Safeguarding and Child Protection

Role	Name	Training
Headteacher	David Bailey	L3 DSL
Senior/Lead DSL	Thomas O'Brien	L3 DSL
Deputy Lead DSL	Lisa Kennie	L3 DSL
Other DSL(s)	Ese Adeoye	L3 DSL
	Dan Marshall	L3 DSL
	Gemma Patel	L3 DSL
	Lorraine Nolan	L3 DSL
SPOC	Thomas O'Brien	L3 DSL
LAC Designated Teacher	Thomas O'Brien	L3 DSL/ DST Training
Safeguarding Governor	Natalie Byron	
Early Local Help Panel	Lisa Kennie	L3 DSL
CORE Education Trust Safeguarding/CP Trustee	Jo Allsopp	Governance Safeguarding
CORE Education Safeguarding Lead	Cathy O'Driscoll	L3 DSL
Safer Recruitment Trained	**Name**	**Role**
	David Bailey	Headteacher
	Ese Adeoye	Deputy Headteacher
	Susan Lewis, Dan Marshall, Thomas O'Brien	Assistant Headteacher
	Rebecca Hawkins	Academy Business Manager

School	Central Academy
School Level Owner	**Headteacher**

To contact the Lead DSL call the main school reception on 0121 729 7160 and ask to speak to Thomas O'Brien – Assistant Headteacher – DSL.

COLLABORATION · OPPORTUNITY · RESPECT · EXCELLENCE

Safeguarding is central to the work of the Trust and underpins the CORE values of Collaboration, Opportunity, Respect and Excellence.
The policy is in two parts –

- Part 1 contains policy statements.
- Part 2 contains procedures for responding to concerns about a child, and advice for Headteachers, DSLs and teachers.

This policy will be reviewed regularly and may be revised and updated. For this reason the policy is formally approved annually by the Board of Trustees of the Trust and the Designated Safeguarding Lead Trustee will accept updates in matters of detail between reviews and to inform staff of these changes. The details of these changes will be listed on a codicil insert. Individual schools will ensure the policy is shared at least annually with the Local Governing Body (LGB), where school specific details indicated are approved.

This policy should be read in conjunction with the reporting and recording guidance on safeguarding provided to schools within CORE Education Trust. In disseminating the Safeguarding and Child Protection Policy schools need to consider the range of people who will refer to the policy - teaching staff, support and lunch staff, parent helpers, volunteers, supply staff etc., as well as young people in the setting.
Schools within the Trust must put in place arrangements to address the following

- How will you demonstrate that staff have read <u>and understand</u> this policy?
- How will a visiting staff/teacher be made aware of the information contained within your safeguarding policy and their responsibility to comply?
- Who will inform a volunteer from the local community about issues like confidentiality or how to raise concerns about practice in the school?
- Implement a Visitors' Safeguarding Welcome Sheet and DSL Poster around its building.
- Operate within the Trust's reporting and procedural guidance for safeguarding
- The links between this policy and others in the Trust such as the Whistle Blowing, Anti-bullying, Safer Recruitment Policy and Staff Code of Conduct and Guidance.
- Procedures of Birmingham Safeguarding Children Board
  http://westmidlands.procedures.org.uk/

Each school within the Trust should have a 'welcome sheet' for visitors to the school. This must include a summary of the Safeguarding and Child Protection Policy, the name of the lead DSL and deputies.

Within this policy where reference is made to the Trust, this refers to CORE Education Trust and/or the schools of the Trust.

Safeguarding & Child Protection Policy for Schools, Education Settings & Education Services

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PART ONE: SAFEGUARDING POLICY

1.0   INTRODUCTION

1.1   Safeguarding and promoting the welfare of children is defined as –

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

Children include everyone under the age of 18.

1.2   CORE Education Trust and the schools within it are committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children/young people have the right to be protected from harm, abuse and neglect;
- That every child has the right to an education and children/young people need to be safe and to feel safe in school;
- Children/young people need support that matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs;
- All children/young people should be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- Schools must contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.
- That to provide effective support and oversight of our schools, Headteachers/Lead DSLs must report key safeguarding concerns and allegations to the Trust Safeguarding Lead.

1.3   CORE Education Trust Schools will fulfil their local and national responsibilities as laid out in the following documents:-

- The most recent version of Working Together to Safeguard Children (DfE)
- The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2018)

- [West Midlands Safeguarding Children Procedures](#)
- [The Education Act 2002](#) s175
- [Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)](#)
- [Sexting in Schools & Colleges – responding to incidents and safeguarding young people](#) (UKCCIS) 2016
- General Data Protection Legislation (2018) https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

2.0 OVERALL AIMS

2.1   This policy will contribute to the protection and safeguarding of our pupils and promote their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils and parents to participate;
- Alerting staff to the signs and indicators that all may not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their pupils face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, discrimination or victimisation.

2.2   This policy will contribute to supporting pupils by:

- Identifying and protecting the vulnerable;
- Identifying individual needs as early as possible; and
- Designing plans to address those needs.

2.3   This policy will contribute to the protection of pupils by:

- Including appropriate work within the curriculum;
- Implementing Child Protection Policies and procedures; and
- Working in partnership with pupils, parents/carers and other agencies.

2.4   This policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings.

- The Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed and ongoing monitoring is undertaken.

3.0 GUIDING PRINCIPLES

3.1 These are the 7 guiding principles of safeguarding, as stated by Birmingham Safeguarding Children Board (found in Right Help Right time), which the Trust adheres to;

- Have conversations and listen to children and their families as **early** as possible.
- Understand the child's lived experience.
- Work **collaboratively** to improve children's life experience.
- Be **open**, honest and transparent with families in our approach.
- **Empower** families by working with them.
- Work in a way that builds on the families' **strengths.**
- Build **resilience** in families to overcome difficulties.

3.2 In addition the Children's Board has identified the following key safeguarding messages for schools -

- Every child is entitled to a rich and rounded curriculum.
- Governance is corporate and decisions are collective, but individual Trustees and Governors can and should take the lead on specific aspects of school life such as safeguarding.
- When issues arise, the Headteacher should speak out, addressing them internally where possible and escalating when this is unsuccessful.

4. KEY PROCESSES

4.1 All staff must be aware of the guidance issued by Birmingham Safeguarding Children Board in Right Help Right Time, and procedures for Early Help.

4.2 The Lead DSL and Headteacher must be conversant with the Trust expectations of recording, reporting and updating as appropriate the Trust Safeguarding Lead on matters of safeguarding and child protection.

5.0 EXPECTATIONS

5.1   All staff and visitors will:

- Be familiar with this Safeguarding Policy;
- Understand their role in relation to safeguarding;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- All Governors and Trustees must be subjected to an enhanced DBS check and should be checked against the Teaching Regulation Agency 'Barred list' (so called 'section 128' check)
- Be involved, where appropriate, in the implementation of individual Education Programmes, Early Help Assessments and support plans, Child In Need plans and inter-agency Child Protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
- Record concerns and give the record to the DSL, or deputy DSL, and
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible.

5.2   All staff will receive annual Safeguarding training, regular themed sessions and update briefings throughout each school year as appropriate. All staff in additional to face to face training will complete a number of identified safeguarding online Educare modules. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body and Trust as appropriate. Refresher and additional training needs/focus at school level should be informed by regular consideration at school level of the nature of causes for concern identified.

6.0   THE DESIGNATED SAFEGUARDING LEAD (DSL)

6.1   Our DSL on the Senior Leadership Team is named on the front of this policy. 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.

        6.1.1 The deputy DSLs will support the DSL within the role and deputise when the DSL is not on-site. The individuals fulfilling these roles within the school are named on the front of this policy.

6.2   Governing bodies must ensure an appropriate senior member of staff, from the school leadership team is appointed to the role of DSL. This should be explicit in the role-holder's job description.

6.3   Any steps taken to support a child who has a safeguarding vulnerability must be reported to the lead DSL in our school; the DSL will advise the Headteacher as appropriate. The Trust Safeguarding Lead will also be informed as appropriate. As a school there must be a regular information sharing meeting between the lead DSL and the Headteacher in relation to individuals who have a safeguarding vulnerability.

6.4   Safeguarding and Child Protection information will be dealt with, in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.

6.5   Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be 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.

        6.5.1   Where records are stored electronically e.g. within CPOMS etc. schools should consult with the Trust on the continuation/removal of paper records.

6.6   Access to records by staff other than by the DSL will be restricted, and a record will be kept of who has had access to them, when and why they accessed them. Each school will have a robust logging and recording system that is monitored appropriately.

6.7   Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

6.8   Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

6.9   If a pupil/student moves from our school, Child Protection records will be 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. The lead DSL will ensure a record is made of where and to whom the records have been passed and the date.

6.10   In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

6.10   If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes, a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

6.11   If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, Child Protection records will be forwarded on to the relevant organisation.

6.12   Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings regarding their child protection information being passed on in order that the FE establishment can provide appropriate support (see para 6.10).

6.13   Our DSL and any deputies must undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years, with Trust dedicated DSL training being completed annually.

6.13.1 In addition to their formal training as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

6.13.2 The Trust Safeguarding Standard requires the attendance at the half-termly Trust Safeguarding Network Meeting, the local area Safeguarding Briefings and weekly accessing of the Birmingham Schools' Noticeboard and other online updates as directed by the Trust's Safeguarding Lead to ensure the DSLs' knowledge and skills remains current and locally relevant as appropriate.

6.14   When a DSL resigns their post or no longer has Child Protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

6.14.1 In exceptional circumstances, when a face to face handover is unfeasible, the Headteacher will ensure that the new post holder is fully conversant with all procedures and case files.

6.15 Birmingham Children's Trust has on-going responsibilities to the young people who cease to be looked after and become care leavers. This 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 the Trust will support the care leaver to participate in education or training. The DSL should therefore have details of the Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver. When a DSL resigns their post or no longer has Child Protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

7.0 THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

7.1 The LGB must appoint a designated teacher and should work with the local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Scoial Work Act 2017, the designated teacher(s) will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. When a DSL resigns their post or no longer has Child Protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

7.2 The designated teacher must have appropriate training and the relevant qualification and experience. The designated teacher is named on the cover of this policy.

7.3 The designated teacher will work with the Virtual School to provide the most appropriate support utilising the Pupil Premium Plus to ensure they meet the needs identified in the individual's personal education plan.

7.4 The designated teacher should also work with the Virtual School Head to promote the educational achievement of previously looked after children.

8.0 THE GOVERNING BODY

8.1 CORE Education Trust, its Board, committees and the Local Governing Body of each school are the accountable body and all must ensure they comply with their duties under legislation.

8.2 The LGB will ensure that:

- The LGB will ensure that Trust policies are followed and school level procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- All governors must have read part 2 of "KCSIE-18"
- The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in line with the Trust policies and procedures;
- At least one senior member of the school's leadership team acts as a DSL, and at least a further deputy DSL is appointed;
- That appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties; their role should be explicit in their job description;
- 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 a training record maintained in line with the Trust Standard;
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay;
- Safeguarding and Child Protection, Prevent and Looked After Children feature on the governance agenda; and
- The Trust procedures for dealing with allegations of abuse against staff/volunteers i adhered to by all.

8.3   The Trust will annually review policies related to safeguarding and child protection in line with its tiered suite of policies. It will commission an annual external audit of safeguarding for each school. The LGB will annually review all school specific policies/procedures that relate to safeguarding and child protection and confirm the adoption of the school specific version of the Trust Template Safeguarding and Child Protection Policy.

8.4   The nominated Governor for safeguarding in each school is named on the cover of this policy, as is the Trust Executive Lead for Safeguarding and the Trust's Safeguarding Trustee. The Nominated Governor is responsible for liaising with the Headteacher and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils. The Trust Safeguarding Lead and nominated Trustee provides an additional layer of liaison, guidance and monitoring beyond the school.

8.4.1   The nominated Governor will receive safeguarding training relevant to the governance role and this will be updated every two years.

8.5   The Nominated Governor will liaise with the Headteacher and DSL to produce a termly report for governors and the Trust Safeguarding Lead. In line with the Trust's Scheme of Delegation a cross Trust report will be shared with the Trustees annually.

8.6   The Nominated Governor will liaise with the Headteacher and DSL to produce the annual Section 175 safeguarding self-assessment and ensure this is submitted on

time to the Birmingham Safeguarding Children's Board. A copy will be shared with the Trust Safeguarding Lead.

8.7 The school will ensure that governors and the Trust Safeguarding Lead are provided with copies of the Prevent Risk Assessment and LAC Report.

8.8 The Trust has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all BSCB procedures.

8.9 The Chair of Governors should liaise with the Trust on receipt of a complaint against the Headteacher be received that may include a safeguarding concern. The CEO of CORE Education Trust is responsible for liaising with the Children's Trust in the event of allegations of abuse being made against the Headteacher.

9.0 A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

9.1.1 The Trust pays full regard to 'Keeping Children Safe in Education Sept18' and has clear recruitment policies, procedures and monitoring in place. The Safer Recruitment Policy of the Trust and HR Procedures outlines the requirements for schools such as advert content, application form expectation, scrutinising applicants, verifying identity and academic/vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job, interview protocols, appropriate checks including criminal record checks (DBS Checks) barred list checks and prohibition checks. The Trust encourages its schools to aim for a standard beyond compliance. Evidence of all checks must be recorded on the Single Central Record.

9.1.2 All recruitment materials include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

9.1.3 Staff indicated on the front of this policy have undertaken appropriate Safer Recruitment training. At least one (ideally more) of those identified will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel. At least one member of the school's LGB will be Safer Recruitment trained. The Trust requires schools to ensure that within one year of joining the Trust all members of the Senior Leadership Team have completed Safer Recruitment Training.

9.2 Induction

9.2.1 Schools should have a clear Induction Process for new/temporary staff. All staff must be made aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction within the school. Copies of polices should be provided to all staff. All staff must complete safeguarding modules. The awareness of systems should include:

- The Safeguarding and Child Protection Policy (including confirmation that it has been read and understood);
- The Positive Behaviour for Learning Policy;
- The Trust Employee Code of Conduct;
- The school specific staff expectations and standard;
- The safeguarding response to children who go missing from education; and
- The role of the DSL, including the identity of the lead DSL and deputies.

9.3 Staff Support

9.3.1 We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and seek further support as appropriate.

9.1.2 Regular supervision will be offered to the Lead DSL within the school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school. The Trust half termly Safeguarding Network provides DSLs the opportunity to share further share anxieties and provide mutual support for each other. The Trust in addition provides phoneline counselling for designated staff within each school's DSL Team, including the Headteacher from its Health Insurance provider (Westfield Health).

10.0 THE USE OF REASONABLE FORCE

10.1 There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. 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 young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. 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. Departmental advice for schools is available here: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools.

10.2 The schools within the Trust do not have a 'no contact' policy as this could lead our staff unable to fully support and protect their pupils and pupils. The Trust Physical Intervention Policy should be referred to for additional guidance.

10.3 When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

10.4 Staff should consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

10.5 The Trust schools will by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents/carers, will reduce the occurrence of challenging behaviour and the need to use reasonable force.

11.0 OUR ROLE IN THE PREVENTION OF ABUSE

11.1 We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

11.2 The Curriculum

11.2.1 Safeguarding issues will be addressed through the PSHE curriculum, including assemblies, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying).

11.2.2 Relevant issues will be addressed through all areas of the curriculum. Regular consideration of causes for concern raised will help inform the localised issues that need specific focus and input within a school.

11.3 Other Areas of Work

11.3. All policies which address issues of power and potential harm, for example Anti-Bullying, Equal Opportunities and Discrimination, Handling, Positive Behaviour for Learning will inter-link to ensure a whole school approach.

11.3.2 **The Safeguarding and Child Policy cannot be separated from the general ethos of the school/Trust, which ensures that pupils are treated with respect and**

dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

12.0 WHAT WE WILL DO WHEN WE ARE CONCERNED- EARLY HELP RESPONSE

12.1 Where unmet needs have been identified for a child/ young person utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will add the child/young person to our records of children with a safeguarding vulnerability, and support school staff to deliver an appropriate Early Help response.

12.2 In the first instance the child/young person will be enabled through the Signs of Safety and Wellbeing practice framework to express their lived experience. This will be documented in an appropriate format such as the '3 Houses' and added to the child`s file. At this stage, simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs and after review the child/young person may then be removed from the children with a safeguarding vulnerability list.

12.3 Should the lived experience of the child and professional opinion of the DSL indicate that a wider Early Help response is required in order to meet the unmet safeguarding need, the DSL will develop a school-focused action plan with the child/young person and parent/carer as appropriate, utilising the Signs of Safety and Wellbeing practice framework and the 3 columns of the Early Help conversation log. This school-focused plan will then be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed. Once all unmet safeguarding needs have been addressed, the child can be removed from the Children with a safeguarding vulnerability list.

12.4 Should the professional opinion of the DSL indicate that a multi-agency Early Help response is required in order to meet the unmet safeguarding need, the DSL will generally lead on liaising with other agencies and setting up an Early Help Assessment and an Our Family Plan and register these documents with the Early Help Support Team. This multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.

12.5 Should the DSL feel that a Think Family or Social Care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required.

12.6 The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing school focused support.
See **Part 2** Key procedures.

13.0 SAFEGUARDING PUPILS WHO ARE VULNERABLE TO RADICALISATION

13.1.1 Since 2010 when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people

and families from extremist ideologies. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

13.1.2 C Trust values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

13.1.3 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. The Trust is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

13.1.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

13.1.5 The Trust seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

13.2   Risk Reduction

13.2.1 The school governors, the Headteacher and the DSL in liaison with the Trust Safeguarding Lead 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, Assembly Policy and Trust SEND, Anti-bullying and No Platform Policies the use of school premises by external agencies, integration of pupils by gender and SEN, 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. The Trust requires schools to carry out checks and records in line with the example that can be found at:
https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty

13.2.2 This risk assessment will be reviewed as part of the annual Section175 return that is monitored by the Local Authority and the Local Safeguarding Children Board.

13.3   Response

13.3.1 With effect from 1st July 2015, all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

13.3.2 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is in Appendix 4.

13.3.3 The school, like all others, 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 DSL. The SPOC for the school is named on the cover of this policy. The responsibilities of the SPOC are described in Appendix 5.

13.3.4 Staff within the school will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

13.3.5 The School will monitor online activity within the school to ensure that inappropriate sites are not accessed by pupils or staff. This is best done by the use of specialist online monitoring software, which in Trust schools is called *Policy Central.*

13.3.6 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the DSL if this is not the same person. Where a school has a concern about an individual at risk of radicalisation, this must be shared with the Trust Safeguarding Lead.

13.3.7 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

13.4   Channel

13.4.1 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.

13.4.2 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

13.4.3 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).

13.4.4 Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty.

14.0 SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING

14.1 This Safeguarding and Child Protection Policy and the school's CORE values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

14.2 The school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

14.3 Staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues, in an age appropriate way, in their lesson plans. Dedicated training, briefings, network meetings and the requirement to complete online module training are some of the means by which staff are supported.

14.4 The school works with and engages with families and the local communities to talk about such issues.

14.5 Staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

14.6 The DSL(s) know where to seek and get advice as necessary and our school will bring in experts and uses specialist material to support the work we do.

14.7 Reporting of Female Genital Mutilation (FGM)

14.7.1 With effect from October 2015, all school are subject to mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl under 18, that teacher has a

statutory duty to report it to the Police. In the first instance the member of staff should discuss the situation with the DSL who will consult Birmingham Children's Board before a decision is made as to whether the mandatory reporting duty applies. The lead DSL should inform the Trust Safeguarding Lead of any such concerns raised within school.

14.7.2 Failure to report such cases will result in disciplinary sanctions.

15.0   CHILDREN WHO GO MISSING FROM EDUCATION

15.1   A child going missing, 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 risk and to help prevent the risks of them going missing in future.

15.2   The school will hold at least two emergency contact numbers for each pupil and wherever possible secure additional contacts. It is good practice to ensure the school has additional options to make contact with a responsible adult when a child is missing education and/or is a safeguarding concern.

15.3   The school must notify the Local Authority and the Trust Safeguarding Lead of any pupil who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for **a continuous period of five days** or more.

15.4   The school must also notify the Local Authority and the Trust Safeguarding Lead of any pupil who is to be deleted from the admission register because s/he
- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the school does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

15.3.   The school will demonstrate that it has taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing. Strategies will include: home visits; contacting all contact numbers/addresses for the child; making enquiries

with neighbours, potential contacts within school or organisations that may be connected such alternative schools mentioned; reviewing social media.

16.0 **PEER ON PEER ABUSE**

16.1 It is important that school and college can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/hazing and sexual violence and harassment. Our school's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and should never be tolerated or diminished in significance. Our staff recognise that there is a gendered nature to peer on peer abuse i.e. that it is more likely that girls will be victims and boys perpetrators.

16.2 We will follow both national and local guidance and policies (section 23.2) to support any children subject to peer on peer abuse, including sexting (also known as youth produced sexual imagery) and gang violence.

16.3 Our staff will not tolerate instances of peer on peer abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up".

16.4 Our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are 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.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus 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.
- **Sexual Assault:** 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.

16.5 Our school will follow the guidance on managing reports of child on child sexual violence and sexual harassment in schools.
- Our DSL will follow local guidance to enable provision of effective support to any child affected by this type of abuse.
  https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance
- The school will utilise the Children who pose a Risk to Children School Safety Plan produced by the local authority
  https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children

PART TWO – THE KEY PROCEDURES
RESPONDING TO CONCERNS ABOUT A CHILD

THREE STEPS TO DELIVERING EARLY HELP IN EDUCATION

STEP ONE – IDENTIFICATION

Identify children/young people with unmet safeguarding needs

Children with Safeguarding Vulnerabilities list

No additional consent required

STEP ONE – ADDITIONAL INFORMATION

- RHRT (formerly RSRT): http://www.lscbbirmingham.org.uk/index.php/delivering-effective-support
- Behaviours that may indicate vulnerability. This document is to be used alongside RHRT as an education-focused supplementary guide to identifying children/young people with unmet safeguarding needs. https://www.birmingham.gov.uk/schoolsafeguarding -Early Help Tab – Behaviours that may indicate vulnerability document
- For additional guidance: https://www.birmingham.gov.uk/schoolsafeguarding

STEP TWO – CHILD'S VOICE

Enable the child's voice by evidencing their lived experience

3 Houses SoSW as a stand-alone tool or as part of the Early Help Conversation Log

No additional consent required

STEP TWO – ADDITIONAL INFORMATION

- For children and young people with additional learning needs support should be gained from the professional trained in specialist communication within the school setting e.g. specialist Teaching Assistant / SENCO
- For information on using Signs of Safety and Wellbeing (SoSW) practice: http://www.lscbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing
- For Training on the SoSW practice framework: http://www.birminghameducationsupport.services.co.uk/AboutUs
- For additional guidance: https://www.birmingham.gov.uk/schoolsafeguarding

STEP THREE – SCHOOL-FOCUSSED ASSESSMENT / ACTION PLAN

Child/ young person only — Option A	Whole family approach — Option B
Following 3 houses intervention initiate simple reasonable adjustments to address the child / young person's unmet safeguarding needs	Develop a school focused action plan with child/ young person, parent/ carer as appropriate
3 Houses	3 Columns or Early Help (EH) Conversation Log
No additional consent required	No additional consent required

STEP THREE – MULTIAGENCY ASSESSMENT / ACTION PLAN

School led — Option C	Local authority led — Option D
Follow the Multiagency Early Help process starting with initiating an Early Help Assessment (EHA)	Request Think Family or Social Care support using the Request for Support form (RfS)
Register paperwork with the Early Help Support Team (303 8117)	Seek telephone advice from CASS as appropriate (303 1888)
Early Help Assessment (EHA) & Our Family Plan (OFP)	Request for Support form (RfS)
Consent Required	Consent required except when safety may be at risk

STEP THREE – ADDITIONAL INFORMATION

SCHOOL-FOCUSSED (Option A & B)

- Guidance on completing the EH conversation log and information on using SoSW practice: http://www.lscbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing
- For Training on the practice framework: http://www.birminghameducationsupport.services.co.uk/AboutUs
- For additional guidance: https://www.birmingham.gov.uk/schoolsafeguarding

MULTIAGENCY

Option C

- Previously completed 3 houses, 3 columns, EH conversation log or any relevant assessment can be attached to the EHA to avoid duplicating information
- Early Help Assessment process: http://www.lscbbirmingham.org.uk/index.php/early-help
- For guidance on when to do an EHA: https://www.birmingham.gov.uk/downloads/download/771/right_service_right_time

Option D

- Previously completed Early Help paperwork can be attached to the RfS form to avoid duplication of information

CASS Education Officers

- Support with resolving issues related to CASS/Education
- advice on next steps 303 0434/ 2984/2985/2986

Birmingham Children Safeguarding Board Guidance
http://www.lscbbirmingham.org.uk/index.php/safeguarding-concerns

- Where there are CSE or extremism concerns complete additional screening tools. For concerns to be shared with police – use fib form http://www.lscbbirmingham.org.uk/index.php/cse

Birmingham City Council

https://www.birmingham.gov.uk/download/downloads/id/8187/3_steps_to_delivering_early_help_in_education.doc

17.0 INVOLVING PARENTS/CARERS

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

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

17.1 Parents/carers will be informed about the Safeguarding and Child Protection Policy through newsletters, the website, displays, reference to it in general parental meetings and a range of materials.

18. MULTI-AGENCY WORK

18.1 The Trust requires its schools work in partnership with other agencies to promote the best interests of our children as a top priority in all decisions and actions that affect them. The school will, where necessary, liaise with these agencies 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. Where the child already has a safeguarding Social Worker or Family Support Worker, the request for support should go immediately to the team involved, or in their absence to their team manager.

18.2 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.

18.3 The school 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.

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

18.5 Where a pupil/student 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.

19.0 OUR ROLE IN SUPPORTING CHILDREN

19.1 The school staff will offer appropriate support to individual pupils who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation.

19.2 A safeguarding action 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.

19.3 Children and young people 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 the school it will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

19.4 The school will ensure it works in partnership with parents / carers and other agencies as appropriate.

19.5 The school will update the Trust Safeguarding Lead as appropriate on cause of concerns and support.

20.0 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

See also Birmingham Safeguarding Children Board Procedures on Allegations against Staff and Volunteers.

20.1 This procedure must be used in any case in which it is alleged that a member of staff, Governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

20.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

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

20.3.1 Allegations or concerns about <u>staff, colleagues and visitors</u> 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. The Headteacher must report all allegations to the Trust Safeguarding Lead.

20.3.2 If the concern relates to the <u>Headteacher,</u> it must be reported immediately to the CEO of CORE Education Trust, who will liaise with the Designated Officer Team in Birmingham Children's Trust and they will decide on any action required.

20.3.3 If the safeguarding concern relates to the <u>proprietor of the setting</u> then the concern must be made directly to the Children's Trust LADO team who will decide on any action required.

21.0   CHILDREN WITH ADDITIONAL NEEDS

21.1   The 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 special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

21.2   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 call a multi-agency risk-assessment meeting 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 Governing Body.

22.0   CHILDREN IN SPECIFIC CIRCUMSTANCES

22.1   Private Fostering

22.1   Many adults find themselves looking after somone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is privately (that is to say without the involvement of a local authority or Birmingham Children's Trust) for the care of a child under the age of 16 other (under 18, if disabled) 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.

22.1.2 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.

22.1   People become involved in private fostering for all kinds of reasons. Examples of private fostering include:
- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

22.1.2 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 Children's Board has a duty of check that the young person is cared for and that the arrangement is satisfactory. Any member of staff who believes an individual may be in private fostering arrangement or has moved from the family home, must inform the DSL immediately to consider what action is required.

23.0. LINKS TO ADDITIONAL INFORMATION ABOUT SAFEGUARDING ISSUES AND FORMS OF ABUSE

23.1   Staff who work directly with children, and their leadership team should read and refer to this information. It should be used to support and inform aspects of staff training within the school and briefing information for visitors and parents/carers as appropriate.

23.2   Guidance on children in specific circumstances found in Annexe A of KCSIE-18, and additional resources are listed below:

Issue	Guidance	Source
Abuse	http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	**West Midlands Safeguarding Children Procedures**

	http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect	
Bullying	http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#	**West Midlands Safeguarding Children Procedures**
Children and the courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	**MoJ advice**
Missing from Education, Home or Care	http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme	**West Midlands Safeguarding Children Procedures**
Family Members in prison	https://www.nicco.org.uk/	**Barnardos in partnership with (HMPPS) advice**
Drugs	http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html	**Birmingham Police and Schools panels**
Domestic Abuse	http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse	**WM Safeguarding Children Procedures**

Child Exploitation	http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children	West Midlands Safeguarding Children Procedures
Homelessness	https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets	HCLG
Health & wellbeing	http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018	WM Safeguarding Children Procedures BCC Education Safeguarding
On-line	https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017 http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&%20Confiscation%20Jan%202018.pdf	BCC Education Safeguarding Birmingham Police and Schools panels
Private fostering	https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals	BCC
Radicalisation	http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism	West Midlands Safeguarding Children Procedures

Violence	http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity	West Midlands Safeguarding Children Procedures
	https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance	BCC Education Safeguarding
	https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children	Birmingham Police and Schools panels
	http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html	West Midlands Safeguarding Children Procedures
	http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence	BCC Education Safeguarding
	https://www.gov.uk/government/policies/violence-against-women-and-girls	

APPENDICES

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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

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; or
- 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; or
- Isolation from peers.

3. SEXUAL ABUSE

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

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 open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. EXPLOITATION

Child Sexual Exploitation occurs when a child or young person, 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.

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children's Trust. The Trust Safeguarding Lead must be informed of any referrals made. 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 such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

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

Research and experience indicates 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 non-mobile 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.

DEALING WITH A DISCLOSURE OF ABUSE

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

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is 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.

Immediately afterwards

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/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Headteacher.

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1.   **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 via social media, sexual assault and rape.
- **Neglect**
  For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
- **Spiritual Abuse**
  For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2.   **If a child makes an allegation about a member of staff, Governor, 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 him/herself or interview pupils. The Headteacher must inform the Trust Safeguarding Lead of all allegations made and log them on the Trust Headteacher Log.

3.   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 the Children's Trust Designated Officer (LADO) Team[1] (Tel: 0121 675 1669). The LADO Team will liaise with the Chair of Governors 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

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[1] In other authorities the LADO service is referred to as the Position of Trust Team (POT)

conduct of the member of staff or the pupil. These should be addressed through the school'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 safeguarding file. <u>The allegation should be removed from personnel records.</u>

4. **Where an allegation has been made against the Headteacher,** then the CEO takes on the role of liaising with the LADO Team in determining the appropriate way forward. For details of this specific procedure see the Section on <u>Allegations against Staff and Volunteers</u> in the procedures of Birmingham Safeguarding Children Board.

5. **Where the allegation is against the sole proprietor, the referral should be made to the LADO team directly.**

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. 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.

3. 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.

4. 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.

5. 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.

6. Indicators of vulnerability include:

    - Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
    - Personal Crisis – the student/pupil 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 student/pupil'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 student/pupil 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 – pupils/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. 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.

PREVENTING VIOLENT EXTREMISM -
ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils/pupils from radicalisation and involvement in terrorism;

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils/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 pupils/pupils from radicalisation and involvement in terrorism;

- 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 the safeguarding processes relating to protecting pupils/pupils from radicalisation and involvement in terrorism;

- Acting as the first point of contact within the school for case discussions relating to pupils/pupils who may be at risk of radicalisation or involved in terrorism;

- Collating relevant information from in relation to referrals of vulnerable pupils/pupils into the Channel[2] 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.

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[2] 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.

CENTRAL ACADEMY SPECIFIC ANNEXE:
KEY LOCAL PROCEDURES AND FOCUS.

Local Procedures:
Birmingham Safeguarding Children's Board (BSCB) http://www.lscbbirmingham.org.uk/
Children's Advice and Support Service (CASS)
Multi Agency Safeguarding Hub (MASH)
Chanel (Prevent Referrals)
CSE Screening Tool
Force Intelligence Bureau (FIB) Information sharing with the Police:
fib@west-midlands.pnn.police.uk
Birmingham Education Support Service (BESS)
Birmingham City Council (BCC) Safeguarding Briefings:
https://www.birmingham.gov.uk/info/50045/safeguarding_briefings
Local Authority Designated Officer (LADO) 0121 675 1669
Lado.secure@birmingham.gcsx.gov.uk

Central Academy Procedures:
Student notice of concern forms are completed by staff who have any safeguarding concerns (Pink Slips)
Pink Slips are handed to DSL/Deputy DSL on the same day
Immediate Child Protection Concerns reported to DSL/Assistant/Headteacher immediately
Referral/Advice taken from appropriate agency
Right Help, Right Time referred to
Chronology sheet used to record incident in a secure paper file
Paper files kept and locked away
Bound Book completed by DSL/Deputy DSL
Annual Level 1 Whole Staff Safeguarding and Level 1 Safeguarding and Child Protection Training, Prevent Training, KCSIE 2018, Educare Training Modules completed on Key Safeguarding and Child Protection Issues, Weekly Safeguarding Briefings on Academy Specific and Local Hot Topics/Issues.

KCSIE 2018 Links to Specific Safeguarding Issues

Abuse
Bullying including cyberbullying
Child Missing from Education
Child Missing from home or care
Child Sexual Exploitation (CSE)
Criminal exploitation of children and vulnerable adult's county lines
Domestic Violence & Abuse
Drug Advice for Schools
Fabricated or Induced Illness
Faith or Belief Based Abuse
Female Genital Mutilation (FGM)
Forced Marriage

Gangs and Youth Violence
Gender based violence/violence against women and girls (VAWG)
Hate
Mental health
Private fostering
Preventing radicalisation
Protecting children from radicalisation
 Relationship Abuse
Sexting
Sexual violence and sexual harassment between children in schools and colleges
Trafficking and modern slavery

CORE Safeguarding and Child Protection Policy			
Publication Date	October 2018	**Owner**	Head of Development