

# Safeguarding & Child Protection Policy & Procedures

*A policy for all stakeholders*

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School:	All	Key Contact Name:	CEO
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## Contents

To whom this policy applies.....	4
Key personnel.....	4
<b>The organisation of the document .....</b>	<b>5</b>
<b>Part One – The Policy .....</b>	<b>6</b>
1. Introduction .....	6
2. Overall Aims .....	7
3. Guiding Principles.....	8
4. Expectations.....	9
5. The Designated Safeguarding Lead (DSL) .....	9
6. Contextual Safeguarding.....	10
7. Mental Health .....	11
8. The Designated Teacher for Looked After & Previously Looked After Children.....	11
9. Governance.....	13
10. Safe Recruitment & Selection .....	14
11. Staff Induction & Support .....	14
12. The Use of Reasonable Force .....	15
13. Online Safety .....	15
14. The School’s Role in the Prevention of Abuse .....	16
15. The Early Help Response: What we do when we are concerned .....	17
16. Safeguarding Children who are Vulnerable to Radicalisation .....	17
17. Children Vulnerable to Exploitation, Trafficking or so-called Honour-based abuse (Including Female Genital Mutilation – FGM – and Forced Marriage) .....	18
18. Children Missing Education.....	19
19. Child – On- Child Abuse.....	20
20. Criminal Exploitation.....	21
<b>Part Two: The Key Procedures for our Schools .....</b>	<b>22</b>
21. Involving Parents/Carers.....	22
22. Multi-agency working .....	22
23. Our role in Supporting Children .....	22
24. Responding to an allegation about a member of staff or other adult.....	23
25. Children with additional needs .....	23
26. Children in specific circumstances .....	23
27. Links to additional information about safeguarding issues and forms of abuse.....	24
<b>Part Three: Quality Assurance, Learning from Cases &amp; Continual Improvement.....</b>	<b>27</b>
28. Quality Assurance .....	27
29. Child Safeguarding practice reviews, domestic homicide reviews & lessons learned reviews .....	27

30. Standards – for Birmingham reference.....	27
<b>Appendices</b> .....	29
Appendix 1: Definitions and indicators of abuse .....	29
1. Neglect .....	29
2. Physical abuse .....	29
3. Sexual abuse.....	30
4. Sexual exploitation.....	30
5. Emotional abuse.....	31
6. Responses from parents/carers .....	31
7. Disabled children.....	32
Appendix 2 Dealing with a disclosure of abuse .....	32
Appendix 3 Allegations about a member of staff or other adult.....	33
Appendix 4 Indicators of vulnerability to radicalisation .....	34
Appendix 5 Preventing violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC) .....	35
Appendix 6 Emergency planning and response .....	36

## Safeguarding & Child Protection Policy & Procedure

### Create Partnership Trust Safeguarding Statement of Intent

Create Partnership Trust, including all staff, visitors and volunteers places the safeguarding and wellbeing of the children first. In our schools, children are taught how to keep themselves safe, form positive relationships, and know who to speak to if they need help.

We work with our families and sometimes outside agencies to safeguard our pupils. Our staff have a duty of care to report any concerns, and always act in the best interests of the child.

#### To whom this policy applies

The policy applies to all settings within the Trust including:

- The staff and pupils of all schools in the Trust
- Staff who work for Create Central
- Staff employed by the Trust but deployed to schools elsewhere
- Staff not employed directly by the Trust but regularly deployed to one of the Trust schools; e.g. in cleaning, catering or other professional services
- Visitors and volunteers - using the safeguarding systems at the appropriate level
- All levels of governance: Members, Trustees and Local Advisers

#### Key personnel

	BROOKFIELDS	CONWAY	GREET	HODGE HILL
<b>Chair of the Board</b>	Julian Miller			
<b>Named Trustee</b>	Mary Higgins			
<b>Named Local Adviser (if applicable)</b>	N/a	Justin Gray	N/a	N/a
<b>CEO and DCEO's</b>	Mark Unwin Chris Dyson, Kiran Vithal			
<b>Headteacher</b>	Leanne Mahony	Rebecca Eaton	Tania Yasmin	Clare Lucas
<b>DSL/SPOC</b>	Bernadette O'Rourke	Shahista Zamar	Sonya Herring	Emma Evans
<b>Prevent SPOC</b>	Bernadette O'Rourke	Shahista Zamar	Sonya Herring	Emma Evans
<b>Other DSLs</b>	Katie Downs Lynn Kacemouli Leanne Mahony	Tim Davies Rebecca Eaton Julia Grogan Rebecca Eaton	Kate Foley Kiran Dulai Louise Fryer Matthew Haydon Kate Holder Chloe Williams Tania Yasmin	Trixie Brandon Kim Darnley Cherry Povall Carl Rose
<b>Designated teacher: LAC/PLAC</b>	Alex Bird	Nicola Mills	Chloe Williams	Trixie Brandon
<b>Data Protection Officer</b>	SchoolPro TLC Limited			
<b>Data Protection Lead</b>	Bernadette O'Rourke	Nicola Mills	Matthew Haydon	Kim Darnley

## Safeguarding & Child Protection Policy & Procedure

<b>Mental health lead</b>	Lynn Kacemouli	Rebecca Eaton	Leon Blake	Chare Lucas Ian Rose
<b>Safe recruitment trained</b>	Leanne Mahony	Rebecca Eaton Julia Grogan Peggy Jones Nicola Mills	Sonya Herring Shirley Queenan Tania Yasmin	Emma Evans Clare Lucas Trixie Brandon Kim Darnley Cherry Povall Carl Rose Ravinder Thearia
<b>Early Help</b>	Katie Downs Lynn Kacemouli	Tim Davies Nicola Mills	Sonya Herring	Emma Evans Clare Lucas Trixie Brandon Kim Darnley Cherry Povall Carl Rose
<b>MAPA trainers</b>	Liam Francis Gemma Kettridge	Sue Penhallow	Kiran Dulai Matthew Haydon Sonya Herring Kate Holder Chloe Williams	Antony Clayton Sarah Hemming Ian Rose
<b>Medical</b>	Katie Downs	Ann Bowater Nicola Mills	Chloe Williams	Trixie Brandon Antony Clayton
<b>Operation Encompass Key Adult</b>	Jane Cross	Nicola Mills	Sonya Herring	Emma Evans
<b>Rights Respecting Link</b>	Mariam Bibi	Laura Davies	Kate Holder	N/a

### The organisation of the document

**Part 1:** The policy which references Birmingham guidance and Keeping Children Safe in Education - KCSiE (generally in the lefthand columns) and adds further information about the Trust (in the right-hand columns), is based on the BCC 2022 model

**Part 2:** The procedures are outlined in general terms but may need further expansion at school-level including appropriate contact numbers, etc.

**Part 3:** Quality assurance and case studies are referenced.

**Appendixes:** provide further background advice and information, key contacts, etc.

**Part 4:** enables each school to add its own information

## Part One – The Policy

### 1. Introduction

<p>Safeguarding and promoting the welfare of children is defined as</p> <ul style="list-style-type: none"> <li>• Protecting them from maltreatment</li> <li>• Preventing impairment of their mental or physical health and development</li> <li>• Ensuring that they are growing up in circumstances consistent with the provision of safe and effective care</li> <li>• Taking action to enable them to have best outcomes</li> </ul> <p>Children refers to all young people under the age of 18, including those in post 16 education.</p> <p>Please refer to keeping Children Safe in Education (KCSIE) 2022, Part 1</p> <ul style="list-style-type: none"> <li>• What school and college staff should know and do a child centred and coordinated approach to safeguarding.</li> </ul>	<p><i>This means that our Trust and our schools are committed to safeguarding and promoting the welfare of all our children. We believe that:</i></p> <ul style="list-style-type: none"> <li>• <i>Our children have the right to be protected from harm, abuse and neglect</i></li> <li>• <i>Our children have the right to experience their optimum mental and physical health</i></li> <li>• <i>Every child has the right to an education and to be safe and feel safe in school</i></li> <li>• <i>Our children need support that matches their individual needs, including those who may have experienced abuse</i></li> <li>• <i>Our children have the right to express their views, feelings and wishes and voice their own values and beliefs</i></li> <li>• <i>Our children should be encouraged to respect each other's values and support each other</i></li> <li>• <i>Our children have the right to be supported to meet their emotional, social and physical and mental health needs as well as their educational needs</i></li> <li>• <i>We ensure that clear systems and processes are in place to enable identification of these needs, including consideration of when mental health needs may become a safeguarding need</i></li> <li>• <i>We contribute to the prevention of abuse, risk involvement in serious crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views, and risk-taking behaviours</i></li> <li>• </li> </ul> <p><i>All staff and visitors have an important role to play in safeguarding children and protecting them from abuse and considering when mental health may become a safeguarding issue.</i></p>
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## Safeguarding & Child Protection Policy & Procedure

<p>Our Trust and schools will fulfil local and national responsibilities as set out in the following documents and linked to the latest versions:</p> <ul style="list-style-type: none"> <li>• <a href="#">Working Together to Safeguard Children (DfE)</a></li> <li>• <a href="#">Keeping Children Safe in Education</a></li> <li>• <a href="#">West Midlands Safeguarding Children Procedures</a></li> <li>• <a href="#">The Education Act 2002 S175</a></li> <li>• <a href="#">General Data Protection Legislation (2018)</a></li> <li>• <a href="#">Mental Health &amp; Behaviour in Schools</a></li> <li>• <a href="#">Birmingham Criminal Exploitation &amp; Gang Affiliation Practice Guidance (2018)</a></li> <li>• Birmingham Safeguarding Children Partnership threshold guidance <a href="#">Delivering effective support</a></li> <li>• Multi-agency Statutory Guidance on Female Genital Mutilation</li> <li>• <a href="#">Protecting Children from Radicalisation: The Prevent Duty, 2015</a></li> <li>• <a href="#">Relationships Education, Relationships and Sex Education (RSE) and Health Education</a></li> <li>• <a href="#">Birmingham RSE Primary Offer</a></li> <li>• <a href="#">Searching, screening and confiscation at school - GOV.UK (www.gov.uk)</a></li> <li>• </li> </ul>	<p><i>In addition to the Birmingham and national guidance, the Trust has a number of policies which, directly or indirectly, relate to various aspects of safeguarding. All are approved by the Board.</i></p> <p><i>The most relevant policies are listed on the front cover of this document.</i></p> <p><i>Most are published on the Trust and school websites. A few are retained as confidential to the Trust.</i></p> <p><i>As far as possible, the Trust is developing policies which apply to all our schools but there are also opportunities for each school to develop policies which reflect its unique context.</i></p>
<ul style="list-style-type: none"> <li>• <a href="#">Sharing nudes and semi-nudes: advice for education settings working with children and young people</a></li> <li>• <a href="#">Voyeurism Offences Act 2019</a></li> <li>• <a href="#">DfE statutory guidance on Children Missing Education</a> <ul style="list-style-type: none"> <li>• <a href="#">Human Rights Act 1998</a></li> <li>• <a href="#">Government publication equality act 2010 advice for schools</a></li> <li>• <a href="#">Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)</a></li> <li>• <a href="#">Public sector equality duty guidance schools</a></li> </ul> </li> </ul>	

### 2. Overall Aims

## Safeguarding & Child Protection Policy & Procedure

<p>The policy will continue to the protection and safeguarding of our children and promote their welfare by:</p> <ul style="list-style-type: none"> <li>• Adopting a Trust-wide and school-wide approach to safeguarding</li> <li>• Making clear the need to ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development</li> <li>• Clarifying standards of behaviour for staff, other adults and children</li> <li>• Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values</li> <li>• Introducing appropriate work within the curriculum</li> <li>• Encouraging children and their parents to participate</li> <li>• Alerting staff to the signs and indicators that all may not be well</li> <li>• Developing staff awareness of the causes of abuse</li> <li>• Developing staff awareness of the risks and vulnerabilities their children face</li> <li>• Addressing concerns at the earliest possible stage</li> <li>• Reducing the potential risks children face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation</li> <li>• Recognising risk and supporting online safety for children, including in the home</li> </ul>	<p><i>This means that in our Trust and its schools, we will:</i></p> <ul style="list-style-type: none"> <li>• <i>Identify and protect all children especially those identified as vulnerable</i></li> <li>• <i>Identify individual needs as early as possible; gain the voice and lived experience of vulnerable children and design work plans to meet those needs</i></li> <li>• <i>Work in partnership with children, parents/carers and a range of agencies</i></li> </ul> <p><i>Our policy extends to any establishment that the Trust or the school commissions to deliver education to our children on our behalf, including alternative provision settings.</i></p> <p><i>Our Trustees will ensure that any commissioned agency will reflect the values, philosophy and standards of our Trust.</i></p> <p><i>As part of this policy, our schools are expected to complete appropriate risk assessments and undertake ongoing monitoring.</i></p>
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### 3. Guiding Principles

<p>These are the eight guiding principles of safeguarding as stated by the Birmingham Safeguarding Children Partnership (BSCP) - found in <b>Right Help Right Time</b>:</p> <ul style="list-style-type: none"> <li>• provide <u>effective</u> help and support as early as possible</li> <li>• Have conversations and listen to children and their families as <u>early</u> as possible</li> <li>• Understand the child's lived experience</li> <li>• Work <u>collaboratively</u> to improve children's life experience</li> <li>• Be <u>open</u>, honest and transparent with families in our approach</li> </ul>	<p><i>This means that in our Trust and schools:</i></p> <ul style="list-style-type: none"> <li>• <i>All staff are expected to be aware of the guidance issued by BSCP <b>Right Help Right Time</b> and procedures for <b>Early Help</b>.</i></li> <li>• <i>All staff will be enabled to listen to and understand the lived experience of children by facilitating solution focused conversations, appropriate to the child's preferred communication style.</i></li> </ul> <p><i>Where Early Help is appropriate, the Designated Safeguarding Lead (DSL) or Deputy DSL will liaise with</i></p>
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## Safeguarding & Child Protection Policy & Procedure

<ul style="list-style-type: none"> <li>• <u>Empower</u> families by working with them</li> <li>• Work in a way that builds on families' <u>strengths</u></li> </ul> <p>Build <u>resilience</u> in families to overcome difficulties</p>	<p><i>other agencies and complete an inter-agency assessment as appropriate. If required, other staff will support other agencies and professionals in an Early Help assessment, in some cases acting as the lead practitioner</i></p> <p><i>Early Help cases will be kept under constant review. If the child's situation does not improve or is deteriorating further, consideration will be given to a referral to children's social care for assessment for statutory services.</i></p>
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### 4. Expectations

<p>All staff and visitors will:</p> <ul style="list-style-type: none"> <li>• Be familiar with this Safeguarding and Child Protection Policy</li> <li>• Understand their role in relation to safeguarding</li> <li>• Be alert to signs and indicators of possible abuse (see <a href="#">Appendix 1</a> for current definitions and indicators)</li> <li>• Record concerns and give the record to the DSL or Deputy DSL</li> <li>• Deal with disclosures of abuse from children (in line with the guidance in <a href="#">Appendix 2</a>), informing the DSL immediately and providing a written account as soon as possible</li> <li>• Be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help Assessments and Our Family Plans, Child in Need Plans and inter-agency Child Protection Plans</li> </ul>	<p><i>This means that in our Trust and our schools:</i></p> <ul style="list-style-type: none"> <li>• <i>All staff receive at least annual safeguarding training and update briefings as appropriate. This includes the most up-to-date guidance and reminders about best practice in terms of, for example, curriculum opportunities and online safety.</i></li> <li>• <i>Key staff undertake more specialist safeguarding training as agreed with the Headteacher</i></li> <li>• <i>In recognition of the impact of COVID-19, additional disclosure training is undertaken by all staff, as appropriate</i></li> <li>• <i>All those involved at every level of governance (Members, Trustees, Local Advisers) are subject to an enhanced DBS check and a Section 28 check</i></li> <li>• <i>Safe Recruitment and Selection processes and checks are followed for all staff.</i></li> </ul>
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### 5. The Designated Safeguarding Lead (DSL)

<ul style="list-style-type: none"> <li>• The DSL is a member of the school's Leadership Group</li> <li>• Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.</li> <li>• DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns.</li> <li>• The Trust ensures that the DSL role is explicit in the post-holder's job description and</li> </ul>	<p><i>The Lead DSL and Deputy DSLs for each school are named at the Foreword to this policy (p2). Each school holds a clear job description and line management for each role.</i></p> <p><i>The Trust and the schools recognise that any steps taken to support a child who has a safeguarding vulnerability, must be reported to the Lead DSL.</i></p> <p><i>Staff are informed of the relevant details only when the Lead DSL feels that their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record is made</i></p>
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## Safeguarding & Child Protection Policy & Procedure

<p>Contextual safeguarding is about the impact of the public/social context on children’s lives – and consequently their safety.</p> <p>It seeks to identify and respond to harm and abuse posed to children outside their home, either from adults or other children or young people.</p> <p>As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to be focusing on an individual.</p>	<p><i>DSLs consider contextual safeguarding and give due regard to the effectiveness of the school safeguarding system within the wider system.</i></p> <p><i>This is evidenced in:</i></p> <ul style="list-style-type: none"> <li><i>Informal and formal assessments of need/risk for the child</i></li> <li><i>Case discussions in DSL supervision sessions</i></li> </ul>
<p>appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.</p> <ul style="list-style-type: none"> <li>Safeguarding and child protection information will be dealt with in a confidential manner.</li> <li>The DSL ensures that the school is clear on parental responsibility for children on roll, and reports all identified private fostering arrangements to the local authority.</li> <li>Safeguarding records will be stored securely in a central place separate from academic records. Individual files are kept for each child: the school does not keep family files. Files are kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.</li> <li>If a child moves from the school, child protection and safeguarding records are forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools</li> <li>All in-year applications and transfers will also be reported to the local authority</li> </ul>	<p><i>of what information has been shared, with whom, and when.</i></p> <p><i>Because we use CPOMS and store our records electronically, we do not hold paper files.</i></p> <p><b><i>We will not disclose to a parent any information held on a child/young person if this would put the child at risk of significant harm</i></b></p> <p><i>We record where and to whom the records have been passed and the date.</i></p> <p><i>This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child is admitted.</i></p>

### 6. Contextual Safeguarding

<p>Contextual safeguarding is about the impact of the public/social context on children’s lives – and consequently their safety.</p>	<p><i>DSLs consider contextual safeguarding and give due regard to the effectiveness of the school safeguarding system within the wider system.</i></p> <p><i>This is evidenced in:</i></p>
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## Safeguarding & Child Protection Policy & Procedure

<p>It seeks to identify and respond to harm and abuse posed to children outside their home, either from adults or other children or young people.</p> <p>As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to be focusing on an individual.</p>	<ul style="list-style-type: none"> <li>• <i>Informal and formal assessments of need/risk for the child</i></li> </ul> <p><i>Case discussions in DSL supervision sessions</i></p>
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### 7. Mental Health

<p>KCSiE requires all staff to 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.</p> <p><b>Mental health support</b></p> <p>Additional information has been added to help schools prevent and tackle bullying and support pupils whose mental health problems manifest themselves in behaviour.</p> <p>Department for Education (DfE) (2017) Preventing bullying. <a href="https://www.gov.uk/government/publications/preventingand-tackling-bullying">https://www.gov.uk/government/publications/preventingand-tackling-bullying</a></p> <p>Department for Education (DfE) (2018) Mental health and behaviour in schools <a href="https://www.gov.uk/government/publications/mentalhealth-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mentalhealth-and-behaviour-in-schools--2</a></p> <p>Though not mandatory, our schools have chosen to appoint a senior mental health lead, who is also a senior leader or in a position where s/he can be supported by the Leadership Group (e.g. pastoral lead, SENDCO or DSL)</p>	<p><i>In our Trust and our schools this means:</i></p> <ul style="list-style-type: none"> <li>• <i>All staff will be alert to signs of mental ill-health and 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</i></li> <li>• <i>All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern</i></li> <li>• <i>We take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children through:</i> <ul style="list-style-type: none"> <li>○ <b>Prevention:</b> <i>creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This includes teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos</i></li> <li>○ <b>Identification:</b> <i>recognising emerging issues as early and accurately as possible</i></li> <li>○ <b>Early support:</b> <i>helping pupils to access evidence based early support and interventions</i></li> </ul> </li> </ul> <p><b>Access to specialist support:</b> <i>working effectively with external agencies to provide swift access or referrals to specialist support and treatment</i></p>
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### 8. The Designated Teacher for Looked After & Previously Looked After Children

- Each school must appoint a designated teacher to work with LAs to promote the educational achievement of registered children who are looked after.
- Designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- Birmingham Children's Trust has ongoing responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how Birmingham Children's Trust will support the care leaver to participate in education or training.

### **Promoting the educational outcomes of children with a social worker**

#### **Virtual school head role extension to children with a social worker - GOV.UK ([www.gov.uk](http://www.gov.uk))**

- Children with a social worker may face barriers to education because of complex circumstances
- Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.
- Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.

Virtual school heads should identify and engage with key professionals such as designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist. to help them to understand the role they have in improving outcomes for children.

*The Trust has a policy: designated teacher for children looked after and previously looked after (CLA/PLAC); to which reference should be made when referring to this element of safeguarding/*

*DSLs will keep the details of the Birmingham Children's Trust Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.*

*The Virtual School Head Teacher has non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of children with a social worker*

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### 9. Governance

<p>The Trust ensures that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare:</p> <ul style="list-style-type: none"> <li>• The school operates <i>Safe Recruitment and Selection</i> procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including those involved at all levels of governance)</li> <li>• The Headteacher and all other staff who work with children, undertake safeguarding training on an annual basis with additional updates as necessary within a two-year framework and with a training record maintained</li> <li>• Temporary staff and volunteers are made aware of the school’s arrangements for safeguarding &amp; child protection and their responsibilities</li> <li>• All Trustees will be equipped at the point of induction with the knowledge to provide strategic challenge to assure themselves that the schools safeguarding policy and procedures are effective and deliver a robust whole school approach to safeguarding</li> <li>• The school remedies any deficiencies or weaknesses brought to its attention without delay</li> <li>• The Trust has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or those involved in governance, that complies with all BSCP procedures</li> <li>• The Named Trustee is responsible for liaising with the Trust’s Safeguarding Group (which includes each school’s Lead DSL) and the Board, over all matters regarding safeguarding and child protection. The role is strategic rather than operational – they are not involved in concerns about individual children.</li> </ul> <p>Trustee’s and proprietors should be aware of their obligations under the Human Rights Act 1988, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements</p>	<p><i>In our Trust and schools this means:</i></p> <p><i>All those involved in governance must read and implement part 2 of KCSIE 2022.</i></p> <p><i>The Trust’s named Trustee for safeguarding and child protection and any appropriate Local Adviser are recorded in the Foreword to this policy (p2).</i></p> <p><i>This Trustees receive safeguarding training relevant to the governance role at least every two years.</i></p> <p><i>All our Trustees will receive appropriate safeguarding and child protection (including online) training at induction.</i></p> <p><i>The Trust reviews all policies/procedures that relate to safeguarding and child protection annually.</i></p> <p><i>The Chair of the Board is nominated to be responsible for liaising with Birmingham Children’s Trust in the event of allegations of abuse being made against the CEO.</i></p> <p><i>The named Trustee will liaise with the CEO and the Trust Safeguarding Group to produce an annual report for the Board and ensure the annual Section 175 safeguarding selfassessment is completed and submitted on time.</i></p>
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### 10. Safe Recruitment & Selection

<p>The school follows part 3 of KCSiE 2022 and pays full regard to <i>safe recruitment and selection</i> requirements including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Verifying candidates' identity and academic or vocational qualifications</li> <li>• Obtaining professional and character references</li> <li>• Checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,</li> <li>• UK Right to Work</li> <li>• Clear enhanced DBS check</li> <li>• Any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.</li> </ul> <p>Evidence of these checks must be recorded on the Single Central Record.</p> <p>All recruitment materials must include reference to the Trust's and the schools' commitment to safeguarding and promoting the wellbeing of pupils.</p>	<p><i>The staff who have undertaken safe recruitment training are listed in the Foreword to this policy (p2).</i></p> <p><i>The Trust has a Recruitment and Selection Policy which is reviewed regularly and includes safe recruitment as a key element.</i></p>
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### 11. Staff Induction & Support

<p><b>Induction</b></p> <p>All staff, especially those who have been redeployed in response to COVID-19, must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of their induction.</p>	<p><i>Our staff induction process includes:</i></p> <ul style="list-style-type: none"> <li>• <i>The Safeguarding &amp; Child Protection policy</i></li> <li>• <i>The Behaviour Policy</i></li> <li>• <i>The Staff Code of Conduct</i></li> <li>• <i>The safeguarding response to children who go missing from education</i></li> <li>• <i>The identity and role of the Lead DSL and Deputy DSLs</i></li> </ul> <p><i>Copies of policies and a copy of part one of KSCiE are provided to staff at induction.</i></p> <p><i>We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We support staff by providing opportunities for reflective practice, including the opportunity to talk through all aspects of safeguarding work within education with the Lead DSL and to seek further support as appropriate.</i></p>
<p><b>Staff support</b></p> <ul style="list-style-type: none"> <li>• Regular safeguarding supervision will be offered to the Lead DSL.</li> <li>• Usually offered half-termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by the school</li> <li>• DSLs will be supported to access training as appropriate including in behaviour and mental health</li> <li>• All DSLs will have access to the monthly Lead DSL case consultation sessions organised by BCC's Education Safeguarding Team.</li> </ul>	



## Safeguarding & Child Protection Policy & Procedure

### 12. The Use of Reasonable Force

<p>There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people.</p> <p>The term <i>reasonable force</i> covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children.</p> <p>This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.</p> <p><i>Reasonable</i> in these circumstances means <i>using no more force than is needed</i>. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.</p> <p>Government advice for <u>Use of Reasonable Force in Schools</u> is available <a href="#">here</a>.</p>	<p><i>This means that in our Trust and schools:</i></p> <p><i>By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will reduce.</i></p> <p><i>We write individual behaviour plans for our more vulnerable children and agree them with parents and carers.</i></p> <p><i>We do not have a no contact policy as this could leave our staff unable to fully support and protect their pupils and students.</i></p> <p><i>When using reasonable force in response to risks presented by incidents involving children (including any with SEND or medical conditions), our staff will consider the risks carefully.</i></p> <p><i>The Trust's Positive Handling Policy was presented to the Board for approval in October 21.</i></p>
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### 13. Online Safety

<p>The Trust recognises that the use of technology presents particular challenges and risks to children and adults, both inside and outside of school. The three broad areas of risk:</p> <ul style="list-style-type: none"> <li>• <b>Content:</b> exposure to illegal, harmful or inappropriate material</li> <li>• <b>Contact:</b> subjected to harmful online interaction with others</li> <li>• <b>Conduct:</b> personal online behaviour which causes, or increases the likelihood of, harm</li> </ul> <p>The Trust and our schools have a responsibility for:</p> <ul style="list-style-type: none"> <li>• <b>Training</b> – to include online safety – as part of induction and at least annually – to include, for example, a range of communications (email, staff meetings, bulletins, etc) to ensure that staff have the appropriate level of skills to safeguard children effectively</li> <li>• <b>Appropriate filtering and monitoring</b> - whilst maintaining awareness of the importance of teaching children the required critical awareness skills</li> </ul>	<p>The Trust uses SENSO as the named cloud-based solution to support the safeguarding monitoring of our remote learning devices.</p> <p>The age-related online safety curriculum provided by each school includes:</p> <ul style="list-style-type: none"> <li>• Self-image and identity</li> <li>• Online relationships</li> <li>• Online reputation</li> <li>• Online bullying</li> <li>• Managing online information</li> <li>• Health well-being and lifestyle</li> <li>• Privacy and security</li> <li>• Copyright and ownership</li> </ul> <p>Elements are taught discretely or through other themes and subjects.</p>
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## Safeguarding & Child Protection Policy & Procedure

<ul style="list-style-type: none"> <li>• <b>Robust support and follow-up</b> to act on any issues raised</li> <li>• <b>Delivery of a well-planned online safety curriculum</b> – which promotes critical awareness of their own and others' behaviours</li> </ul> <p>The Trust is also aware of the potential misuse of mobile phones and cameras. Each school has its agreed protocol for the use of these by staff, parents and visitors.</p>	
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### 14. The School's Role in the Prevention of Abuse

<p>This policy is part of the general ethos of the school, which should ensure that children:</p> <ul style="list-style-type: none"> <li>• are treated with respect and dignity</li> <li>• are taught to treat each other with respect</li> <li>• feel safe</li> <li>• have a voice and are listened to</li> </ul> <p>Safeguarding issues, including online safety, child on child abuse, sexual harassment and extra familial harm (multiple harms) are addressed through the curriculum in an age appropriate way.</p>	<p><i>This means that in our Trust and our schools: All staff are made aware of our school's unauthorised absence and children missing from education procedures.</i></p> <p><i>We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing. This includes online safety linked, for example, to critical awareness.</i></p> <p><i>All our policies which address issues of power and potential harm will be inter-linked to ensure a whole school approach.</i></p> <p><i>We recognise the particular vulnerability of children who have a social worker.</i></p>
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## Safeguarding & Child Protection Policy & Procedure

### 15. The Early Help Response: What we do when we are concerned

<p>Where unmet needs have been identified for a utilising the <b>Right Help Right Time</b> (RHRT) model but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.</p> <p>The child/young person's voice must remain paramount within a solution focused practice framework.</p> <p>The primary assessment document is <a href="#">the Early Help Assessment (EHA)</a>.</p> <p>If a social care response is needed to meet an unmet safeguarding need, the DSL will initiate a Request for Support, <a href="#">seeking advice from Children's Advice and Support Service (CASS) as required</a>.</p> <p>The DSL will then oversee the agreed intervention from school as part of the multi-agency safeguarding response and ongoing school-focused support.</p>	<p><i>This means that in our Trust and our schools, we will implement <b>Right Help Right Time</b></i></p> <p><i>All staff will notice and listen to children and young people, sharing their concerns with the Lead DSL in writing.</i></p> <p><i>Safeguarding leads will assess, plan, do and review plans.</i></p> <p><i>Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CPD.</i></p> <p><i>The Lead DSL will generally lead on liaising with other agencies and setting up the Our Family Plan. This multi-agency plan will then be reviewed regularly, and progress updated towards the goals until the unmet safeguarding needs have been addressed.</i></p> <p><i>In our schools, although any member of staff can refer a situation to CASS, it is expected that the majority are passed through the DSL team.</i></p>
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### 16. Safeguarding Children who are Vulnerable to Radicalisation

<p>All schools are subject to the Prevent Duty and must have <i>due regard to the need to prevent people being drawn into terrorism</i> (section 26, <a href="#">Counter Terrorism and Security Act 2015</a>)</p> <p>The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.</p> <p>(Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in <a href="#">Appendix 4.</a>)</p> <p><b>Risk Reduction</b></p> <p>The CEO, Headteacher and the Lead DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by</p>	<p><i>This means that in our Trust and our schools:</i></p> <p><i>We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values.</i></p> <p><i>Children and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility. Free speech that is designed to manipulate the vulnerable or that leads to violence and the harm of others, goes against the moral principles in which freedom of speech is valued.</i></p> <p><i>Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.</i></p> <p><i>We are clear that exploitation and radicalisation must be viewed as a safeguarding concern. The protection of children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist</i></p>
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external agencies, integration of children by gender and SEND, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open-source, due diligence checks will be undertaken on all external speakers invited to our school. An example of this can be found [here](#):

The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Lead DSL. The responsibilities of the SPOC are described in [Appendix 5](#)

The school will monitor online activity within the school to ensure that inappropriate sites are not accessed by children or staff.

### Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter Terrorism Unit, and aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).

Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, [Counter Terrorism and Security Act 2015](#)).

*paramilitary groups, and extremist Animal Rights movements) is part of our school's safeguarding duty.*

*The SPOC for our school is listed in the Foreword to this policy (p2).*

*All staff within our school will understand changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.*

*We use the specialist online monitoring software: Senso*

*The Trust has a No Platform policy which should be referenced if this area of safeguarding is under review.*

*Our schools will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.*

## 17. Children Vulnerable to Exploitation, Trafficking or so-called Honour-based abuse (Including Female Genital Mutilation – FGM – and Forced Marriage)

## Safeguarding & Child Protection Policy & Procedure

<p>All schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under, that teacher has a statutory duty to report it to the Police.</p> <p>Failure to report such cases will result in disciplinary action.</p> <p>The teacher will also discuss the situation with the DSL who will consult Birmingham Children's Trust before a decision is made as to whether the mandatory reporting duty applies.</p>	<p><i>This means that in our Trust and our schools, we ensure:</i></p> <p><i>Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.</i></p> <p><i>All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation in relation to;</i></p> <ul style="list-style-type: none"> <li><i>• Forced marriage</i></li> <li><i>• FGM</i></li> <li><i>• Honour-based abuse</i></li> <li><i>• Trafficking</i></li> <li><i>• Criminal exploitation and gang affiliation</i></li> </ul> <p><i>Our staff are supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age appropriate way, in their lesson plans.</i></p> <p><b><u>The right to choose: government guidance on forced marriage - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</u></b></p>
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### 18. Children Missing Education

<p>A child going missing and/or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.</p> <p>Work around attendance and children missing from education will be coordinated with safeguarding interventions.</p> <p>The school must notify the local authority of any child who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries.</p> <p>The school (regardless of designation) must also notify the local authority of any child who is to be deleted from the admission register under any of the</p>	<p><i>This means that in our Trust and our schools, we will:</i></p> <ul style="list-style-type: none"> <li><i>• Hold two or more emergency contact numbers for each pupil</i></li> <li><i>• Ensure all our attendance work liaises closely with the DSL</i></li> <li><i>• Adapt our attendance monitoring on an individual basis to ensure the safety of each child at our school</i></li> <li><i>• Demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.</i></li> <li><i>• Work closely with the CME Team, School Admissions Service, Education Legal Intervention Team, Elective Home Education Team and Birmingham Children's</i></li> </ul>
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prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments

*Trust.*

### 19. Child – On- Child Abuse

The KCSiE Guidance now requires that additional information about child-on-child abuse should be included in schools' child protection policies, including: para; 144-bullet point 6 *a statement which makes clear there should be a zero-tolerance approach to abuse.*

It is important that schools can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment.

Paragraph 465 of KCSiE includes links that may be useful to schools when dealing with sexual violence and sexual harassment including when it occurs online.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

The school's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to child on child abuse i.e. that it is more likely that girls will be victims and boys' perpetrators.

Schools should recognise the impact of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.

*This means that in our Trust and our schools:*

*All staff will receive training on child-on-child abuse.*

*We will adopt a 'whole school approach' to tackling sexism.*

*We fully understand that even if there are no reports of child -on-child abuse in school, it may be happening. As such all our staff and children are supported to:*

- *be alert to child-on-child abuse (including sexual harassment)*
- *understand how the school views and responds to child-on-child abuse*
- *stay safe and be confident that reports of such abuse will be taken seriously.*

*We will ensure that children/young people have access to a trusted adult with whom they can be open within a safe space where they can share their concerns. We will help them to understand that the law on child on child abuse is there to protect them rather than criminalise them*

*We will not tolerate instances of child-on-child abuse and will not pass it off as "banter", or "part of growing up".*

*We will recognise that "child on child abuse" can occur between and across different age ranges.*

*We will follow both national and local guidance and policies to support any children subject to child-on-child abuse.*

*We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.*

*We will work with statutory safeguarding partners to implement local arrangements for Early Help Assessment and ensure our DSL is familiar with the process.*

<ul style="list-style-type: none"> <li>• <b>Assault by penetration:</b> A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.</li> <li>• <b>Sexual assault:</b> A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.</li> </ul>	<p>We will utilise the <u><b>Children who pose a Risk to Children School Safety Plan</b></u> produced by the local authority.</p> <p><i>In assessing and responding to harmful sexualised behaviour, we will follow the local good practice guidance:</i></p> <p><a href="https://westmidlands.procedures.org.uk/pkoso/regional/safeguarding-guidance/children-who-abuse-others-includingpeer-on-peer-abuse-harmful-sexual-behaviour">https://westmidlands.procedures.org.uk/pkoso/regional/safeguarding-guidance/children-who-abuse-others-includingpeer-on-peer-abuse-harmful-sexual-behaviour</a> to enable provision of effective support to to any child affected by this type of abuse</p>
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### 20. Criminal Exploitation

<p>Both CSE (child sexual exploitation) and CCE (child criminal exploitation) are forms of abuse. Both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity</p>	<p><i>This means that in our Trust and our schools, we will:</i></p> <ul style="list-style-type: none"> <li>• <i>Notice and listen to children/young people showing signs of being drawn in to anti-social or criminal behaviour</i></li> <li>• <i>Use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about</i></li> <li>• <i>Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.</i></li> </ul> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614227/Criminal-Exploitation-of-children-and-vulnerable-adults-County-Lines-guidance.pdf">Criminal Exploitation of children and vulnerable adults: County Lines guidance (publishing.service.gov.uk)</a></p>
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### Part Two: The Key Procedures for our Schools

#### 21. Involving Parents/Carers

In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other schools or agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.

However, there may be occasions when the school will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers are informed about our Safeguarding & Child Protection Policy through the school website, various newsletters and face-to-face meetings.

#### 22. Multi-agency working

We work in partnership with other agencies in line with [Right Help Right Time](#) to promote the best interests of our children and keep them as a top priority in all decisions and actions that affect them. Our school will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Birmingham Children's Trust. These requests will be made by the DSL to the Children's Advice and Support Service (CASS) - 0121 303 1888 or Early Help Locality Teams to complete a [Family Connect Form](#). Where the child already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.

When invited, the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the child are met.

We will co-operate with any child protection enquiries conducted by Birmingham Children's Trust. The school will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Children in Need, Initial and Review Child Protection Conferences, and Core Group meetings.

We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared with Birmingham Children's Trust at least 24 hours prior to the meeting and will plan for DSL cover during the school holiday periods.

Where a child is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

#### 23. Our role in Supporting Children

Our school staff will offer appropriate support to individual children who have experienced abuse, who have abused others (child-on-child abuse) or who act as Young Carers in their home situation.

Our schools' contribution to the Local Domestic Abuse Prevention Strategy 2018-2023 will be through the adoption and implementation of Operation Encompass.

An Our Family Plan will be devised, implemented and reviewed regularly for these children. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record.

Children who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within our school we will ensure that the needs of children who abuse others will be considered separately from the needs of their victims.



## Safeguarding & Child Protection Policy & Procedure

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We will ensure the school works in partnership with parents/carers and other agencies as appropriate.

### 24. Responding to an allegation about a member of staff or other adult

The Trust has a policy: Dealing with allegations against adults and this should be referenced directly as well as the information below.

See also Birmingham Safeguarding Children Partnership procedures on [allegations against staff and volunteers](#). Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children. In our schools we also recognise that concerns may be apparent before an allegation is made.

The school's low-level concerns policy provides a clear procedure for sharing confidentially such concerns.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

Allegations or concerns about staff, colleagues and visitors (recognising that schools hold the responsibility to fully explore concerns about supply staff) must be reported directly to the Headteacher who will liaise with the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

If the concern relates to the Headteacher, it must be reported immediately to the CEO, who will liaise with the Designated Officer in Birmingham Children's Trust (LADO) and they will decide on any action required.

If the safeguarding concern relates to the CEO then the concern must be made directly to the Birmingham Children's Trust Designated Officer (LADO) Team who will decide on any action required.

### 25. Children with additional needs

- Our Trust recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or a special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.
- When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will conduct an holistic multiagency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the hearing Committee.
- The Trust has a policy for *School Exclusions*, which should always be referenced prior to any decision.

### 26. Children in specific circumstances

*Private Fostering*

## Safeguarding & Child Protection Policy & Procedure

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (i.e. without the involvement of Birmingham

Children's Trust) for the care of a child under the age of 16 (or under 18, if with a disability) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

- The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step-parent.
- There is a mandatory duty on the school to inform Birmingham Children's Trust of a private fostering arrangement - this is done by contacting CASS (0121 303 1888). The Trust then has a duty to check that the child/young person is being properly cared for and that the arrangement is satisfactory.
- People become involved in private fostering for all kinds of reasons. Examples of private fostering include:
  - Children/young people who need alternative care because of parental illness
  - Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours
  - Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities
  - Unaccompanied asylum seeking and refugee children/young people
  - Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
  - Children/young people staying with families while attending a school away from their home area

### 27. [Links to additional information about safeguarding issues and forms of abuse](#)

- Staff who work directly with children and their leadership team should refer to this information
- Guidance on children in specific circumstances found in Annex A of KCSiE 2022 and additional resources as listed below:

Issue	Guidance	Source
Abuse	<p><a href="http://westmidlands.procedures.org.uk/pkphz/regional-safeguardingguidance/abuse-linked-to-faith-or-belief">http://westmidlands.procedures.org.uk/pkphz/regional-safeguardingguidance/abuse-linked-to-faith-or-belief</a></p> <p><a href="http://westmidlands.procedures.org.uk/pkost/regional-safeguardingguidance/domestic-violence-and-abuse">http://westmidlands.procedures.org.uk/pkost/regional-safeguardingguidance/domestic-violence-and-abuse</a></p> <p><a href="http://westmidlands.procedures.org.uk/pkphl/regional-safeguardingguidance/neglect">http://westmidlands.procedures.org.uk/pkphl/regional-safeguardingguidance/neglect</a></p> <p><a href="#">Children who abuse others   West Midlands Safeguarding Children Group</a></p>	West Midlands Safeguarding Children Procedures
Child on child abuse	<p><a href="http://westmidlands.procedures.org.uk/pkphh/regional-safeguardingguidance/bullying#">http://westmidlands.procedures.org.uk/pkphh/regional-safeguardingguidance/bullying#</a></p>	West Midlands Safeguarding Children Procedures



## Safeguarding & Child Protection Policy & Procedure

Children and the Courts	<a href="https://www.gov.uk/government/publications/young-witness-bookletfor-5-to-11-year-olds">https://www.gov.uk/government/publications/young-witness-bookletfor-5-to-11-year-olds</a>  <a href="https://www.gov.uk/government/publications/young-witness-bookletfor-12-to-17-year-olds">https://www.gov.uk/government/publications/young-witness-bookletfor-12-to-17-year-olds</a>	MoJ advice
Missing from Education, Home or Care	<a href="#">Children missing from care home and education</a>  <a href="#">Regional safeguarding guidance children missing education</a>  <a href="#">Working together to improve school attendance (publishing.service.gov.uk)</a>	West Midlands Safeguarding Children Procedures
Family Members in Prison	<a href="#">Family members in prison</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)

Issue	Guidance	Source
Drugs	<a href="http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html">http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html</a>  <a href="http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html">http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html</a>  <a href="http://westmidlands.procedures.org.uk/pkpzo/regional-safeguardingguidance/children-of-parents-who-misuse-substances">http://westmidlands.procedures.org.uk/pkpzo/regional-safeguardingguidance/children-of-parents-who-misuse-substances</a>	Birmingham Police and Schools Panels
Domestic Abuse	<a href="http://westmidlands.procedures.org.uk/pkost/regional-safeguardingguidance/domestic-violence-and-abuse">http://westmidlands.procedures.org.uk/pkost/regional-safeguardingguidance/domestic-violence-and-abuse</a>	West Midlands Safeguarding Children Procedures
Child Exploitation	<a href="#">West Midlands Police Safeguarding Guidance - Children affected by Exploitation and Trafficking</a>  <a href="#">Birmingham Criminal Exploitation &amp; Gang Affiliation Practice Guidance (2018)</a>  <a href="#">Birmingham Criminal Exploitation &amp; Gang Affiliation Practice Guidance 2018</a>	West Midlands Safeguarding Children Procedures  WMP, BCSP, BCT
Homelessness	<a href="https://www.gov.uk/government/publications/homelessness-reductionbill-policy-factsheets">https://www.gov.uk/government/publications/homelessness-reductionbill-policy-factsheets</a>	HCLG

## Safeguarding & Child Protection Policy & Procedure

Health & Wellbeing	<u>Self-harm and suicide procedures</u>	West Midlands Safeguarding Children Procedures
Online	<p><u>Searching, screening and confiscation (policeandschools.org.uk)</u></p> <p><u>Online safety: Children exposed to abuse through digital media   West Midlands Safeguarding Children Group</u></p> <p><u>Teaching online safety in school</u></p>	<p>West Midlands Safeguarding Children Procedures</p> <p>Birmingham Police and Schools Panels</p> <p>DfE</p>
Private Fostering	<u>Information about private fostering and how to report</u>	BCC
Radicalisation	<u>Safeguarding children and young people against radicalisation and violence</u>	West Midlands Safeguarding Children Procedures

### Part Three: Quality Assurance, Learning from Cases & Continual Improvement

#### 28. Quality Assurance

<p>Quality assurance is about assessing the quality of the work we undertake in safeguarding children and understanding the impact of this work in terms of its effectiveness in helping children and young people feel safe.</p> <ul style="list-style-type: none"> <li>This Quality Assurance Framework is aimed at: Ensuring that data and quality assurance outputs are regularly reviewed through s.175/157 audits and related governance and challenge arrangements.</li> <li>Ensuring that the safeguarding data schools generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance (see <a href="#">Appendix 7</a>).</li> </ul> <p>The BSCP has recommended that in reviewing the safeguarding data, those involved in safeguarding governance should be given reports detailing the number of early help interventions in school and multi-agency early help interventions, the number of requests for support being made and the number being accepted.</p>	<p><i>This means that in our Trust and our schools, we will:</i></p> <ul style="list-style-type: none"> <li>Complete the s175/157 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements</li> <li>Contribute quality data to inform multi-agency audits and practice reviews</li> <li>Participate in activities that demonstrate the strength of partnership working</li> <li>Contribute our data to identify aspects that could have been better.</li> </ul> <p><i>Safeguarding leads will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework:</i></p> <ol style="list-style-type: none"> <li>How much did we do? (Numbers)</li> <li>How well did we do it? (Whole school; File and themed audits, partner agency, pupil/parent feedback)</li> <li>Are there opportunities to learn and improve? (Could Do Better Still; reflective-learning case studies; local Safeguarding Practice-Reviews, complaints; inspections)</li> <li>Is anyone better off? (Impact)</li> </ol>
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#### 29. Child Safeguarding practice reviews, domestic homicide reviews & lessons learned reviews

<p>We will ensure that the DSL updates all staff at least annually about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.</p> <p><b>We will collaborate with Birmingham Safeguarding Children Partnership to share information.</b></p>	<p><i>This means that in our Trust and our schools:</i></p> <p><i>Senior leaders will analyse safeguarding data and practice to ensure that all staff receive updates about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews at least once per year.</i></p> <p><i>Where a case is relevant to our school, we will ensure that we fully support Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.</i></p>
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#### 30. Standards – for Birmingham reference

## Safeguarding & Child Protection Policy & Procedure

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**Policies, Procedures and Practice Standards of Birmingham Safeguarding Children Partnership:**

<https://lscpbirmingham.org.uk/policiesand-procedures-pro>

**Resolution of Professional Disagreements about Safeguarding Children:**

<https://westmidlands.procedures.org.uk/assets/clients/6/Birmingham%20downloads/ResolutionandEscalationProtocolFINAL%201.pdf>

Contact list of Agencies' Senior Safeguarding Leads:

<https://westmidlands.procedures.org.uk/assets/clients/6/Birmingham%20downloads/SeniorSafeguardingLeadsAugust%202022.pdf>

## Appendices

### Appendix 1: Definitions and indicators of abuse

#### 1. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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 caregivers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school
- The child is left at home alone or with inappropriate carers

#### 2. Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks

- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given
- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying • Isolation from peers

### 3. Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by rape and/or penetration 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

### 4. Sexual exploitation

Child sexual exploitation occurs when a child, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

## Safeguarding & Child Protection Policy & Procedure

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The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children's Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets. • Missing for periods of time (CSE and county lines)

### 5. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people 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/young person 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 the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly •  
Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communicating suddenly (known as "traumatic mutism") can indicate maltreatment.

### 6. Responses from parents/carers

## Safeguarding & Child Protection Policy & Procedure

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Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

### 7. Disabled children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a nonmobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

### Appendix 2 Dealing with a disclosure of abuse

**When a child tells me about abuse they have suffered, what should I remember?**

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.



- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

NB - it is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. Staff 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

### Immediately after a disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the Headteacher, DSL or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Headteacher

### Appendix 3 Allegations about a member of staff or other adult

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical** - For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling
- **Emotional** - For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual** - For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images
- **Neglect** - For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out

- **Spiritual** - For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

If a child makes an allegation about a member of staff or other adult including a member of the Trust's governance or a visitor or volunteer, the Headteacher must be informed immediately. The Headteacher must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation her/himself or interview pupils. However, s/he should ensure that all investigations including for supply staff are completed appropriately.

The Headteacher should exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns, the Headteacher will notify Birmingham Children's Trust Designated Officer (LADO) Team<sup>1</sup> (Tel: 0121 675 1669). The LADO Team will liaise with the Headteacher and the CEO and advise about action to be taken and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected. If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil, these should be addressed through the Trust's own internal procedures.
  - If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.
- In other authorities the LADO service is referred to as the Position of Trust Team (POT)

### Appendix 4 Indicators of vulnerability to radicalisation

Radicalisation is defined in KCSiE as:

The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined by the government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

## Safeguarding & Child Protection Policy & Procedure

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KCSiE describes terrorism as 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 such thing as a *typical extremist*. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity crisis** - the child is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- **Personal crisis** - the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- **Personal circumstances** - migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- **Unmet aspirations** - the child may have perceptions of injustice; a feeling of failure; rejection of civic life
- **Experiences of criminality** - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
- **Special educational need** - students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all children experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Family members convicted of a terrorism act or subject to a Channel intervention
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage •
- Justifying the use of violence to solve societal issues

Joining or seeking to join extremist organisations

Significant changes to appearance and/or behaviour; and

- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

### Appendix 5 Preventing violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC)

Each school has a named SPOC (Single point of Contact) who is responsible for:

- Ensuring that staff of the school are aware that the role of the SPOC is in relation to protecting students/pupils from

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of the school in relation to protecting students/pupils from
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the school about safeguarding processes relating to protecting children from radicalisation
- Acting as the first point of contact within the school for case discussion relating to children who may be risk of radicalisation
- Collating relevant information in relation to referrals of vulnerable children into the Channel<sup>2</sup> process
- Attending Channel meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

### Appendix 6 Emergency planning and response

#### Emergency planning and response for education, childcare, and children's social care settings (publishing.service.gov.uk)

##### Security-related incidents in schools and colleges

A school/college's security policy should complement their safeguarding policy, particularly where it puts in place measures to protect students; and address the threat of serious violence. It should form part of your suite of policies to ensure the health, safety and well-being of students and staff including in relation to the online environment.

##### Vulnerable Children and Young People

In all circumstances, **vulnerable children** and young people should be prioritised for continued face-to-face education and childcare. Schools must have regard to the statutory safeguarding guidance when taking any emergency and risk management actions, and should refer to the now updated and update safeguarding procedures in line with DfE updates:

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children - GOV.UK (www.gov.uk)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Early years foundation stage (EYFS) statutory framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

It is important that early years settings, schools (including mainstream and specialist settings) and further education providers put in place systems to keep in contact with vulnerable children and young people if they are not attending, particularly if they have a social worker. This includes:

- notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- agreeing with the social worker the best way to maintain contact and offer support
- keeping in contact with vulnerable children and young people to check their wellbeing and refer onto other services if additional support is needed

### Safeguarding Partners and designated safeguarding leads

Schools, including maintained nursery schools, and colleges must continue to have regard to statutory safeguarding guidance **Keeping children safe in education**, and they will have a trained designated safeguarding lead (DSL) (or deputy) available on site. In cases where there may be operational challenges, 2 options to consider are:

- a trained DSL (or deputy) from the setting can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on-site, in addition to one of the 2 options, a senior leader should take responsibility for co-ordinating safeguarding on site.

**Remote Education: keeping children safe online** - All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:

## Safeguarding & Child Protection Policy & Procedure

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- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Guide for parents and carers child online safety** includes security and privacy settings, blocking unsuitable content, and parental controls.

The department encourages schools and colleges to share this support with parents and carers.

## Further School Level Information

### 31. The Decision Model

In our school **<Insert School Name>**  
Our DSL(s) are **<Insert Names>**  
Our safeguarding Trustee is **<Insert Name>**

**CONCERN ABOUT A CHILD:**  
Speak to Designated Safeguarding Lead (DSL) if urgent.  
Record on electronic recording system  
**\*<Insert name of system or>** Record in writing on Notice of Concern Form and hand to DSL  
**\*<modify this section as appropriate>**

**DSL(s) review concerns and decide next steps referring to Right Help Right Time (RHRT)**  
·**Consider discussing concerns with parent / carers and seek consent where appropriate.**  
·**Consider completing Early Help Assessment (EHA).**

At any point consider seeking advice:

Children's Advice Support Service (CASS)  
0121 303 1888

In case of emergency phone police on 999

Universal /  
Universal+  
Continue with early help process using the EHA as appropriate

Universal+/Additional  
Continue with early help process using the EHA as appropriate. Consider request for support from Think Family (TF) service

Complex &  
Significant  
Request for Support submitted to CASS for a multi-agency strategy discussion

## Safeguarding & Child Protection Policy & Procedure

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In addition to all the policy requirements already outlined, the school keeps its safeguarding and child protection information and day-to-day procedures up-to-date as follows:

- A range of posters around the school to demonstrate commitment to safeguarding and to identify key personnel
- A brief welcome sheet for visitors to the school which includes a summary of the policy, the names of DSLs, etc
- A regular review of how visitors are welcomed and checked into the school
- Plans for employee induction or any necessary update training throughout the school year
- The full range of people who will require access to and knowledge of the policy and procedures: employees, visitors and volunteers, temporary/agency staff and those working regularly on site who may be employees of other organisations (e.g. cleaners, catering staff)
- Guidance for staff and regular monitoring of online safety
- Guidance for staff on awareness of cyber crime
- A consultation process and implementation of the RSE curriculum
- Guidance for staff to raise awareness of safeguarding issues in terms of school lettings

Additionally, each school must consider:

- How it will be demonstrated that the appropriate people have read, understood and applied the policy correctly
- How non-employees will be supported in terms of their understanding of confidentiality if involved in a case