTryk>



# North Yorkshire Universal Referral Form



A referral form for children in North Yorkshire. Please identify which service area you feel most appropriate to address the child's needs (NB: Referrals will be screened and allocated by the Multi-Agency Screening Team):

<input type="checkbox"/> Children Social Care	<input type="checkbox"/> Disabled Children's Service
<input type="checkbox"/> Prevent and Radicalisation	<input type="checkbox"/> Early Help Service

**If a practitioner believes a child is at risk of significant harm they have a duty to make a referral. If you have concern that a child has suffered or is likely to suffer significant harm, call 0300 131 2 131 to discuss your concerns, or call 999 and ask for the Police if you feel the child is at immediate risk. Following either instance complete this form to confirm your referral within 24 hours.**

Section A: The child being referred			
Surname:		Forename(s):	
Date of Birth / Estimated Date of Delivery:		Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Unknown <input type="checkbox"/> Female <input type="checkbox"/> Unborn <input type="checkbox"/> Indeterminate
Address:		Telephone Numbers:	
		NHS Number:	
		Mother's NHS Number (if known)	
Child/young person's ethnicity: <input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> Traveller of Irish heritage <input type="checkbox"/> Any other White background <input type="checkbox"/> Gypsy/Roma <input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other mixed background		<input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic group <input type="checkbox"/> Refused <input type="checkbox"/> Information not yet obtained	
Child's Religion		Nationality:	
Does the child have a disability?	<input type="checkbox"/> No <input type="checkbox"/> Yes		
Is the child privately fostered? <a href="#">Definition found here</a>	<input type="checkbox"/> No <input type="checkbox"/> Yes		
Is the child adopted?	<input type="checkbox"/> No <input type="checkbox"/> Yes		

Section B – Family Network Details	
<i>Please give as much concise and evidence-based information as possible to help us in our assessment.</i>	
Who would the child say are the most important people in their life	
Who would the parents say are the people around them that help and support them?	These are the people who will form the network



Section C – Details of any children and adults within the child's life.							
If you are referring a sibling of the child in Section A, please list them below and indicate that you are also referring them.							
Relationship to child in Sec A	Forename	Surname	Date of Birth	Referring this person?	Parental Responsibility?	Address	Contact Number
				<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
				<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
				<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
				<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
				<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		
				<input type="checkbox"/> Yes	<input type="checkbox"/> Yes		

Section D – Consent			
<p><i>If a practitioner believes a child is at risk of significant harm they have a duty to make a referral. These referrals do not require consent but it is good practice to inform an adult with parental responsibility that the referral is being made, UNLESS doing so would place the child at risk of significant harm or may lead to the loss of evidence. For all other referrals consent should always be sought from an adult with parental responsibility for the child (or from the child themselves if they are competent) before passing information about them to relevant services.</i></p>			
How has consent been obtained?	<input type="checkbox"/> Verbal <input type="checkbox"/> Written	<input type="checkbox"/> Not obtained Reason:	Date consent obtained:
Have you informed the parent about the reason for this referral?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, what is the Parent/Carer/Child's view of the referral:	
Who has consent been obtained from	<input type="checkbox"/> Parent	<input type="checkbox"/> Person with parental responsibility	<input type="checkbox"/> Child themselves

Section E – Services working with the family				
Role	Full Name	Telephone	Email Address	Address and Postcode
Dentist				
Health Visitor				
Midwife				
5-19 Health Child Nurse				
Education Provider				
Youth Justice Service				
Early Help Service				
Paediatrician				
Other, please specify:				

Section F – Referrer's details			
Date of referral:		Time of referral:	<input type="checkbox"/> Follow up to Call <input type="checkbox"/> New Referral
Name of Referrer:			Role:
Agency Address:			
Contact Number:			
E-mail:			
Other:	Any other relevant information to note		

